

TEACHER'S GUIDE

# JOURNEY TO SUCCESS<sup>®</sup>

LEVEL

2

BUILDING BASIC SKILLS IN READING AND WRITING

**PACING GUIDE  
TIMING  
SUGGESTIONS**  
*Now Included!*



**New Readers Press<sup>®</sup>**  
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Teacher's Guide Level 2  
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*Journey to Success* is a reading program designed for adult learners. The student books and accompanying teacher's guides represent research-based principles and best teaching practices.

*Journey to Success* develops explicit connections between reading, vocabulary, writing, speaking and listening, and language instruction as suggested by the College and Career Readiness Standards for Adult Education.

At Levels 1 and 2, each student book is divided into four thematic units. Each unit contains three 8-page lessons and a unit review. Students work with authentic reading selections that include practical, informational, and literary texts. Writing assignments reflect real-world and academic activities that draw on elements of the readings.

At Levels 1 and 2, students complete some activities with teacher guidance. They also work collaboratively and independently. Activities may involve pair, group, and whole class work. Many activities allow students to discuss ideas and share responses, providing opportunities for speaking and listening practice.

Extension activities in each lesson encourage students to apply skills to new situations. In addition, each lesson ends with a **Think and Discuss** feature that further extends the content of the lesson. Students engage in group discussions, respond to stimuli such as quotations and photographs, and connect the lesson's content to real-world scenarios. Students draw on their knowledge and life experiences and learn how the readings are relevant beyond the classroom.

Answer keys at the back of student books allow students to monitor their progress and work at an individual pace.

The *Journey to Success* Teacher's Guides provide lesson-by-lesson support for both new and experienced teachers. Notes for each lesson include valuable background information about reading topics, tips about phonics instruction, vocabulary support, English language learner activities, extension activities, and teaching ideas and support for each section of the lesson.

Additional resources in the teacher's guides include activity menus and lists of sight words and vocabulary words. Photocopy masters include blank copies of graphic organizers used with the reading selections and personal dictionary pages for students to record new vocabulary.

Level reviews are available online. The level reviews cover phonics and reading skills in the level. Along with unit

reviews, the level review provides students with test-like practice to measure their mastery of phonics and reading skills.

## Phonics and Foundational Skills

**Phonics** and foundational skills help develop reading proficiency and allow students to comprehend texts across a range or disciplines.

Each lesson in *Journey to Success* Levels 1 and 2 starts with a phonics warm-up activity that allows students to build on prior vocabulary knowledge and decoding strategies. The passages address topics familiar to adults, and they are written at an accessible level to help build readers' confidence.

Students practice targeted phonics skills with a variety of activities, such as using picture clues, adding examples to word families, writing words to complete sentences, identifying words with similar sounds, and completing crossword puzzles. They encounter words with the targeted skill in context and briefly revisit the skill after completing the reading passage.

## Vocabulary and Word Analysis Skills

Comprehension and learning are dependent on vocabulary knowledge. *Journey to Success* offers the direct and explicit **Vocabulary** instruction that students need in order to improve their comprehension. Students are pre-taught meaningful high-utility words before they encounter the words in context of the reading passage. Lessons provide multiple exposures and practice opportunities for key vocabulary.

At Levels 1 and 2, students read and practice Tier 1 and Tier 2 vocabulary words. The Tier 1 words selected may already be part of students' oral vocabulary. However, they may be difficult to decode and write. Tier 2 words reflect the emphasis in the CCRS for Adult Education on frequently encountered academic vocabulary. Many of these words are found in complex texts across academic disciplines.

Each lesson also covers a **Vocabulary Skill** to help students decode and comprehend unfamiliar words. Students use structural analysis to break words into meaningful and recognizable parts. They also use context clues, multiple meanings, and sight word practice to improve fluency and comprehension.

## Reading Selections

Lessons have a consistent format that builds from phonics and vocabulary practice to comprehension of a reading passage. The reading selection provides additional practice with phonics skills, vocabulary words, and vocabulary skills as well as a reading comprehension skill.

Informational text makes up the majority of texts adults encounter in college and the workplace. (Pimentel) Therefore, *Journey to Success* emphasizes informational texts. These texts include practical texts about work, home, and school; technical texts; and readings in science and social studies.

The nonfiction readings in *Journey to Success* incorporate level-appropriate text features such as realia, headings, photographs with captions, diagrams, and charts. These are features that students encounter regularly at work, at home, at school, and in the community. Students learn to interpret these features and use them to enhance their understanding of the text.

Each level also includes a fictional story. The stories have vocabulary and sentence structure accessible for readers at various levels.

## Reading Strategies

Research shows that students get more out of reading if they use reading strategies that help them actively engage in the reading process. *Journey to Success* introduces students to several strategies they can use before and during reading to improve their reading comprehension.

**Before Reading** strategies include previewing, skimming, setting a purpose for reading, and using prior knowledge.

**During Reading** strategies include making connections, taking notes, visualizing, and rereading. These strategies encourage students to draw on their life experiences and to monitor their understanding as they read. Students use the strategies with each reading selection with teacher prompting and guidance.

## Reading Skills

*Journey to Success* covers key **Reading Skills** that help students master the College and Career Readiness Standards for Adult Education. These standards

emphasize exposing students to complex text. In addition, students are expected to cite text evidence.

In *Journey to Success*, after students read a passage, they answer general comprehension questions that allow teachers to evaluate whether students have grasped key points and concepts in the reading. If students have not grasped main ideas, teachers can return to the text before moving on to a more detailed analysis of the text.

Students are then introduced to specific reading skills that require careful examination of the text. Students may interact directly with the text by circling signal words or underlining key details or evidence. Students respond to a variety of question types and formats.

Graphic organizers help students record, organize, and understand information from the texts. Copies of these graphic organizers can be found in the *Journey to Success* Teacher's Guides.

## Writing

Most students who struggle with reading have difficulty writing. Writing can be intimidating because it requires the coordination of many elements, such as determining a purpose, choosing a topic, developing and organizing ideas, spelling correctly, and structuring sentences.

*Journey to Success* integrates **Writing** instruction with the content, theme, or form of the reading selections. Students complete writing assignments that include informative and explanatory, opinion, and narrative pieces. Writing products include functional and academic pieces that resemble the types of writing adults may produce at home, work, and school.

The lessons approach writing as a process. Following a brief introduction to the writing form or product they will be working on, students review characteristics to include in their writing and a writing prompt.

With teacher guidance and modeling, students brainstorm, plan, and prewrite. At Levels 1 and 2, additional support, such as sentence starters or guiding questions, helps students get started. Space is provided in the book for students to write the final writing product. A **Writing Tip** prompts students to focus on a feature, organize their writing, or include specific content.

After they complete the writing, students review a checklist for revising and editing their work.

**Language Mini-Lessons** in the back of each student book provide brief instruction and practice activities with the conventions of standard English.

## Speaking and Listening

Each lesson in *Journey to Success* provides a range of opportunities for students to practice speaking and listening skills. Students are prompted to work collaboratively in pairs and small groups. Teacher-led discussions allow students to share their findings, evidence, and interpretations of texts.

The **Think and Discuss** feature at the end of each lesson provides additional opportunities for students to respond to diverse media and engage in discussion.

## Additional Features

A **To the Learner** section at the beginning of Levels 1 and 2 is written in student-friendly language and explains the types of skills students will encounter and the activities they will complete.

**Study Skills** at the back of the student book provide guidance on using online and print dictionaries, a table of contents, and a glossary.

Each of the four units in *Journey to Success* concludes with a **Unit Review**. Unit Reviews provide a fresh practice opportunity for phonics and comprehension skills.

The **Level Review** (available online) reviews phonics and comprehension skills in the level.

## Pacing Guide

In addition to the teaching notes for each section, you will see pacing suggestions. These suggested times will give you an idea of how to pace your instruction and how much time students should spend on the tasks. The actual time required to complete each lesson will vary from student to student and also by topic. Every student's learning path is unique. One lesson could take 3 to 5 hours to complete, depending on the book level and the student's level.



### Suggestions for Teaching *Journey to Success*

*Journey to Success* Levels 1 and 2 emphasize some of the key components of the reading and writing processes. In each lesson, students work on phonics and decoding to build the foundational skills needed to comprehend texts. They practice frequently encountered academic vocabulary words and apply vocabulary skills. They learn and use pre-reading and during-reading strategies. Students read complex texts like those they will encounter at work, in the community, and in school. They complete comprehension checks and practice applying comprehension skills drawn from the College and Career Readiness Standards for Adult Education. Students will also follow the key stages of the writing process.

You can employ a variety of strategies to help new adult readers build their skills and self-confidence. Here are suggestions for four key areas: Word Recognition and Vocabulary, Sight Vocabulary, Fluency, and Comprehension.

### Improving Word Recognition and Vocabulary

Skillful readers use specific strategies when they come to a word they don't know. These strategies need to be taught to readers who don't already use them.

**Phonics and Decoding** Encourage students to sound out words using sound/symbol relationships to decode the word. When students come to a word that they can't read, have them sound out individual letters. Remind them to look for consonant blends, vowel combinations, and consonant digraphs. Then have them blend the sounds together to make a word. After students say a word, have them check whether it fits in the context of the sentence.

**Structural Analysis** Have students look for recognizable word parts when they come to a word they don't recognize or can't read. Remind them to look for common prefixes, suffixes, and word roots that can help them read and comprehend a word. Have students draw slashes between syllables and recognizable parts to break long words into manageable pieces. [*re/heat/ed*]

**Context Clues** Explain to students that they can use context—the surrounding words and sentences—to figure out the meaning of an unfamiliar word. This helps students to focus on overall comprehension of a text. When students come to an unfamiliar word, have them say “blank” and continue reading. Ask students to think

about the topic of the text they are reading. Have them think about the part of speech (such as noun, verb, adjective) that the “blank” stands for. Then ask them to think of a word that fits in place of the “blank.” Have them reread the sentence using that word to see if it makes sense.

**Online Dictionaries** Depending on the setting, online dictionary apps may be a useful resource when students are unable to read or understand a word. Encourage students to try other decoding and context strategies first, as these strategies help engage students with the content of the reading.

Point out that students can usually click on an icon to hear a word being pronounced in an online dictionary. Model how to use a dictionary to find a correct definition. The Study Skills pages in the back of the student book provide support for using a dictionary.

**Multiple Exposures to Vocabulary** To build deep understanding of vocabulary words, provide students with explicit instruction, multiple exposures, and a variety of practice activities. When teaching vocabulary words, read the example sentences given in the student book aloud. Provide additional examples, have students try to use the words in sentences, and then ask students to explain the meaning in their own words. A menu of additional vocabulary practice activities is given in this teacher's guide.

**Personal Dictionary** A personal dictionary provides another opportunity for students to interact with vocabulary words. Provide students with a copy of the Personal Dictionary pages in this teacher's guide. For each vocabulary word, have students write a definition, write a context sentence, draw an illustration, give an example, or give synonyms. Encourage students to revisit their dictionaries periodically.

### Acquiring Sight Words

Skillful readers have a body of sight words—words they recognize immediately. Sight words appear with high frequency in printed texts. Students who lack sight word knowledge expend a lot of energy trying to decode the text. This in turn hinders their ability to understand what they have read. The more students read, the more their body of sight words grows.



*Journey to Success* Levels 1 and 2 provide explicit practice at least once per unit with sight words that appear in the reading selections. Additional suggestions for practicing sight words are available in the Word Learning Activities menu in this teacher's guide, which also includes Fry and Dolch sight word lists.

## Increasing Fluency

To read fluently, students need to hear and understand what fluent reading sounds like. When you read a passage from the lesson aloud, point out your reading behaviors. Students will transfer your reading behavior to their own reading.

Repeated readings (when students practice reading by re-reading short passages aloud multiple times) is an effective strategy for promoting fluency. It should be a regular activity for students who need to improve speed, accuracy, or expression.

- **Echo readings** Students imitate fluent reading as modeled by you. Choose a passage from the lesson to read aloud. Read a line of text. Break the text into phrases as needed. The class repeats the line back to you. Continue for the rest of the passage.
- **Paired repeated readings** Place students in pairs. Give them time to read the passage from the lesson silently. Then have partners take turns reading aloud and listening. Circulate and listen to the reading to see if any students need to continue working with the same passages during the next fluency practice, or if they are ready to work on a different passage.
- **Reading to the teacher** Students read a passage from the lesson aloud to you. This is a good opportunity for you to evaluate their strengths and weaknesses and to give specific feedback on accuracy and prosody.
- **Performance reading** Students dramatize the text they are reading. This strategy works best in texts with dialogue from two or more characters. Assign students different roles and have them practice the dialogue for their character. Students should focus on speed and natural expression.

**Tracking Student Reading Progress** You can monitor an individual student's reading progress in an informal one-on-one setting.

1. Choose an unfamiliar passage of approximately 100 words from a later lesson or the next level book of *Journey to Success*. Have the student read the passage aloud to you.
2. On another copy of the passage, put an X over each word that the student read incorrectly. Each time the student substitutes, omits, or inserts a word, count it as an error. If the student corrects himself or herself, it isn't an error.
3. Total the errors and determine the percentage of words that the student read correctly.

Record students' reading accuracy every few weeks.

## Improving Comprehension

Even if students can read the words in a selection, they may not understand its meaning. Research shows that readers get more out of reading if they use strategies that actively engage them in the reading process. The following strategies can help students improve their comprehension.

**Using Prior Knowledge** Adults have a wealth of life experience they can draw upon. Before students read, have them share what they already know about the topic of the selection.

**Previewing the Reading** Ask students to preview the text before reading. Have them read the title and any headings. Ask them to look at any photos or other visuals. Use the questions in *Before You Read* to check that students have previewed the text.

**Setting a Purpose for Reading** Ask students what they would like to find out about the topic before reading.

**Use During Reading Strategies** Each lesson directs students to use a comprehension strategy while they read. For example, students might visualize the details, take notes, or reread complex sections. These strategies help students stay engaged with the text and pay attention to key information.

**Retelling** After reading each selection, students work in pairs to retell the main points.

**Comprehension Checks** Each reading selection is followed by an After You Read section. The questions in the section ask about main ideas and explicit details. If students struggle to respond correctly to these questions, have them return to the text and guide them to reread. Pause to ask questions and monitor their understanding.

## Teaching Notes

This Teacher's Guide includes lesson-by-lesson strategies, activities, classroom management tips, discussion prompts, background information, and explanations that benefit both new and experienced teachers.

Teacher's notes include:

- a list of academic vocabulary used in each lesson
- background information about the lesson's theme and topic
- suggestions for activating students' prior knowledge and helping students make connections to their own lives
- discussion prompts
- English language learner support activities
- support for fluency
- tips for teaching lesson-specific vocabulary, such as multiple meanings, irregular spelling and pronunciation, and parts of speech
- additional information about teaching text features, reading strategies, and reading skills
- tips for helping students connect to the writing forms and topics
- extension activities that encourage students to analyze, synthesize, and apply the lesson content in new ways

## Resources

### Word Learning Activities

Levels 1 and 2 include a menu of activities for practicing sight words and lesson vocabulary. The menu allows

teachers flexibility to choose the best activity type based on student interest and ability, time, and classroom resources.

### Sight Words and Vocabulary Words

Lists of lesson-by-lesson sight words and vocabulary words are given. The word lists can be cut apart for use in practice activities.

### Dolch and Fry Sight Word Lists

Levels 1 and 2 include lists of:

- Fry's First 100 Words
- Fry's Second 100 Words
- Dolch's 220 Sight Words by Grade

### Common Prefixes and Suffixes

Some of the most common prefixes and suffixes and examples of words containing them are provided.

## Photocopy Masters

Each level contains a variety of photocopy masters, including manipulatives, additional activity sheets, and blank versions of graphic organizers.

### Letters, Word Family, Blends, and Digraph Cards

These cards can be cut apart and used to practice a variety of word-building activities.

### Activity Masters

These masters provide additional practice and extension activities with phonics and vocabulary.

### Graphic Organizers

Blank versions of graphic organizers used with reading comprehension skills are included to provide additional practice. Teacher's guide notes suggest when to use each master.

## Personal Dictionary

Provide each student with a copy of the Personal Dictionary pages. Have students record the lesson vocabulary words and additional new vocabulary on the pages.

**LESSON 1: BEING A GOOD STUDENT (pp. 10–17)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Short and long vowels *a, e, i, o, u*

**Vocabulary:** Compound words

**Reading:** Answer questions about key details

**Writing:** Write a list

Students will read an article about getting organized. The article includes a list of tips. Students are asked to make connections to their own lives.

Students will be exposed to the following terms during the lesson:

- *short vowels*
- *long vowels*
- *consonants*
- *details*
- *article*
- *parentheses*
- *compound words*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 10)**

**10–15 minutes**

Read aloud the lesson title, “Being a Good Student.” Then read aloud the list of lesson goals.

Explain that students will be reading an article about getting organized. It includes a list of tips.

Have students look at the photograph. Invite them to describe what they see. What can they tell about the man using this workspace?

Prompt students to connect the photo with their own experiences with questions such as the following:

- By looking at the photograph, can you guess whether the man is a good student? What clues do you see?
- What are some words you would use to describe this man?

Ask students to brainstorm ways to keep their desktop organized. List responses on the board.

**ELL** Invite students to share about adult education in their home countries. Have them discuss the following:

- Do adult students usually have jobs in addition to going to school?
- Do adult students rely more on textbooks or computers?
- How is the experience of adult students in your home country the same as your experience in this country? How is it different?

**PHONICS: SHORT AND LONG VOWELS *a, e, i, o, u* (pp. 10–11)**

**45–60 minutes**

Read the names of the vowels aloud. Remind students that vowels can be short or long, or they can make other sounds. Then review the short and long sounds for each vowel.

Explain that students will practice reading words with short and long vowel sounds during this lesson.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up sentences. Ask them to listen for words that have short and long vowel sounds. After students have read the sentences, have them write a word for each short and long vowel sound.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found for each long and short vowel sound.

**Short and Long Vowels *a, e, i, o, u* (p. 11)**

Read aloud the instructional text about short and long vowel sounds.

Then read the lists, completing the following routine for each vowel:

- Say the sound of the vowel.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Read aloud the tip. Then share additional examples of words with only one vowel that have a long vowel sound, including *roll*, *find*, and *child*.

**Practice A** Read aloud the directions. Complete item 1 by identifying *snake* as the correct answer. Circle *snake* then write it on the board. Work through items 2–8 as a class.

**Practice B** Read aloud the directions. Then read aloud the words in item 1 and have a volunteer identify the word that does NOT have a short vowel sound, *me*. Tell students to cross out the word.

Have partners complete the exercise. Then invite a volunteer to share the answers.

**Practice C** Read aloud the directions. Have students complete the exercise independently, crossing out words that do NOT have long vowels. Have volunteers share each answer with the class.

**Practice D** Read aloud the directions. Think aloud as you complete item 1 by identifying *made* and *them* as the words that complete the sentence. Have students complete the exercise independently then review answers as a class.

### Extend Phonics

**Extension** Provide students with copies of Masters 1–4, cut-apart letter cards. Have students use the letter and word family cards to generate more words with short and long vowel sounds. Remind students to save their cards for practice with later lessons.

For more practice with short and long vowel sounds, have students cut apart the cards from Master 5: Words with Short and Long Vowels. Have students sort the cards into two piles, a long vowel pile and a short vowel pile. Then have partners compare their piles and correct any mistakes.

### WORKING WITH WORDS (p. 13)

45–60 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage.

Read aloud each vocabulary word and point out that in the word *schedule*, *sch* makes the *sk* sound. They know another very common word like this, the word *school*. Write the word *school* on the board.

Next, read each vocabulary word and its context sentence. Have volunteers use the context to define or explain what each vocabulary word means.

Remind students of the parts of speech. Tell them that a noun is a person, place, or thing; a verb is an action word; and an adjective describes a noun. If needed, write the definition of each part of speech on the board.

Have students identify the part of speech for each of the vocabulary words as used in the context sentences. (*Balance* is a verb; *focus* is a noun; *organized* is an adjective; and *schedule* is a noun.)

Ask them how they figured out the part of speech for each word. What clues did they use?

Then point out that a single word can be more than one part of speech, depending on how it is used. Challenge students to create a sentence using *focus* as a verb (for example, *Please focus on your work.*).

Then ask students to use *schedule* as a verb (for example, *Will you schedule family time next week?*).

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- How do you **balance** your responsibilities?
- What is the **focus** of this lesson? (*Hint*: Return to the lesson title.)
- How do you keep your room **organized**?
- How do you manage your **schedule**?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognate:

- organized: *organizado*

### Compound Words

Read aloud the instructional text. Then write the following compound words on the board: *bathtub*, *paintbrush*, and *treehouse*.

Draw a line separating *bath* and *tub* and point out that a bathtub is a tub for taking a bath. Then draw a line separating *paint* and *brush* and ask what a paintbrush is (a brush for painting).

Ask a student to draw a line dividing *treehouse* into two smaller words. Ask what a treehouse is (a house in a tree).

Have students complete the exercise independently and review the answers as a class.

### Extend Working with Words

#### Extension

Distribute Master 6: Compound Words to the class. Tell students that each set of the words on the left can be combined with a word from the box to create a compound word.

Complete the first item with students, identifying the word *worm* as belonging in the second column and the words *earthworm*, *bookworm*, and *inchworm* as belonging in the third column.

Have partners complete the activity. Have volunteers share their compound words with the class.

### READING (pp. 14–15)

60–75 minutes

Explain that students will be reading an article about getting organized. Tell them the article includes a list of tips. Activate prior knowledge by asking students what they do to stay organized.

### Before You Read

Have students preview the article and answer the questions independently.

Review student responses as a class. As you discuss item 3, ensure that students understand that the article includes a numbered list of tips for getting organized.

Ask students what *organized* means. What does an organized person do? List student responses on the board.

### Read

Read aloud the directions. Tell students that as they read, they should make connections to their own lives. For example, after reading each tip, they can ask themselves whether they already do it and whether it will work for them.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling.

**Exercise B** Have students answer items 1 and 2 independently. Then review the answers as a class.

**Exercise C** Have partners discuss the question.

Have students share ways they stay organized and ways they are not organized. Create two lists on the board.

#### ELL

Invite students from different cultural backgrounds to discuss how people stay organized in their home country. Do people use the tools recommended in the list? What are some additional ways people stay organized?

### Answer Questions About Key Details

Read aloud the instructional text. Remind students that key details are things you need to know to understand a topic. They are the most important facts. Using question words can help readers identify and understand key details.

Point out that not every article or passage will have an answer for each question word. For example, the word *who* asks for a person; not every article or passage will have an answer to a *who* question. Likewise, the word *where* asks for a place; not every article or passage will mention a place. Nevertheless, answering questions built on these words helps readers to better understand most topics.

Have students answer the questions independently. Then have volunteers share their answers with the class.

### Extend the Reading Skill

#### Extension

Provide students with Master 7: Questions About Key Details. Support students as they use the graphic organizer to ask and answer key details questions about a different article in their textbook. Work with students as they develop their *who*, *what*, *where*, *when*, *why*, and *how* questions. Then have them read to find the answers.

### Phonics Check-Up

Have students find examples of short and long *a* words in the article. List the words on the board.

Repeat the exercise for short and long *e*.

As time allows, repeat the exercise for the remaining vowels.

#### Fluency

### Read It Again

Have students return to the Phonics Warm-Up on page 10 and reread it. Then have students read the text aloud to a partner.

### WRITING (pp. 16–17)

30–45 minutes

### Write a List (p. 16)

Read aloud the instructional text. Then read the first list item aloud and have students check it. Repeat with the second list item, and so on through the list.

### Plan

Read aloud the directions. Copy the table onto the board, read the title of the first column, and model by writing a



household task in that column. Allow time for students to complete the first column.

For the second column, have a volunteer give an example. Have students work independently to complete the table.

Think aloud as you number the items in each column, according to their urgency or importance. Then direct students to do the same.

### Write a List

Point out the lines provided for students' writing. Note the title has been provided and that they will be writing a To-Do List. Tell students that to-do lists are a great tool for staying organized.

Read aloud the tip. Point out that not all of the items in your table are complete sentences.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

**Extension** To provide more practice with list-writing, invite students to make grocery lists for the coming week. Point out that by grouping like items together (dairy, produce, etc.), they will have a list that is easier to follow and use.

### Think and Discuss (p. 17)

15–25 minutes

If students struggle to think of other positive behaviors, support them with the following possibilities:

- being on time
- coming to class
- doing homework
- studying with a partner
- asking for help

### LANGUAGE SKILLS MINI-LESSON

20–30 minutes

#### Possessives, p. 113

This mini-lesson provides practice using possessives correctly. Read aloud the instructional text. Then direct students to work independently to finish the worksheet. Have volunteers share their answers with the class.

## LESSON 2: STAYING WELL (pp. 18–25)

### About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Variant sounds of *c, g, s*

**Vocabulary:** Suffix *-ly*

**Reading:** Find the main idea

**Writing:** Write about an experience

Students will read an article about how to avoid the flu. The article includes an informational graphic. Students are asked to take notes about important ideas and information.

Students will be exposed to the following terms during the lesson:

- *variant sounds*
- *suffix*
- *graphics*
- *main idea*
- *experience*

Be sure students understand this language as they encounter it in the lesson.

### Introduce the Lesson (p. 18)

5–10 minutes

Read aloud the lesson title, “Staying Well.” Point out that there are many things people can do to stay well.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about how to avoid the flu.

Have students look at the photograph and read the caption. Explain that colds and flu are caused by viruses. These can't be seen, but they are carried by tiny droplets of moisture when a person coughs or sneezes.

Have students draw on their knowledge and personal experiences to answer questions such as the following:

- Why does the flu spread when someone sneezes?
- Why might it be easier for flu to spread in crowded places, like schools, prisons, malls, and airports?

Ask students to brainstorm some ways they stay healthy. List responses on the board.

ELL

Invite students to discuss public health in their home countries. Have them discuss the following questions:

- Is flu a problem in your home country?
- Do people get flu shots?
- How are colds and flus usually treated?

### PHONICS: VARIANT SOUNDS OF *c*, *g*, *s* (pp. 18–20)

45–60 minutes

Before students read the warm-up paragraph, clarify that some letters can make more than one sound. Read the instructional text following the Warm-Up paragraph, along with the example provided for each variant sound. Emphasize the two sounds of *s*.

#### Phonics Warm-Up

Have students read the Phonics Warm-Up sentences. If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read. During the reading, students should notice words with the variant sounds of *c*, *g*, and *s*.

After students complete the reading, work through the warm-up activity as a class. List the words with each sound on the board as students write them in their books.

#### Variant Sounds of *c*, *g*, *s* (p. 19)

Read aloud the instruction about variant sounds. Check student understanding by asking the following questions:

- *C* has two sounds, the soft *c* and the hard *c*. What is the soft *c* sound? What is the hard *c* sound?
- *G* has two sounds, the soft *g* and the hard *g*. What is the soft *g* sound? What is the hard *g* sound?
- What are two of the sounds that *s* can make?

Read aloud the tip. Remind students that digraphs are two letters that, when combined, create a new sound.

Point out that when *s* is in the digraph *sh*, it does not have either of its normal sounds. Likewise, when *c* is in the digraph *ch*, it does not have either of its normal sounds.

**Practice A** Read aloud the directions. Model completing item 1 by selecting *giraffe*. Point out that this word uses the soft *g*.

Have students complete the exercise. Then review the correct answers as a class.

**Practice B** Read aloud the directions. Ask a volunteer to identify the hard *c* words in the first item, *cart* and *panic*. Have partners complete the exercise. Invite volunteers to share the correct answers with the class.

**Practice C** Read aloud the directions.

Model completing the first item by reading the clue then reading each of the words in the box until you determine that *pencil* is the answer that matches the clue.

Then count the letters in *pencil* (six) and confirm that there are six boxes for letters in 2 Across.

Write *pencil* in the puzzle then cross it out in the word box. Point out that by crossing out words that have already been used, students can prevent confusion.

Have small groups complete the exercise by writing words from the box in the correct place in the puzzle.

Have a volunteer share answers with the class.

#### Extend Phonics

Extension

For more practice with variant sounds, tell students that some words with variant sounds are very common. Knowing these words will help students read more fluently.

Provide copies of Master 8: Words with Variant Sounds, Letters *c* and *g*. Read each word aloud and have students repeat after you.

Have students write each word three times as they say the word to themselves. Then have partners write a sentence for six of the words.

Have volunteers share their sentences with the class.

As time allows, administer a spelling test to reinforce students' knowledge of these common words with variant sounds.

#### WORKING WITH WORDS (p. 21)

30–45 minutes

##### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Have small groups use the context sentences as they discuss the vocabulary words and their definitions.

Point out that the word *business* looks like it has three syllables, but when it is pronounced, it has only two. As necessary, review that syllables are word parts that have one vowel sound. Then ask students how many syllables the other vocabulary words have (two).



Next, point out that in the word *business*, the first *s* sounds like a *z*. Challenge students to find the vocabulary word that has a soft *c* (*surface*).

Then have them practice using the vocabulary. Prompt them with questions such as the following:

- What is something you want to **avoid**?
- What kind of **business** would you like to own?
- What has a bigger **impact** on people's lives, experience or education?
- What is one fruit that has a rough **surface**? What is a fruit with a smooth **surface**?

Have students complete the practice activity. Allow volunteers to share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognate:

- impact: *impacto*

### Suffix -ly

Read the instructional text aloud. Tell students that a suffix is a word part that comes at the end of the word. When a suffix is added to a base word, it changes the word's meaning. The suffix *-ly* means "how an act is done."

Next, read the directions and complete the first item, by writing the word *neatly* on the board. Have students complete items 2–4 and ask a volunteer to share their answers with the class.

Complete item 5 by writing *closely* on the board as students write it in their books. Then put a check next to *closely* (item 2) and point out that this word cannot be used again.

Have small groups complete items 6–8. Review the answers as a class.

### Extend Working with Words

Extension

Tell students that the suffix *-ly* not only changes the meaning of a word. It also changes the word into an adverb.

The word *quick* is an adjective: *Go take a **quick break**.* When *-ly* is added to the word *quick*, it becomes the adverb *quickly*: *She **quickly ate** her lunch.*

Have students add the suffix *-ly* to three words from the following list and use the newly formed adverb in

a sentence: *slow, bad, correct, brave, bold, glad, great, common, proud, quiet.*

### READING (pp. 22–23)

45–60 minutes

Explain that students will be reading an article about how to avoid the flu.

### Before You Read

Remind students that one way to better understand what they read is to use what they already know about the topic.

Activate students' prior knowledge by asking students how they avoid catching the flu (for example, hand-washing and getting a flu shot).

Next, have students preview the article. Explain that they should read the title and the first sentence as well as the graphic.

Support students in reading the graphic correctly: read the title, read the text, and consider the matching illustrations.

### Read

Read aloud the directions. Tell students that they can take notes by underlining or circling important information or by writing important ideas in blank space on the page. Make sure they consider the graphic in their note-taking.

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling.

**Exercise B** Have students complete this activity independently. If students have difficulty, return to the article and read it aloud or pair struggling readers with more proficient readers.

**Exercise C** Have partners discuss whether the flu is a big problem.

How did the graphic help them better understand the topic? What information in the graphic was new or different from the text?

ELL

Invite students from different cultural backgrounds to discuss how well the tips in the article would work in their home countries. Are flu shots widely available? Do people tend to sneeze into their hands? Are most people educated about the spread of germs?

**Find the Main Idea**

Read aloud the instructional text. Explain that the main idea is what a paragraph or a text is mostly about.

Review with students that a paragraph is a group of sentences that are all about the same idea. Point out that each paragraph starts on a new line.

Tell students that the first sentence often tells the main idea of the paragraph, but not always. In paragraph 1, the last sentence tells the main idea. Challenge students to find the main idea in paragraph 2 (the first sentence).

Likewise, not all paragraphs have a single sentence that tells the main idea. Sometimes the reader has to look at the details and use them to figure out the main idea, or what the paragraph is mostly about.

Explain how to use the graphic organizer. Point out the box for the main idea and the boxes for details.

Have partners complete the graphic organizer, using paragraph 4. Then discuss their results as a class.

**Extend the Reading Skill****Extension**

For more practice finding main ideas, provide copies of Master 9: Main Idea and Details. Divide the class into two groups. Have one group use the chart to analyze paragraph 2. Have the other group analyze paragraph 3.

**Phonics Check-Up**

**Exercise 1** Model finding words with variant sounds by finding a word in which the letter *s* makes the *z* sound. Write the word on the board.

Then have students complete the Phonics Check-Up by writing a word from the article that has each of the variant sounds. List the words students found on the board.

**Fluency****Read It Again**

Have students return to the Phonics Warm-Up on page 18 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 24–25)**

45–60 minutes

**Write About an Experience (p. 24)**

Discuss with students the features of personal narrative:

- Use the pronoun *I*
- Have a sentence that tells what happened.
- Write sentences that give details
- Have a sentence that wraps up the ideas

Tell students that today they will write a personal narrative about a time they had a cold or the flu. If they do not wish to write about their own experiences, they can make up an experience, but they should still use the pronoun *I*.

**Plan**

Support students as they use the graphic organizer. Tell them that the center circle should tell the main idea. If needed, students can use the following sentence starter to state the main idea:

*I had a cold/the flu.*

The outer circles should contain details about their experience. Provide sentence starters if needed:

*I felt \_\_\_\_\_.*

*My \_\_\_\_\_ was \_\_\_\_\_.*

*\_\_\_\_\_ helped me feel better.*

**Write About an Experience**

Point out the lines provided for student writing. Then read the tip. Today students will write the main idea, or the topic sentence, first. Remind them that this is the sentence from the center of their graphic organizer.

Provide support as needed, especially when it comes to unfamiliar words and vocabulary.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

To provide more practice writing about an experience, provide copies of Master 10: Main Idea and Details Web.

Tell students they will write a paragraph about a time when they were injured. Remind students that the main idea belongs in the center circle of the organizer.

If needed, provide a main idea sentence: *I was injured.*

Then remind them that the other circles will have detail sentences about their experience.

If students struggle, have a volunteer share their main idea and details. Use the information to create a completed a chart on the board.

**Think and Discuss (p. 25)****15–25 minutes**

Have students look at the photo. Have students follow the text as you read aloud the paragraph and the discussion prompt.

Allow time for small groups to discuss their thoughts. Then discuss their ideas as a class. During this discussion, share additional information about flu shots:

- Flu shots are free or low cost to many people.
- Flu shots are readily available at most pharmacies.
- Flu shots do not always work. But if somebody who gets the shot still gets the flu, the symptoms probably won't be as bad or last as long.

**LANGUAGE SKILLS MINI-LESSON****20–30 minutes****Past Tense Verbs, p. 114**

This mini-lesson provides practice with using past tense verbs. Read aloud the first block of instructional text and have partners work through the first exercise. Have volunteers share their answers, along with the spelling of each word.

Read the next section of instructional text, have students complete the activity independently, and have volunteers share their answers with the class.

**LESSON 3: STRESSED OUT (pp. 26–33)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Sounds of y

**Vocabulary:** Sight words

**Reading:** Cause and effect

**Writing:** Write a journal entry

Students will read an article about stress. The article looks at some causes and effects of stress, and some solutions for it. Students are asked to use prior knowledge and to picture details in their minds.

Students will be exposed to the following terms during the lesson:

- *cause and effect*
- *consonants*
- *vowels*
- *paragraph*
- *bar graph*
- *journal entry*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 26)****5–10 minutes**

Read aloud the lesson title, “Stressed Out.”

Then read aloud the list of lesson goals.

Explain that students will be reading an article about stress. Support students as they generate a working definition of stress. (One possibility is “an uncomfortable feeling caused by problems in life.”)

Have students look at the photograph. How can they tell this person is stressed out? Can they tell why the person is stressed out?

Ask students to draw on their knowledge and personal experiences. Do they feel stressed-out

- in a crowd?
- with their family?
- when they are working?

Ask students to list common reasons people feel stressed. List responses on the board.

**ELL** Invite students to discuss stress in their home country. Are the causes of stress the same or different from those in the U.S.?

- What causes stress for kids?
- What creates stress for parents?
- What causes stress for students?

### PHONICS: SOUNDS OF *y* (pp. 26–28)

45–50 minutes

Tell students that the letter *y* makes several different sounds. It can make the short *i* sound, as in the word *system*; the long *i* sound, as in the word *try*; the long *e* sound, as in the word *funny*; or a consonant sound, as in the word *you*. Explain that students will practice reading words with these *y* sounds during this lesson.

#### Phonics Warm-Up

Have students read the Phonics Warm-Up sentences. Ask them to listen for words with the *y* sounds just discussed. If students struggle, read the passage aloud, while students track the print and circle all of the words with *y*. Have students sort the words with *y*, using the lines provided. Invite volunteers to share the words they found for each *y* sound.

#### Sounds of *y* (p. 27)

Read aloud the instructional text about the sounds of *y*, including the list of example words. Then read aloud the tip and examples of words in which a vowel before *y* and the letter *y* stand for one sound. Can students think of additional examples? (e.g., *buy*, *toy*, *lay*)

**Practice A** Read aloud the directions. Then read the first word in the top row and have students identify the sound of *y* in that word, the consonant *y* sound. Have students circle the words with that sound.

Repeat that process for items 2–4:

- Read the first word in the row.
- Have students identify the sound that *y* makes in that word.
- Have students circle words with that *y* sound.

**Practice B** Read aloud the directions. Have partners work through the exercise together. Invite volunteers to read the words aloud.

**Practice C** Read aloud the directions. Think aloud as you identify the word that belongs in the first blank, *young*.

Providing support as needed, have partners complete the exercise.

After students finish the activity, have a volunteer read the completed paragraph aloud.

#### Extend Phonics

**Extension**

Provide copies of Master 11: The Sounds of *y*. Read the paragraph aloud as students underline words with the letter *y*. Then have students sort the words with *y* into categories using the table.

#### WORKING WITH WORDS (p. 29)

30–45 minutes

##### Vocabulary

Explain that students will see the vocabulary words in the article. Read aloud each vocabulary word and its context sentence.

Have partners use the context to define or explain what each vocabulary word means. Have volunteers share their thoughts with the class.

Then tell students that many people confuse the word *effect* with the word *affect*. The word *affect* is almost always a verb meaning “to change.” The word *effect* is almost always a noun. It means “result” or “a change that is created by a cause.”

Share that the word *rAVEN* can help them remember the difference between the two words: **Affect** is a **Verb**; **Effect** is a **Noun**.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What is the **effect** of stepping in mud?
- What makes a person’s weight **increase**?
- What causes financial **pressure** for many parents?

Have students complete the practice activity.

Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL**

Spanish-speaking students may be familiar with the following cognates:

- effect: *efecto*
- pressure: *presión*

**Sight Words**

Remind students that sight words are words they will see in many texts. These common words can be hard to sound out. Knowing these words can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the example sentence. Repeat this routine for the remaining words.

**Exercise A** Read aloud the directions. Have partners complete the activity. Have them check their answers in the Answer Key.

**Exercise B** Read aloud the directions. Have students work independently to complete the sentences. Invite volunteers to share their responses.

**Extend Working with Words**

**Extension** Have students revisit the Vocabulary activity. Point out that both *increase* and *pressure* can be multiple parts of speech. Have students use context to answer the following questions:

- What part of speech is *pressure* in the example sentence?
- What part of speech is *increase* in the example sentence?

(The word *pressure* is used as a noun; the word *increase* is used as a verb.)

Have partners write a sentence in which the word *increase* is used as a noun. Then have them develop a sentence in which *pressure* is used as a verb. If students struggle, provide the following sentence starters:

*The increase in \_\_\_\_\_ made the man feel \_\_\_\_\_.*

*If you pressure me to \_\_\_\_\_, I will \_\_\_\_\_.*

Have volunteers share their sentences with the class.

**READING (pp. 30–31)**

**30–45 minutes**

Explain that students will be reading an article about stress. Activate prior knowledge by asking students about the last time they felt stressed. What was the cause? What was the effect?

**Before You Read**

Read aloud the instructional text about skimming, along with the three questions. Then model skimming through the title and first paragraph of the article.

Have students skim the rest of the article and work with a partner to answer the questions.

Then have volunteers share their answers with the class.

**Read**

Read aloud the directions. Tell students that as they read, they should visualize, or picture details in their mind.

Model visualizing by reading the first paragraph then thinking aloud about the image you create in your mind.

Remind students to continue visualizing as they read the rest of the article.

When students are done reading, discuss the bar graph. Ask what the bar graph shows (sources, or causes, of stress). What does the number 54% next to the first line of the graph mean? (54% of people surveyed said that too many responsibilities is one cause of their stress.)

**After You Read**

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling.

**Exercise B** Read aloud the directions. Have students answer questions 1–3 independently. If students have difficulty answering, return to the article and read it aloud. Check that students understand each part.

**Exercise C** Have students discuss the worst causes of stress, along with why they think those causes are worse than others.

**ELL** Invite students from different cultural backgrounds to discuss solutions for stress in their home countries. What do people do to relax after work? What are some other ways people deal with stress?

**Cause and Effect**

Read aloud the instructional text. Explain that a *cause* is what makes something happen. An *effect* is what happens—in other words, the result.

Then read aloud the signal words: *cause*, *effect*, *due to*, *as a result*, and *because*. Tell students that these words in the article will help them answer the questions.

Have small groups work together to answer the questions. Read aloud the questions if necessary. Help students turn back to the article and use the signal words to find the answers.



**Extend the Reading Skill****Extension**

Distribute copies of Master 12: Cause and Effect Chart. Provide an example for the first row, such as Late to bed → Tired at work.

Then work with students to complete the chart, using familiar cause and effect relationships.

**Phonics Check-Up**

Have students find and circle words with the letter *y* in the article. Then review the words as a class, having volunteers tell which sound the letter *y* makes in each word.

Then have students complete the exercise by writing an appropriate word on each line.

**Fluency****Read It Again**

Have students return to the Phonics Warm-Up on page 26 and reread it. Then have students read the text aloud to a partner.

**WRITING (pp. 32–33)**

**35–55 minutes**

**Write a Journal Entry (p. 32)**

Read aloud the instructional text. Ask students whether they keep a journal. Have volunteers share things they write about in their journals.

Encourage students to keep a learning journal. Tell them that by thinking and writing about their learning—in other words, by reflecting—they will remember more and deepen their understanding of what they learn.

Read the writing prompt. Explain that students will write a journal entry about a stressful event in their lives. If they don't want to write about a real event, they can make one up. But they should still follow the checklist on page 32.

**Plan**

Read aloud the instructional text. Point out the sentence starters, but emphasize that journal entries are informal. Students won't usually need to plan journal entries carefully. They can simply write about their experiences.

**Write a Journal Entry**

Model writing a journal entry about a stressful experience in your life. If you prefer, imagine an experience rather than sharing personal information. Make a point of writing informally, perhaps by using fragments or by writing quickly and being a bit messier than usual. Point out the informal features of your journal entry.

Point out the lines for student writing. Then read aloud the tip and point out the past-tense verbs in your model journal entry.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing****Extension**

Have students keep a learning journal. At the end of each class period, allow 5–10 minutes for students to write about what they learned.

Tell students that even if they never read the journal entry again, the writing will improve their learning. (If they do read it again, the journal will be even more effective.)

**Think and Discuss (p. 33)**

**15–20 minutes**

Read aloud the quotation from Mahatma Gandhi. Then read aloud the questions and have students work in small groups to discuss them. Invite groups to summarize their discussion for the class.

**UNIT REVIEW (p. 34)**

**20–40 minutes**

Have students complete the Unit 1 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

**LESSON 4: SEVERE WEATHER (pp. 36–43)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *ie* and *ei*

**Vocabulary:** Sight words

**Reading:** Author's purpose

**Writing:** Write a description

Students will read an article about floods. The article tells about different types of floods. Students are asked to use prior knowledge and to reread any sentences or sections they do not understand.

Students will be exposed to the following terms during the lesson:

- *combinations*
- *description*
- *purpose*
- *vowel*
- *sensory details*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 36)**

**5–10 minutes**

Read aloud the lesson title, “Severe Weather.” Explain that the word *severe* means “very bad.” Severe weather is dangerous; it can injure or kill people, and it can destroy property.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about floods.

Have students look at the photograph. Invite them to describe what they see. Ask students to read the caption and draw on their knowledge and personal experiences to discuss the following questions:

- What kind of severe weather is most common in your area? What kind of damage does this weather cause?
- Have you or your family experienced severe weather? Tell the story.
- What kind of severe weather do you think is most frightening?

Ask students to name different types of severe weather. List responses on the board.

ELL

Invite students to describe severe weather in their home country. Have them discuss the following:

- What type of severe weather is common?
- How do people protect themselves from severe weather?
- What kind of emergency services are available?

**PHONICS: VOWEL COMBINATIONS *ie* AND *ei* (pp. 36–38)**

**30–45 minutes**

Read the names of the vowel combinations aloud. Tell students that *ie* can make the long *i* sound or the long *e* sound, and *ei* can make the long *a* sound or the long *e* sound.

Explain that students will practice reading words with these sounds during this lesson.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up sentences. Ask them to underline words that have the *ie* and *ei* vowel combinations. Then have students write examples of words with each vowel combination and sound in the appropriate list.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found for each vowel combination and sound.

**Vowels Combinations *ie* and *ei* (p. 37)**

Read aloud the instructional text for the *ie* vowel combination. Then read aloud the example words for the sounds made by the *ie* vowel combination. Have students repeat each word after you.

Then read aloud the instructional text for the *ei* vowel combination, along with the example words for each sound made by the *ei* vowel combination. Have students repeat each word after you.

Read aloud the tip and examples of words that break the pronunciation rules for the *ie* and *ei* vowel combinations.

**Practice A** Read aloud the directions. Then read the first word in the top row and have students identify the vowel sound in that word, along with the word in the row that has the same vowel sound (long *e*; *chief*).



Repeat that process for items 2–4:

- Read the first word in the row.
- Have students identify the vowel sound in that word.
- Have students circle words with that vowel sound.

**Practice B** Read aloud the directions. Then think aloud as you identify the word that belongs in the first blank, *friend*.

Work with students throughout the exercise, providing support as needed. Remind students to cross out words in the box after they are used.

After the class finishes the activity, have a volunteer read the completed paragraph aloud.

**Practice C** Read aloud the directions. Then have partners sort the words from Practice B into the correct categories. Have volunteers share their answers with the class.

### Extend Phonics

**Extension** Have students use letter cards from Masters 1–4 to form words with *ie* and *ei*.

For more practice with the *ie* and *ei* vowel combinations, provide students with a copy of Master 13: Word Grid, along with newspaper or magazine articles. Challenge students to fill the grid with words from the article that have the *ie* or *ei* vowel combination. Have volunteers share their words. Make a list on the board, sorted by spelling and vowel sound.

Ask students which pronunciation is most common for each spelling, according to this sorting exercise.

### WORKING WITH WORDS (p. 39)

25–45 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the article. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What is something sold in large **amounts**?
- What kind of weather is most **common** in the summer?
- What do you like to **create**?
- In what month does your birthday **occur**?

Have students complete the practice activity. If students have difficulty reading the sentences on their own, read the sentences aloud while students track the print. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- common: *común*
- create: *crear*
- occur: *ocurrir*

### Sight Words

Explain that sight words are words that students will see in many texts. These common words can be hard to sound out. Knowing these words “on sight” can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the example sentence. Repeat this routine for the remaining words.

**Practice A** Read aloud the directions. Have students work in pairs to complete the activity. Have them check their answers in the Answer Key.

**Practice B** Read aloud the directions. Have students complete the sentences. Invite volunteers to share their responses.

### Extend Working with Words

**Extension** For more practice with sight words, have students play Concentration with copies of the Level 2 Sight Words. An explanation of the game as well as the word cards can be found in the Resources section of this Teacher’s Guide.

**READING (pp. 40–41)***35–55 minutes*

Explain that students will be reading an article about floods. Activate prior knowledge by asking students whether they have ever been in a place that flooded. How bad was the flooding? What kind of damage was caused?

**Before You Read**

Have students preview the article. Remind them to look at the photograph and to read the title, the subheadings, and the photograph's caption.

Remind them that previewing a text helps readers better understand what they are reading.

Read aloud the questions. Have students write the answers. Then have students work in small groups to discuss the questions.

**Read**

Read aloud the directions. Tell students that as they read, they should reread any sentences or sections they do not understand.

**After You Read**

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling.

**Exercise B** Have students answer questions 1–3 independently. If students have difficulty answering, return to the article and read it aloud. Have a volunteer share responses with the class.

**Exercise C** Have small groups discuss personal experiences with floods.

**ELL** Invite students from different cultural backgrounds to discuss flooding in their home countries. What types of floods are most common? What type of aid is available for flooding victims?

**Author's Purpose**

Read aloud the instructional text. Explain that the author's purpose is the reason the author wrote the text.

Ask what the article's topic is. Then ask what the author wants readers to know.

Have students answer questions 1–5. If necessary, read aloud the questions and help students turn back to the article to find the answers.

**Extend the Reading Skill****Extension**

For more practice identifying author's purpose, have students return to the newspaper articles they used for the phonics extension activity. Have students determine the author's purpose by identifying the topic of the article and what the author wants them to know. Ask whether the author was trying to inform, persuade, or entertain.

**Phonics Check-Up**

Read aloud the directions. Have partners decide which words have the long e sound. Have a volunteer share the answers with the class. List the words on the board.

**Fluency****Read It Again**

Have students return to the Phonics Warm-Up on page 36 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 42–43)***50–70 minutes***Write a Description (p. 42)**

Read aloud the instructional text and the list of examples of descriptive writing as students put a checkmark next to those they have seen.

Explain that students will practice descriptive writing that includes sensory details, or details that tell how something looks, sounds, feels, smells, or tastes.

Read aloud the writing prompt.

**Plan**

Read aloud the instructional text. Point out the graphic organizer, an idea web. Tell students that idea webs like this one show the main topic of the writing in the center oval, where "Flood" is already written.

Encourage students to write sensory details in the outer ovals of the graphic organizer. How does a flood look, feel, smell, and so on. What kind of emotions do people experience during a flood?

**Write a Description**

Point out the lines for student writing. Then read aloud the tip, which says that the first sentence should tell the topic of the writing. Ask students which oval in their graphic organizer tells the topic (the center oval).

Point out that the center oval does not provide an entire sentence, just the topic. Have a volunteer share with the class the sentence they will use to start their paragraph. Provide feedback, as needed, to ensure that students write whole sentences.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

#### Extension

- To provide more practice with descriptive writing, have students work independently to write a descriptive paragraph about today's weather.
- Encourage them to include sensory language—sentences that tell how the day's weather smells, feels, looks, and sounds.
- Remind students to tell the topic of the paragraph in their first sentence.
- Have students enjoyed today's weather? Is the answer to this question obvious from their descriptions?

### Think and Discuss (p. 43)

10–20 minutes

Read aloud the paragraph about flash floods, along with the discussion prompt. Have students work in small groups to make a list of ways to stay safe during a flood. Invite groups to share their ideas with the class. Make a list on the board.

### LANGUAGE SKILLS MINI-LESSON

25–35 minutes

#### Complete Sentences, p. 115

This mini-lesson provides practice with using complete sentences. Read aloud the instructional text and directions. Then have students complete the practice activities. Review the lesson as a class.

## LESSON 5: VOTING (pp. 44–51)

### About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *ou*, *ow*

**Vocabulary:** Prefix *un-*

**Reading:** Sequence

**Writing:** Write steps in order

Students will read an article about voting. The article includes a list of steps in order. Students are asked to set a purpose for their reading and to take notes by underlining and circling key information.

Students will be exposed to the following terms during the lesson:

- *prefix*
- *sequence*
- *process*
- *conclusion*
- *topic*

Be sure students understand this language as they encounter it in the lesson.

### Introduce the Lesson (p. 44)

5–10 minutes

Read aloud the lesson title, “Voting.” Point out that, although there are exceptions, voting is a right for most U.S. citizens.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about voting. It will discuss the importance of voting and give steps to follow in order to vote.

Have students look at the photograph. Invite them to describe what they see. Tell students that voting is often seen as a public duty, but it is also a private issue. Emphasize that students are not required to discuss their voting history if they would rather not. Ask students who wish to participate to discuss what they know about voting, using the following questions.

- Are you registered to vote? If so, how did you register?
- Have you voted in the past? Why or why not?

Ask students to brainstorm reasons why people choose to vote or not to vote. List responses on the board.

ELL

Invite students to share ideas and practices related to voting from their home countries. Have them discuss the following:

- Do most people vote?
- What are elections like?
- Is voting mandatory?

### PHONICS: VOWEL COMBINATIONS *ou, ow* (pp. 44–46) 30–45 minutes

Explain that students will practice reading words with the vowel combinations *ou* and *ow*.

Tell students that the vowel combination *ou* usually makes the vowel sound in *proud*. The vowel combination *ow* usually makes the vowel sound in *cow*.

Tell students that both vowel combinations have other pronunciations, which are talked about later in the lesson.

### Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words with the vowel combinations *ou* and *ow*. Then have students circle those words and write them on the lines provided.

If students have difficulty reading the Warm-Up independently, read the sentences aloud and have students track the print as you read.

Invite volunteers to share the words they found with the *ou* and *ow* vowel combinations.

### Vowel Combinations *ou* and *ow* (p. 45)

Read aloud the instructional text about the vowel combinations *ou* and *ow*.

Then read the lists, completing the following routine for each vowel combination:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Read aloud the tip. Then share additional examples of words with variant pronunciations of *ou* and *ow* (for example, *should*, *your*, *tour*, *show*, and *snow*).

**Practice A** Read aloud the directions. Model completing item 1 by circling then writing the word *mouse*. Work through items 2–8 as a class.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *pound*, on the board and have students circle it. Then have small groups complete the exercise. Invite a volunteer to share their answers.

**Practice C** Read aloud the directions. Have students complete the exercise independently. If students struggle, have them consider the words used in Practice A and Practice B until they find additional words for each word family.

**Practice D** Read aloud the directions. Model completing the first blank in item 1 by trying each of the words from the box, eventually identifying *owl* as the word that makes sense. Suggest that students cross out *owl* to allow them to see which words remain.

Work through the remaining blanks in item 1 as a class. Then have partners complete item 2.

Have volunteers read the completed sentences aloud.

### Extend Phonics

Extension

Challenge students to write a sentence using at least three *ow* words. If students struggle, work as a group to create a list of *ow* words on the board.

Then have volunteers share their sentences with the class.

For additional practice, have students use the letter cards on Masters 1–4 to form *ou* and *ow* words.

### WORKING WITH WORDS (p. 47)

25–45 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud the list of vocabulary words and their context sentences. Then review the pronunciation of the following words:

- *issue*, in which *ss* makes the /*sh*/ sound
- *register*, in which *g* makes the /*j*/ sound
- *specific*, in which the first *c* makes the /*s*/ sound

Then reread each word and its context sentence. Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Encourage discussion with the following prompts:

- What are the **basic** food groups?
- Have you ever struggled with the **issue** of oversleeping?
- Where do people in your town go to **register** a car?
- What are the **specific** foods that make you want to overeat?

Have students complete the practice activity. Then have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognates:

- basic: *básico*
- register: *registrar*
- specific: *específico*

### Prefix un-

Remind students that prefixes are word parts that come at the beginning of words. Prefixes change the meaning of words.

Read aloud the instructional text and the directions. Have students complete the activity independently. Have them check their answers in the Answer Key.

### Extend Working with Words

Extension

Have students turn their attention back to the Vocabulary activity. Tell students that the word *register* has multiple meanings and can be used as more than one part of speech. Have small groups use a dictionary to find the word's definitions and different parts of speech.

Work as a class to create a sentence for each definition. Write the sentences on the board. Have a volunteer tell whether each sentence uses the word as a verb or a noun.

### READING (pp. 48–49)

35–55 minutes

Explain that students will be reading an article about voting. Tell them the article includes a list of steps to follow to register to vote.

### Before You Read

Have students set a purpose for reading. (To do this, they can consider the questions on page 48.) Have a few students share what they want to learn from the article (i.e., their purpose for reading). List their questions/purposes on the board. Remind students that setting a purpose for reading can help them focus.

Next, have students preview the article by identifying and reading the title and first sentence, along with the title of the sidebar.

Have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

### Read

Read aloud the directions. Tell students that as they read, they should underline or circle important information.

Remind students that some expressions or figures of speech can be confusing, especially for people who speak English as a second language. Ask students what it means to “run for office” (*to try to get elected*). Then ask what it means to “cast your vote” (*to vote in an election*).

Next, point out the sidebar. Remind students that sidebars are short articles or lists that appear next to a main article. Sidebars give additional, important information.

Read aloud the sidebar. Help students understand challenging vocabulary in the sidebar, such as the following:

- **citizen:** somebody who lives in a specific town, city, state, or country and who is recognized legally as a member of that group
- **Election Day:** the specific day when an election is held and many people vote
- **residency:** the act of living in a particular place
- **registration:** a legal process to get specific rights or privileges

### After You Read

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. If necessary, point out that when they retell, students should tell the most important ideas and information.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, ask leading questions to support them. If necessary, return to the article and read it aloud. Have volunteers answer each question. Check that students understand each answer.

**Exercise C** Have students discuss the steps to vote in their state.

ELL

Invite students from different cultural backgrounds to discuss voting in their home countries.

### Sequence

Read aloud the instructional text.

**Exercise A** Read aloud the directions. Have students work independently to circle time-order words in the article.



**Exercise B** Read aloud the directions. Remind students to use their notes as they complete the activity. Then have partners complete the chart. Have volunteers share their answers.

Next, ask the class why it is important to learn about people and issues before voting. List reasons on the board.

### Extend the Reading Skill

**Extension** Distribute copies of Master 14: Sequence Chart. Have small groups research the process to register to vote in your state or county. They should use the steps in the process to complete the Sequence Chart. Have groups share their steps with the class. If there are any discrepancies, work as a class to make corrections.

### Phonics Check-Up

Read aloud the directions and have students circle *ow* words with the vowel sound in *cow*. Invite volunteers to share their answers. List the words on the board.

### Read It Again

**Fluency** Have students return to the Phonics Warm-Up on page 44 and reread it. Then have students read the text out loud to a partner.

### WRITING (pp. 50–51)

55–75 minutes

#### Write Steps in Order (p. 50)

Read aloud the two paragraphs of instructional text. Then have students think of other examples of steps in order. Make a list on the board.

Then read the list of features that must be included when writing steps in order.

Read the writing prompt. Tell students they will work in small groups to research their topics and plan their writing.

Divide the class into small groups and assign each group one of the topics.

#### Plan

Read aloud the directions. Then have students research their topics and complete the graphic organizer.

Tell groups that they might not need to complete every part of the graphic organizer. Provide support as needed.

### Write Steps in Order

Read aloud the instructional text and point out the lines provided for student writing. Tell students they will work independently to write their steps.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

Next, have partners trade papers and use the checklist to review their partner's steps. Ask if they can follow the directions. If not, why? Are the steps out of order or confusing?

### Extend the Writing

**Extension** To provide more practice writing steps in order, provide each student with a copy of Master 14: Sequence Chart. Have them complete the graphic organizer by giving step-by-step instructions for a simple, familiar process, such as washing a car, cleaning a bedroom, or mowing a lawn.

Then have students share their completed graphic organizers with a partner. Can the partner follow their directions?

### Think and Discuss (p. 51)

15–20 minutes

Have students look at the photo and read the caption. Ask whether any students know of Susan B. Anthony and why she is well known.

Then read aloud the text, including the quote from Susan B. Anthony and the discussion prompts.

Have students discuss their answers in small groups. Have volunteers share their responses with the class.

### LANGUAGE SKILLS MINI-LESSON

20–30 minutes

#### Contractions, p. 116

This mini-lesson provides practice using contractions. Read aloud the instructional text and direct students to complete the practice activities. Then review the activity as a class.

## LESSON 6: THE NATURAL WORLD (pp. 52–59)

**About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *oi*, *oy*

**Vocabulary:** Suffixes *-ful*, *-less*

**Reading:** Find supporting reasons

**Writing:** Write information

Students will read an article about harmful plants. The article includes key points and supporting reasons. Students are asked to use prior knowledge and make connections to the ideas in the article.

Students will be exposed to the following terms during the lesson:

- *suffix*
- *informational text*
- *key point*
- *supporting reasons*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 52)**

**5–10 minutes**

Read aloud the lesson title, “The Natural World.” Point out that we depend on the natural world for everything we need to live.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about harmful plants. The article includes key points and supporting reasons.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to discuss the importance of plants in our lives. Prompt students with questions such as the following:

- What are some plants that we eat?
- What are some everyday objects that are made from plants?
- When can plants be harmful?

Ask students to brainstorm ways they use and enjoy plants in everyday life. List responses on the board.

ELL

Invite students to share ideas and practices related to plants in their home countries.

- What are some plants that grow wild?
- What plants are grown for food?
- What kind of plants do people plant around their houses?

**PHONICS: VOWEL COMBINATIONS *oi* AND *oy* (pp. 52–54)**

**30–50 minutes**

Explain that students will practice reading words that have the vowel combinations *oi* and *oy*. Tell students that vowel combinations work together to make a sound. The combinations *oi* and *oy* make the vowel sound in the words *toy* and *boil*.

Write the words *toy* and *boil* on the board. Underline the vowel combinations as you read the words aloud.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, noticing words with the *oi* and *oy* vowel combinations. Then have them write the words on the lines provided.

Invite volunteers to share the words they found. Make a list on the board.

**Vowel combinations *oi*, *oy* (p. 53)**

Read aloud the instructional text. Then read the lists, completing the following routine for each list:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in the list.

**Practice A** Read aloud the directions. Model completing item 1 by writing the word *point* on the line provided and crossing *point* out in the box.

Have a volunteer give the answer to item 2. Write the correct word, *cowboy*, on the board. Remind students to cross out the word *cowboy* in the box.

Have students complete the exercise independently. Then review the answers as a class.

**Practice B** Read aloud the directions. Then read aloud the hint, reminding students that rhyming words have the same ending sound and different beginning sounds.



Have a volunteer answer item 1. Then have students complete the exercise. Invite a volunteer to read aloud the pairs of rhyming words.

**Practice C** Read aloud the directions. Model completing item 1 as you think aloud, finally selecting *enjoys* as the correct answer. Have a volunteer complete the second item by indicating that *join* belongs in the sentence. Remind students to cross out words in the box as they use them.

Have small groups complete the exercise. Invite volunteers to read the story aloud.

**Extend Phonics**

**Extension** For more practice with *oi* and *oy* vowel combinations, have students write rhymes using *oi* and *oy* words.

Have students provide rhyming word pairs. (Examples include *boil/soil, joy/boy, point/joint, voice/choice*.) Write the list on the board.

Have a volunteer make up a rhyme using one of the word pairs. Write the rhyme on the board (for example, *Digging that soil is back-breaking toil*).

Then have partners write a rhyme. Have volunteers share their rhymes with the class.

For additional practice, have students use the letter cards from Masters 1–4 to form *oi* and *oy* words.

**WORKING WITH WORDS (p. 55)**

25–45 minutes

**Vocabulary**

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Remind students that many words, including *central*, *contain*, and *single*, have more than one meaning.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What is the **central** goal of this class?
- What do you use to **contain** your recycling?
- What do parents **provide** for children?
- What can you buy for a **single** dollar?

Have students complete the practice activity. Then have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- central: *central*
- contain: *contener*
- provide: *proveer*

**Suffixes -ful, -less**

Remind students that suffixes change the meaning of words. Read aloud the instructional text.

Write the word *sugarless* on the board. Draw a line separating *sugarless* into parts (*sugar* and *less*). Point out that dividing words into parts can help readers understand their meaning. Ask students what *sugarless* means.

Have students think of words with the suffixes *-ful* and *-less*. Write the words on the board.

Explain that *-less* and *-ful* change the meaning of the words they are added to. Then tell them that *-less* and *-ful* also change words into adjectives.

Have students work in pairs to complete the practice activity. Have them check their answers in the Answer Key.

**Extend Working with Words**

**Extension** Read aloud the following sentences, pausing when you come to a blank so that students can provide the missing word. The first item has been completed as an example.

1. Alicia painted the picture with great care. She was **careful**.
2. The baby has joy. He is \_\_\_\_\_.
3. Tobacco causes harm. It is \_\_\_\_\_.
4. She likes to help. She is \_\_\_\_\_.
5. We should all have hope. We should be \_\_\_\_\_.

To provide more practice with the vocabulary words, divide the class into three groups and assign each group a vocabulary word: *central*, *contain*, or *single*.

Have partners within each group use a learners' dictionary to look up additional definitions for the assigned word.

Have volunteers share their definitions with the class.

**READING (pp. 56–57)**

45–65 minutes

Explain that students will be reading an article about harmful plants. Tell them the article includes photographs that show some harmful plants.

**Before You Read**

Write the words *poisonous* and *oxygen* on the board. Tell students that these words, which are used in the article, can be difficult to sound out. Read the words aloud or ask a volunteer to do so.

Have students preview the article. Have them read the title, the first sentence, and the photo caption.

Have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

Then have students make connections to their own experiences. Do they recognize the plants in the pictures? Have they had experiences with these plants?

**Read**

Read aloud the directions. Tell students that as they read, they should connect the ideas in the article with their previous experiences as well as the class discussions.

**After You Read**

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. Point out that students should tell only the important ideas and information.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, ask leading questions to support them. If necessary, return to the article and read it aloud.

Have a volunteer answer each question. Check that students understand the answers.

**Exercise C** Have students discuss harmful plants with a partner. They should talk about what they learned in the article as well as their previous knowledge.

ELL

Invite students from different cultural backgrounds to discuss harmful plants in their home countries.

**Find Supporting Reasons**

Read aloud the instructional text. Explain that supporting reasons help authors prove facts about their topics.

Write the following example on the board.

**Key point:** Colorado offers many ways for people to enjoy the outdoors.

**Supporting reason:** Colorado has national parks for hiking and camping.

**Supporting reason:** Colorado has hot springs, where people can relax.

**Supporting reason:** Colorado has mountains for skiing and snowboarding.

Point out that all of the supporting reasons give more information about the key point.

Complete items 1 and 2 as a class, using information from the first paragraph of the article. Have partners discuss and complete items 3 and 4.

Distribute copies of Master 15: Main Point and Supporting Reasons. Tell students they should use answers to items 3 and 4 to complete the graphic organizer.

Have volunteers share their answers from the graphic organizer.

**Extend the Reading Skill**

Extension

Provide students with a paragraph from a magazine or newspaper. Have them complete Master 15: Main Point and Supporting Reasons using the information in the paragraph.

**Phonics Check-Up**

Have students read the list of words from the article and identify words with the *oy* sound. Invite volunteers to share their answers. List the words on the board.

Fluency

**Read It Again**

Have students return to the Phonics Warm-Up on page 52 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 58–59)**

60–75 minutes

**Write Information (p. 58)**

Read aloud the instructional text, including the checklist. Have students share examples of informational texts they have read. Make a list on the board.

Next, read the writing prompt. Tell students they will write information about a helpful plant or about a harmful plant.

### Plan

Read aloud the instructional text. Have volunteers share plants that are helpful or harmful.

Let students know whether they will be doing research for this activity. If not, they will need to choose familiar plants.

Have students choose their topics and write them in the first box of the chart. Then tell them to circle *harmful* or *helpful*. Have volunteers share their main points.

Then have students write supporting reasons in the other boxes. Partners can help each other think of supporting reasons. Point out that some students might have only two supporting reasons.

### Write Information

Read the directions and point out the lines provided for students' writing.

Ask a volunteer which information from the chart should be used to write the first sentence.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

**Extension** To provide more practice writing information, provide students with Master 15: Main Point and Supporting Reasons.

Remind them that the main point in informational text must be a fact, not an opinion. Have volunteers share possible main points. Write a list on the board.

Have small groups complete the graphic organizer using one of the main points on the board.

Have a volunteer from each group share their work with the class.

### Think and Discuss (p. 59)

**15–25 minutes**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

**ELL** Group students from different countries and have them discuss attitudes toward smoking in their home country, including whether any restrictions exist about who can use tobacco and where they can use it.

### UNIT REVIEW (p. 60)

**15–30 minutes**

Have students complete the Unit 2 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

**LESSON 7: CHANGING WORKPLACE (pp. 62–69)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *oo, ue, ew, ou, ui*

**Vocabulary:** Use context clues

**Reading:** Cause and effect

**Writing:** Write about an event

Students will read an article about a fire. The article includes a discussion of causes and effects. Students are asked to skim the article and make notes as they read.

Students will be exposed to the following terms during the lesson:

- *cause*
- *effect*
- *event*
- *context clues*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 62)**

**5–10 minutes**

Read aloud the lesson title, “Changing Workplace.” Tell students that workplace conditions have improved over time. Laws have been created to protect workers.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about a deadly factory fire. It will discuss causes and effects of the fire.

Have students look at the photograph and read the caption. Ask students to draw on their knowledge and personal experiences to discuss laws that protect workers. Prompt students with questions such as the following:

- What is the minimum wage in your state?
- How many hours do most employees work?
- What happens when employees work overtime?
- What are some laws that keep people safe at work?

Explain to students that in the past, employers could provide unsafe working conditions, demand long workdays, and pay very low wages.

ELL

Invite students to discuss laws and rules that protect workers in their home countries.

- How many hours do people work each day?
- How many days do people work each week?
- What is the minimum wage?

**PHONICS: VOWEL COMBINATIONS *oo, ue, ew, ou, ui* (pp. 62–64)**

**30–45 minutes**

Explain that students will practice reading words that have the vowel combinations *oo, ue, ew, ou, ui*.

Tell students there are several ways to spell the vowel sound you hear in *too* and the vowel sound you hear in *good*.

Write the words *too* and *good* on the board. Underline the vowel combinations as you read the words aloud.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, circling words with the vowel sound in *too* or the vowel sound in *good*. Then have them write 8 of the words on the lines provided.

Invite volunteers to share the words they found for each vowel combination.

Tell students that words with the *oo* spelling can have the vowel sound in *too* or the vowel sound in *good*. The pronunciation of each word with *oo* has to be learned. There are no pronunciation rules for the *oo* spelling.

**Vowel combinations *oo, ue, ew, ou, ui* (p. 63)**

Read aloud the instructional text about the vowel sound in *too*.

Then read the word lists, completing the following routine for each list:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in the list.

Read aloud the instructional text about the vowel sound you hear in *good*. Then read the word lists with students, using the process above.

Remind students that the letters *ou* can make several sounds. Write the following list of words on the board and have volunteers read them aloud: *you, would, pout, cousin, court*.

**Practice A** Read aloud the directions. Model completing item 1 by circling and writing the word *wood*. Have a volunteer answer item 2 (*screw*). Have partners finish the activity. Then review the answers with the class.

**Practice B** Read aloud the directions. Have students complete the exercise independently. Invite a volunteer to share answers with the class.

**Practice C** Read aloud the directions. Have small groups complete the exercise. Invite a volunteer to read the completed paragraph aloud.

**Practice D** Read aloud the directions. Create a 2-column chart on the board, with one column labeled *too* and the other labeled *look*.

Model the exercise by writing the word *brew* in the column labeled *too*. Have partners complete the exercise. Then have volunteers share answers with the class.

### Extend Phonics

**Extension** Have students return to the word list at the bottom of page 62. Create a 2-column chart on the board, labeled *too* and *look*. Have students sort the words into the correct column.

### WORKING WITH WORDS (p. 65)

25–35 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- Tell about a time you **demanded** a refund.
- What is the **minimum** age for joining the U.S. military?
- If a restaurant server gives **terrible** service, do you think he should still get a tip? Why or why not?

Have students complete the practice activity.

Have volunteers share their answers and explain their reasoning.

Point out that the words *demand* and *minimum* can be different parts of speech.

*Demand* can be a verb, as in the vocabulary activity, or it can be a noun: *Your demand for more money is unacceptable.*

*Minimum* can be an adjective, as in the vocabulary activity, or it can be a noun: *Some card games require a minimum of three players.*

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognates:

- demand: *demanda*
- minimum: *mínimo*
- terrible: *terrible*

### Use Context Clues

Read aloud the instructional text. Tell students that when they read an unknown word, they should always look in surrounding sentences for clues to the word's meaning.

Then read aloud the directions. Have partners complete the activity. Then have volunteers share their answers and their reasoning.

Tell students that the words in this activity—*escape*, *rescue*, and *protect*—all appear in the reading passage, where they may find more context clues.

### Extend Working with Words

Extension

Invite students to engage with the word *minimum* by having them list:

- the minimum age to vote
- the minimum age to drive a car
- the minimum age to drink alcohol
- the minimum age to retire from work

As time allows, have students write sentences using the information they find (for example, *The minimum age to vote is 18.*).

### READING (pp. 66–67)

45–65 minutes

Explain that students will be reading an article about a fire. The fire occurred in a clothing factory called the Triangle Shirtwaist Factory.

Tell students that a shirtwaist is a woman's blouse modeled after men's work shirts. To working women near the turn of the last century, shirtwaists were a sign of independence.



There were several shirtwaist factories in New York City at the start of the 20th century. To learn more, consult this link: [tinyurl.com/shirtwaist-factories](http://tinyurl.com/shirtwaist-factories)

### Before You Read

Remind students that skimming is when readers look through a text quickly before reading it carefully. Demonstrate by reading aloud the article's title, the first couple sentences, and the photo caption.

Have students skim the article to get a general idea of what it's about. Then have partners answer questions 1–3. Have volunteers share their answers with the group.

Have students return to the photograph on page 62. Does this workplace look safe? How can you tell?

Have students make connections to their own experiences. Have they ever worked in an unsafe environment?

### Read

Read aloud the directions. Tell students that as they read, they should take notes. They can circle or underline facts in the article, or they can write facts and questions next to the article.

Remind students that taking notes makes it easier to go back to the text and find important information without re-reading the whole article.

Tell students that their goal is to understand important facts about the fire, such as what caused it, along with how many people were trapped and why they couldn't get out.

### After You Read

**Exercise A** Have partners retell the article in their own words. Invite pairs to share their retelling.

**Exercise B** Have students answer questions 1–3 independently. Have volunteers answer each question. Check that students understand each answer.

**Exercise C** Have students discuss how they could tell the article was informational text, not a made-up story. List student ideas on the board.

**ELL** Invite students from different cultural backgrounds to discuss workplace safety in their home countries.

### Cause and Effect

Read aloud the instructional text. Explain that a cause makes something happen. An effect is what happens. Informational texts about events, such as fires, often discuss causes and effects.

Write the following words on the board, and tell students these words show that causes or effects are being discussed: *cause, effect, so, as a result, because*.

Have small groups answer items 1–5. Then have volunteers share their answers with the class.

### Extend the Reading Skill



Provide students with copies of Master 12: Cause and Effect Chart, and draw a similar chart on the board. Work with the class to complete the chart, using the information from items 1–5 in the Cause and Effect skill practice.

### Phonics Check-Up

Have students find words with the vowel sounds in *too* and *good*. Invite volunteers to share their answers. List the words on the board.



### Read It Again

Have students return to the Phonics Warm-Up on page 62 and reread it. Then have students read the text out loud to a partner.

### WRITING (pp. 68–69)

45–65 minutes

#### Write About an Event (p. 68)

Read aloud the instructional text. As you read the list of questions, have students answer each one aloud, using information from the article.

Then read the writing prompt. Have students share some of their topic ideas while you provide feedback as needed.

If students struggle, help them gather facts from local newspaper articles or news reports.

Model finding the causes and effects, along with answers to questions with *who, what, where*, and so on.



**Plan**

Read aloud the directions. Then model completing the chart, using information about a recent local event.

Next, have students complete the chart with information about an event they witnessed or know about.

Have volunteers share some of their information with the class.

**Write About an Event**

Point out the lines provided for students' writing.

Read aloud the tip. Have students look at their charts on page 68 and find words that need to be capitalized.

Remind students that they should be careful to write in complete sentences. Return to the chart on page 68 and model turning a fragment from your notes into a whole sentence.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice writing about an event, have students work in pairs to revise their work.

They should trade work and read each other's articles, asking a question if they don't understand or if they want more information.

Then they should use the checklist to check their partner's work.

Allow time for students to revise their writing, based on their partner's insights. Have volunteers share their revisions and why they made the changes.

**Think and Discuss (p. 69)**

*15–25 minutes*

Have students look at the photo. Invite a volunteer to tell what the photo shows, especially any details that show whether the factory is dangerous or safe.

Then share with students historical photographs of factories at the start of the 20th century. Have students examine the photos to determine whether the workers have safe conditions.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

**LANGUAGE SKILLS MINI-LESSON**

*25–35 minutes*

**Conjunctions, p. 117**

This mini-lesson provides practice with using conjunctions. Read aloud the instructional text and directions.

Have students complete the practice activities. Have volunteers read aloud the completed sentences.

## LESSON 8: CHANGING TECHNOLOGY (pp. 70–77)

### About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *aw, au, al, ou*

**Vocabulary:** Sight words

**Reading:** Compare and contrast

**Writing:** Write a summary

Students will read an article about changing technology and how it affects farming practice. The article includes subheadings to show how the information is organized. Students are asked to reread to clarify their understanding of the article.

Students will be exposed to the following terms during the lesson:

- *sight words*
- *compare*
- *contrast*
- *informational text*
- *subheading*

Be sure students understand this language as they encounter it in the lesson.

### Introduce the Lesson (p. 70)

**5–10 minutes**

Read aloud the lesson title, “Changing Technology.” Ask volunteers to give examples of changing technology. Then read aloud the list of lesson goals.

Explain that students will be reading an article about changes in farming practices over time. The article includes subheadings to help readers find important information.

Write the word *agriculture* on the board and read it aloud. Tell students that *agriculture* is the science and the work of farming.

Have students look at the photograph. Invite them to describe what they see. Prompt students to make connections with previous knowledge, using questions such as the following:

- What do you think farming was like for people using the equipment in the photo?
- What do you think farming is like now?
- In what ways is farming less difficult now? In what ways is it more difficult?

Ask students to brainstorm ways farming has changed over time. List responses on the board.

ELL

Invite students to share ideas and practices related to farming in their home countries.

- Are most farms run by large companies or single families?
- Are farms large or small?
- Do most farms rely on big machines or human labor?

### PHONICS: VOWEL COMBINATIONS *aw, au, al, and ou* (pp. 70–72)

**30–45 minutes**

Remind students that vowel combinations work together to make a sound. In this lesson, students will practice reading words that have the vowel combinations *aw, au, al, and ou*.

These vowel combinations make the vowel sound in the word *paw* and in the name *Paul*.

To illustrate, write the words *paw* and *Paul* on the board. Underline the vowel combinations as you read the words aloud.

### Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words with the vowel sound in *paw* (words with *aw, au, al, and ou*). Then have them write eight of the words on the lines provided.

Invite volunteers to share the words they found.

### Vowel combinations *aw, au, al, ou* (p. 71)

Read aloud the instruction about the vowel combinations *aw, au, al, and ou*.

Then read the lists, completing the following routine for each list:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Point out the *ought* spelling pattern, in which *ou* makes the vowel sound in *paw*. Remind students of the other sounds *ou* makes, such as in *out, you, pour, and sour*.

Write the following list of words on the board: *fought, bought, brought, and sought*. Point out that all of these

words are past-tense verbs. Have students tell the present-tense form of each of the words.

**Practice A** Read aloud the directions. Model completing item 1 by circling and writing the word *daughter*. Have students complete the exercise independently. Have volunteers share their answers with the class.

**Practice B** Read aloud the directions. Then have partners complete the activity and check their answers in the Answer Key.

**Practice C** Read aloud the directions. Model completing 5 Across by reading the clue, finding the word *chalk*, and writing it into the puzzle. Review how crossword puzzles work, using *chalk* as an example.

Cross out *chalk* in the word box, noting that it can't be used again.

Have a volunteer give the answer to the next item, 6 Across. Check that everybody writes the word *August* in the correct place and understands the puzzle.

Have small groups complete the rest of the puzzle, and review the answers with the class.

**Extend Phonics**

**Extension** Have students write two sentences. Each sentence should include two words from the box below. Have volunteers share their sentences with the class.

<b>crawl</b>	<b>walk</b>	<b>dawn</b>
<b>ball</b>	<b>caught</b>	<b>daughter</b>

**WORKING WITH WORDS (p. 73)**

25–35 minutes

**Vocabulary**

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Point out that the word *produce* can be both a noun and a verb. Tell students to listen for the word as you read the following sentences aloud:

- I buy a lot of food in the **produce** section.
- We will **produce** more gadgets if we work longer hours.

Ask how the pronunciation changes and have a volunteer use the noun *produce* in a sentence.

Then write the word *temperature* on the board. Point out that the word appears to have four syllables. Then have a student read the word aloud. Then have a volunteer count the syllables.

Have students practice using the vocabulary in small groups. Provide prompts such as the following:

- What are some things you **control**?
- How much **effort** does it take for you to get up in the morning?
- Name something you know how to **produce**.
- Guess the **temperature** in the classroom. Guess the temperature outside.

Have students complete the practice activity. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- control: *controlar*
- produce (v): *producir*
- produce (n): *productos agricolas*
- temperature: *temperatura*

**Sight Words**

Remind students that sight words are words they will see in many texts. They can be hard to sound out, so strong readers know them “on sight.”

Read the first word and the example sentence aloud and have students repeat after you. Repeat this routine for the remaining words.

**Exercise A** Have students work in pairs, circling the sight words in the sentences. Have them check their answers in the Answer Key.

**Exercise B** Have students complete the sentences independently. Invite volunteers to share their answers.

**Extend Working with Words**

**Extension** Have small groups write a simple sentence for each sight word. The strongest writer in the group can do the writing, or if necessary, you can take dictation.

Have volunteers share their sentences with the class.

**READING (pp. 74–75)**

45–65 minutes

Explain that students will be reading an article about farming. Tell them the article includes subheadings that show how the information is organized.

**Before You Read**

Have students share what they already know about farming. List some facts on the board.

Then have students preview the article. Have them read the title, the first sentence, the subheadings, and the caption.

Tell students that subheadings tell what information is in that section. For example, the section with the subheading “Technology,” gives information about how farming technology has changed over time.

Subheadings also show important ideas. Only important topics are mentioned in subheadings.

Have students work in pairs to answer questions 1–3.

Have volunteers share answers with the group.

**Read**

Read aloud the directions. Tell students that as they read, they should ask themselves whether they understand what they are reading. If not, they should reread.

Rereading is especially important when an article includes difficult text. Often, the end of each paragraph or section is a good place to ask, “Do I understand what I am reading?”

Students may need extra decoding and vocabulary support for difficult words, such as *machine*, *technology*, and *housing*. Encourage students to use context clues to define unknown words.

**After You Read**

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. Point out that strong retellings include information from each section of the article.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, redirect them to the text, reminding them that the subheadings will help them find the right section, and rereading will help them find the details.

Have volunteers share their answers.

**Exercise C** Have partners discuss how technology helps farmers. Make a list on the board.

ELL

Invite students from different cultural backgrounds to discuss farming technology in their home countries.

**Compare and Contrast**

Read aloud the instructional text. Remind students that *compare* means to find similarities between two things, and *contrast* means to find differences. Because the article deals mostly with how farming has changed, it focuses more on contrasts (or differences) than on comparisons (or similarities).

Review the structure of the chart with students. Point out the column headings, which show that one column is for farms in the past and the other is for farms today. Then read the row heads. Point out that the row heads match the subheadings in the article.

Have partners work together to complete the chart (items 1–4). Have volunteers share their answers with the class.

**Extend the Reading Skill**

Extension

Distribute copies of Master 16: Compare and Contrast Chart.

Have students use the chart to compare and contrast the photograph at the beginning of the lesson (p. 70) with the article’s illustration. Make sure students put their facts in the correct column.

**Phonics Check-Up**

Have students circle words that have the vowel sound in the word *saw*. List the words on the board.

Fluency

**Read It Again**

Have students return to the Phonics Warm-Up on page 70 and reread it. Tell them that after some practice, they are going to read the passage with a partner.

One partner should read Paul’s part, and the other partner should read Audra’s part. Have partners read the passage aloud.

Allow students to practice until they can read the passage fluently.

**WRITING (pp. 76–77)**

45–65 minutes

**Write a Summary (p. 76)**

Read aloud the instructional text, along with the checklist. Then model writing a summary of a shared experience, such as a storm or a local news event. Have

volunteers tell the main things that happened as you write the summary on the board.

Then read the writing prompt.

### Plan

Read aloud the directions. Point out that the chart will guide students to write important facts from each section of the article. Have a volunteer tell the main idea of the article as you model note-taking.

Tell students that their summaries should include a sentence from each main section of the article.

Provide an example of a detail that is not important enough to be included in a summary. For example, farmers used to have a few cows, hens, and pigs. Ask whether students think this fact should be included in the chart.

Emphasize that this small detail should not appear on the chart or in the summary. Summaries include only main ideas.

Have students work independently to complete the chart by writing facts from the article. Then have volunteers share what they wrote.

### Write a Summary

Point out the lines provided for students' to write their summary of the article, "The New Face of Farming."

Students may have written fragments of information in the chart. Remind them that they need to write whole sentences for their summary.

Then read aloud the tip and confirm students' understanding.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

#### Extension

To provide more practice with writing a summary, provide students with a magazine article that includes subheadings.

Then have students write a summary of the article, or work together to write a summary on the board. The summary should include:

- a sentence telling the main idea of the article
- a sentence telling the most important ideas in each section
- complete sentences
- proper spelling

### Think and Discuss (p. 77)

15–25 minutes

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

Work with students to write on the board a list of workers who cannot be replaced by machines.

### LANGUAGE SKILLS MINI-LESSON

25–35 minutes

#### Plural Nouns, p. 118

This mini-lesson provides practice with plural nouns. Read aloud the instructional text. Then read aloud the directions to the first activity. Have partners work together. Then have a volunteer share (and spell) the answers. Have students complete the second activity independently. Have volunteers share their answers with the class.

**LESSON 9: EARTH CHANGES (pp. 78–85)****About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** *R*-controlled vowel *ar*

**Vocabulary:** Suffixes *-er*, *-est*

**Reading:** Sequence

**Writing:** Write an explanation

Students will read an article about Arches National Park. The article includes an explanation of how the park's rock arches were formed.

Students will be exposed to the following terms during the lesson:

- *suffix*
- *explanation*
- *sequence*
- *article*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 78)**

**5–10 minutes**

Read aloud the lesson title, "Earth Changes." Point out that the surface of the earth is always changing.

Then read aloud the list of lesson goals.

Explain that students will be reading an article about Arches National Park. It will explain how the rock arches in the park were formed.

Have students look at the photograph and invite them to describe what they see. Have they visited Arches National Park? Do they know how big the arches are?

Ask students to draw on their knowledge and personal experiences to understand the photo. Prompt students with questions such as the following:

- How do you think this rock arch was formed?
- How long do you think it took for this arch to form?
- What natural forces change the surface of the earth?
- What is an example of water changing the surface of the earth?
- What is an example of wind changing the surface of the earth?

**ELL** Invite students to talk about natural wonders in their home countries.

- What are some well-known mountains, rivers, or other land features?
- Does their home country have features, like the rock arches in the photograph, that are protected by the government?

**PHONICS: R-CONTROLLED VOWEL *ar* (pp. 78–80)**  
**30–60 minutes**

Explain that students will practice reading words with the *r*-controlled vowel *ar*.

Tell students that the *r*-controlled vowel *ar* makes the vowel sound you hear in *farm*. To illustrate, write *farm* on the board. Underline *ar* and read the word aloud.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, circling words with the *r*-controlled vowel *ar*. Have students write the words on the lines provided.

Invite volunteers to share the words they found with the *r*-controlled vowel *ar*. If any student identifies the word *garage*, point out the different pronunciation and redirect them to find words with *ar* pronounced as in *farm*.

**R-Controlled Vowel *ar***

Read aloud the instruction about the *r*-controlled vowel *ar*. Then read the list, completing the following routine:

- Say the sounds of the *r*-controlled vowel *ar*.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

Read aloud the tip and invite students to share *ar* words that have vowel sounds different from the *ar* in *farm* (such as *fare* and *marry*).

**Practice A** Read aloud the directions. Model completing item 1 by circling then writing the word *shark*. Work through items 2–8 as a class.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Then have students complete the



exercise independently. Invite a volunteer to read aloud the answers.

**Practice C** Read aloud the directions. Have small groups complete the exercise. Invite volunteers to read aloud the words they added.

**Practice D** Read aloud the directions. Model completing item 1 by trying each of the words from the box in the blanks, eventually identifying *car* and *market* as the words that make sense. Suggest that students cross out *car* and *market* to show which words remain.

Have partners complete the activity. Have volunteers read the completed sentences aloud.

### Extend Phonics

**Extension** Challenge partners to write one sentence that contains two or more *ar* words from the lesson. Who can use the most words in a single sentence?

### WORKING WITH WORDS (p. 81)

25–35 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Point out that the word *layer* can be a noun, as in the lesson, or it can be a verb. Have a volunteer provide a sentence in which *layer* is used as a verb.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- What is one way to **alter** your appearance?
- What causes your waist to **expand**?
- Should cake have a thin **layer** of frosting or a thick **layer**? Why?
- How long do songbirds **remain** in your area?

Have students complete the practice activity.

Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

ELL

Spanish-speaking students may be familiar with the following cognates:

- alter: *alterar*
- expand: *expandir*

### Suffixes -er, -est

Read aloud the instructional text and the tip.

Draw two different-sized circles on the board, and ask students which is smaller. Write *smaller* under that circle. Draw a third circle on the board, this one even smaller. Say, “If the first circle is small and the second is smaller, this one is . . .” (*smallest*). Write the word *smallest* under the smallest circle.

Repeat the exercise, this time beginning with the word *tiny*. Point out the spelling of the words *tinier* and *tiniest* as you write the words under the appropriate circles.

Have students work in pairs to complete the practice activity. Invite volunteers to share their answers.

### Extend Working with Words

**Extension** Distribute copies of Master 17: Words with Suffixes -er and -est. Have partners complete the chart. Then have volunteers share their answers with the class.

### READING (pp. 82–83)

30–45 minutes

Explain that students will be reading an article about Arches National Park. Tell them the article includes a diagram showing how the rock arches were formed.

Activate prior knowledge by asking students where they have seen diagrams in the past or how they have used diagrams in the past.

### Before You Read

Have students preview the article. Have them identify the title, read the first sentence, and look at the photograph and diagram. Have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

Then have students make connections to their own experiences. Have they ever seen rock formations like these?

**Read**

Read aloud the directions. Tell students that as they read, they should form a picture in their minds of the process described in the text.

Read aloud the first paragraph of the article as students picture Arches National Park in their minds. Does picturing the scene make the text more powerful?

**After You Read**

**Exercise A** Pair students and have them retell the article in their own words. Invite pairs to share their retelling. Affirm retellings that include only the most important ideas and information.

**Exercise B** Have students answer questions 1–3 independently.

Have volunteers share their answers with the class.

**Exercise C** Have partners discuss how the diagram helped them understand the process described in the text.

**ELL** Invite students to discuss national parks in their home countries. Does their country have a lot of national parks? How are parks used and protected?

**Sequence**

Read aloud the instructional text. Explain that a sequence tells a process. It tells the steps in the order they happen.

Tell students that a sequence often includes time order and cause and effect words.

Have students answer questions 1–5. Have volunteers share responses with the class.

**Extend the Reading Skill**

**Extension** Write the following words on the board:

- time-order: *first, next, then, later, finally*
- cause and effect: *as a result, because, caused, so, therefore*

Have students return to the article to find time-order and cause and effect words. How do the words help readers understand the sequence?

**Phonics Check-Up**

Have students return to the article to find examples of the *r*-controlled vowel *ar*. Then have them write the words on the lines provided. Have a volunteer share the answers with the class.

**Fluency Read It Again**

Have students return to the Phonics Warm-Up on page 78 and reread it. Then have students read the text out loud to a partner.

**WRITING (pp. 84–85)**

**45–65 minutes**

**Write an Explanation (p. 84)**

Read aloud the instructional text, including the checklist. Then read the prompt and work with students to develop a list of possible locations to write about, for example, a room in their house, the house itself, a city lot, their own front yard, and so on. Write a list of possible locations on the board.

**Plan**

Read aloud the directions. Then model completing the chart, referring to a location known to all students, such as your classroom, your school, or a local park.

Have students work independently to complete a chart about a location they know well. If students struggle, have them work with a partner to add more information and detail to their chart.

**Write an Explanation**

Read aloud the directions. Then read aloud the tip. Support students as they write their first sentence. Provide feedback as volunteers share their sentences with the class.

Have students finish drafting their explanations. Emphasize that they should tell events in the order they occurred.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice writing an explanation, have students explain a process they often follow, such as chopping vegetables, tying shoelaces, or frying an egg.

Students should use whole sentences and time-order words, such as *first*, *next*, and *finally*.

**Think and Discuss (p. 85)**

**15–25 minutes**

Have students look at the photo. Invite a volunteer to tell what the photo shows.

Then read aloud the quote and the questions.

Provide additional background by telling students that people disagree about how and how much we should use the land in national parks.

Have students discuss their answers in small groups. Have volunteers share their thoughts with the class.

**UNIT REVIEW (p. 86)**

**30–45 minutes**

Have students complete the Unit 3 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

## LESSON 10: MUSIC WITH A MESSAGE (pp. 88–95)

### About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** *R*-controlled vowels *er, ear, ir, or, ur*

**Vocabulary:** Multiple meaning words

**Reading:** Analyze key details

**Writing:** Write about a place

Students will read a biography about Tupac Shakur as well as a poem written by Shakur. Students are asked to set a purpose for reading and to picture what is being described.

Students will be exposed to the following terms during the lesson:

- *biography*
- *key details*
- *poem*
- *features*

Be sure students understand this language as they encounter it in the lesson.

### Introduce the Lesson (p. 88)

**5–10 minutes**

Read aloud the lesson title, “Music with a Message.” Ask a volunteer to give an example of a song with a message.

Then read aloud the list of lesson goals.

Explain that students will be reading a biography of Tupac Shakur, a famous rapper, along with a poem written by Tupac Shakur.

Have students look at the photograph. Invite them to share what they know about Tupac Shakur.

As time allows, share a song written by Tupac Shakur, such as “Dear Mama” or another song with classroom-appropriate lyrics.

Ask students to draw on their knowledge and personal experiences to discuss music with a message. Prompt students with questions such as the following:

- Do you know some rap songs that have a positive message?
- Do you know other songs with a positive message?
- Name a song that has a message that you agree with. Name a song that has a message that you do not agree with.

Ask students to brainstorm songs with a positive message. List responses on the board.

ELL

Invite students to share music with a message from their home countries.

- What are some patriotic songs?
- What are some common holiday songs?
- What is a popular song with a positive message?

### PHONICS: R-CONTROLLED VOWELS *er, ear, ir, or, ur* (pp. 88–90)

**30–50 minutes**

Explain that students will practice reading words that have the *r*-controlled vowels *er, ear, ir, or, ur*. Often these *r*-controlled vowels have the vowel sound heard in the word *fir*.

Remind students that *r*-controlled vowels—vowels followed by the letter *r*—have different sounds than the usual long or short vowel sound. To illustrate, write the words *fir, fire, and fin* on the board. Read the words aloud, emphasizing that the *r*-controlled vowel is different in all three words. Have volunteers think of other *-ir* words (e.g., *stir, bird, dirt, girl*). Write the words on the board.

Tell students there are several ways to spell the vowel sound like in the word *fir*, including all of the *r*-controlled vowels in this lesson: *er, ear, ir, or, ur*.

### Phonics Warm-Up

Have students read the Phonics Warm-Up, noticing words with *r*-controlled vowels, including *er, ear, ir, or, ur*. Tell students these are words with the vowel sound in the word *fir*. Then have them write the words they found on the lines provided.

Invite volunteers to share the words they found for each *r*-controlled vowel.

### R-Controlled Vowels: *er, ear, ir, or, ur* (p. 89)

Read aloud the instruction about the vowel combinations *er, ear, ir, or, ur*.

Then read the lists, completing the following routine for each list:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

**Practice A** Read aloud the directions. Model completing item 1 by writing the word *skirt*. Have students complete the exercise independently. Have volunteers share their answers with the class.

**Practice B** Read aloud the directions. Then have partners complete the activity and check their answers in the answer key.

**Practice C** Read aloud the directions. Point out the section titled Across and tell students that these hints will be used to complete the rows of the puzzle that go across the page. Then explain the Down section.

Model completing an item by reading the clue for 3 Across, “The number that comes after twelve.” Find *thirteen* in the word box, cross it out, and write it in the puzzle at 3 Across. Remind students that *thirteen* can’t be used again.

Have students complete the next item, 6 Across. Check that everybody writes the word *birthday* in the correct place in the puzzle.

Have small groups complete the rest of the puzzle. Review the answers with the class.

### Extend Phonics

**Extension** To help students learn the spelling of words with *r*-controlled vowels, distribute copies of Master 18: Words with *R*-Controlled Vowels.

Provide time for students to study the spelling of words with *r*-controlled vowels. Point out that some words have the same letter combinations but different pronunciations (*work, fork*). Then have a spelling test.

It may support student learning to practice each list separately (for example, by learning all of the *er* words before moving on to *ear* words).

### WORKING WITH WORDS (p. 91)

25–35 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage and poem. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Write the word *breathe* on the board. Have a volunteer read it aloud. Then write the word *breath* on the board. Read the word aloud and point out the different spelling and pronunciation.

Point out that the word *influence* can be both a noun and a verb. Ask students whether *influence* is a noun or a verb in the context sentence (a noun). How can they tell?

Once students identify that *influence* is used as a noun in the example, have a volunteer provide a sentence that uses *influence* as a verb (for example, *Teenagers influence one another.*)

Have students practice using the vocabulary in small groups. Provide prompts such as the following:

- What can make it difficult to **breathe**?
- Would you like to be **famous**? Why or why not?
- Do you think some music has a bad **influence** on kids? Why or why not?
- Name a club you would like to **join**.

Have students complete the practice activity.

Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- famous: *famoso*
- influence: *influencia*

#### Multiple Meaning Words

Read aloud the instructional text. Then read aloud the directions. Have a volunteer provide the answer to item 1. Make sure students understand why definition a is the correct answer. Then have students finish the activity. Review answers as a class.

**Extend Working with Words****Extension**

For more practice with multiple meaning words, have students look up the word *record* (which appears in the reading passage). Write the definitions of the word on the board in a numbered list.

Have students write a sentence for each definition. Then have partners trade papers and note which definition matches each of their partner's sentences.

For more practice working with the word *influence*, ask students if they are familiar with the word *influencer*. If not, have a volunteer look up the word. Then ask students to name some of their influencers.

**READING (pp. 92–93)****30–50 minutes**

Explain that students will be reading two texts, a biography of Tupac Shakur and a poem that Shakur wrote.

Have a volunteer tell what a biography is. Write a list on the board of a biography's features:

- Tells about a person's entire life
- Tells only facts
- Tells events in order

Then have a volunteer tell what a poem is. Write on the board a list of poetry's features:

- Patterns of sound (rhyme and rhythm)
- Imagery
- Figurative language

**Before You Read**

Have students share what they already know about Tupac Shakur. List some facts on the board.

Then have students determine a purpose for reading the biography. What else do they want to know about Tupac Shakur? Make a list on the board.

Then have students determine a purpose for reading the poem. For example, they might want to listen for lines that create a picture in their minds.

Remind students that setting a purpose for reading can help them focus on the meaning of the text.

Have students work in pairs to answer questions 1–3. Have volunteers share answers with the group.

**Read**

Read aloud the directions. Tell students that picturing what they read will help them remember details and important facts. Poems, especially, are intended to create images in the reader's mind.

**After You Read**

**Exercise A** Pair students and have them retell the biography in their own words. Invite pairs to share their retelling. Point out that strong retellings include important details.

Then have partners retell the poem, focusing on the lines that helped them create clear pictures in their minds.

**Exercise B** Have students answer questions 1–3 independently.

If students struggle, redirect them to the text. If necessary, read aloud the text.

Have volunteers share their answers.

**Exercise C** Read aloud the prompt and discuss it as a class. Write notes on the board.

**ELL** Invite students from different cultural backgrounds to discuss whether hip-hop or rap music is popular in their home countries.

**Analyze Key Details**

Read aloud the instructional text and write the “question words” on the board: *who*, *what*, *when*, *where*, *why*, and *how*. Tell students that using these words to ask questions about a text can help readers focus on key details.

Have partners work together to complete the activity. Have volunteers share their answers.

**Extend the Reading Skill****Extension**

Have students turn to another reading passage in their books, such as “Arches” from Lesson 9. Have partners use the six question words to write questions about the article. Have pairs trade papers and answer the questions written by the other pair of students.

Have volunteers talk about whether the question words helped them find key details in the reading passage.



**Phonics Check-Up**

Read aloud the directions and have students complete the activity. As volunteers share their answers, write the words on the board.

**Fluency** **Read It Again**

Have students return to the Phonics Warm-Up on page 88. Read the text aloud as students track the text. Then choral read the passage with students.

**WRITING (pp. 94–95)**

*45–65 minutes*

**Write About a Place (p. 94)**

Read aloud the instructional text, along with the checklist.

Have students return to the poem written by Tupac Shakur. Read the poem aloud.

Then ask a volunteer to read aloud specific lines that help form a picture in the reader's mind.

Point out sensory details in the lines chosen by students.

Then read the writing prompt.

**Plan**

Read aloud the directions. Point out that the chart will help students organize their information. Encourage them to use sensory details.

Have students work independently to complete the chart with sensory details about the place they chose as their topic.

**Write About a Place**

Point out the lines provided for students' to write about a place. Then read aloud the tip and confirm students' understanding.

**Check Your Work**

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

**Extend the Writing**

**Extension** To provide more practice writing about a place, work with students to write a description of your classroom or school. Focus on answering *who*, *what*, *where*, *when*, *why*, and *how* questions with sensory details that help the reader picture things described.

**Think and Discuss (p. 95)**

*15–25 minutes*

Have students look at the photo. What emotion is conveyed by Tupac Shakur's expression in the photo? Is that emotion in line with that conveyed by the lyrics of his songs?

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

**LANGUAGE SKILLS MINI-LESSON**

*25–35 minutes*

**Capital Letters, p. 119**

This mini-lesson provides practice with capitalization. Read aloud the instructional text and direct students to complete the practice activities. Then review the activity as a class.

## LESSON 11: PERSPECTIVE (pp. 96–103)

**About the Lesson**

In this lesson, students will practice the following skills.

**Phonics:** *R*-controlled vowels *or, ore, our, oar*

**Vocabulary:** Sight words

**Reading:** Understand story parts

**Writing:** Write an opinion

Students will read a story. Students are asked to set a purpose for reading and make predictions as they read.

Students will be exposed to the following terms during the lesson:

- *perspective*
- *characters*
- *setting*
- *plot*
- *purpose*
- *prediction*

Be sure students understand this language as they encounter it in the lesson.

**Introduce the Lesson (p. 96)**

**5–10 minutes**

Read aloud the lesson title, “Perspective.” Tell students they will read a story with two characters who see things very differently. In other words, they have two perspectives.

Have a volunteer give another example of two people seeing the same thing differently. Point out that the two people have different perspectives.

Read aloud the list of lesson goals. Ask students if they are familiar with the story, “The Field Mouse and the Town Mouse.” Students may remember it as a children’s story. Tell them this story is a fable, a story that teaches a lesson to people of all ages.

Because fables are traditional stories passed orally from one generation to another, there are differing versions of the story. Invite a volunteer to summarize the version familiar to them. Point out the two different perspectives of the main characters.

Prompt students to connect with the story by talking about other times when two people see events differently. List responses on the board. (Almost any disagreement can be perceived as stemming from different perspectives.)

ELL

Invite students to share a fable from their home countries.

- Who/what are the characters in the story?
- Where does the story take place?
- What happens in the story?

**PHONICS: R-CONTROLLED VOWELS *or, ore, our, oar* (pp. 96–98)**

**30–50 minutes**

Explain that students will practice reading words that have the *r*-controlled vowels *or, ore, our, oar*.

Remind students that *r*-controlled vowels are different from short and long vowel sounds. To illustrate, write the words *pour, pot, and poke* on the board and read them aloud, emphasizing the different vowel sounds.

**Phonics Warm-Up**

Have students read the Phonics Warm-Up, noticing words that have the *r*-controlled vowels *or, ore, our, oar*. Then have them write eight of the words on the lines.

Invite volunteers to share the words they found for each *r*-controlled vowel.

**R-Controlled Vowels *or, ore, our, oar* (p. 97)**

Read aloud the instruction on *r*-controlled vowels.

Then read the lists, completing the following routine for each *r*-controlled vowel:

- Say the sound of the vowel.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read each list.

Read aloud the tip. Then share additional examples of words with similar spellings and different pronunciation, such as *four/hour, and worth/forth*.

**Practice A** Read aloud the directions. Model completing item 1 by thinking aloud and identifying *cord* as the correct answer. Circle *cord* and write it on the line. Then work through items 2–8 with the class.

**Practice B** Read aloud the directions. Have a volunteer answer item 1. Write the answer, *fort*, on the board. Remind students that rhyming words often, but not always, have a similar spelling.

Have a second volunteer answer item 2. Then have students complete items 3 and 4 independently. Invite a volunteer to share the answers with the class.

**Practice C** Remind students that a word family is a group of words with the same sounds and letters at the end. In other words, words in a word family not only rhyme, they also share similar spellings.

Have partners complete the activity. Then have students share their answers with the class.

**Practice D** Read aloud the directions. Think aloud as you complete item 1 by writing *sports* in the blank and crossing it out in the box.

Then have students finish the activity. Have volunteers share their answers with the class.

### Extend Phonics

**Extension** For more practice with the *r*-controlled vowels *or, ore, our, oar*, work with homonyms or sound-alike words. Write the following homonym pairs on the board.

- *bore/boar*
- *for/fore/four*
- *oar/ore*
- *pour/pore*
- *soar/sore*

Have partners find each word in the dictionary and write the definitions. Have partners share their findings.

Review the definitions as a class.

### WORKING WITH WORDS (p. 99)

25–35 minutes

#### Vocabulary

Explain that students will see the vocabulary words in the reading passage. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Prompt them with questions such as the following:

- How would you **describe** the taste of an orange?
- Tell about the last time you were **disappointed** in a meal.
- What do you do when you're **offered** something you don't want?
- What does the expression "Enjoy the **simple** pleasures" mean to you?

Have students complete the practice activity. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- describe: *describir*
- offer: *ofrecer*
- simple: *simple*

### Sight Words

Remind students that sight words are words they will see in many texts. These common words can be hard to sound out, so knowing them "on sight" can help students read more easily.

Read the first word aloud. Have students repeat the word. Then read the example sentence aloud. Repeat this routine for the remaining words.

**Exercise A** Have students work in pairs to complete the activity, circling sight words in the sentences. Have them check their answers in the Answer Key.

**Exercise B** Have students complete the sentences. Invite students to share their responses.

### Extend Working with Words

**Extension** Have small groups write a simple sentence for each sight word in the box. The strongest writer in the group can do the writing, or if necessary, you can take dictation.

### READING (pp. 100–101)

30–50 minutes

Explain that students will be reading a fable. Write characteristics of fables on the board:

- The characters in fables are usually animals that behave like humans.
- Fables have a moral; in other words, they teach lessons.
- Fables are old stories, passed through generations by word of mouth.

Ask students to name other familiar fables. Make a list on the board.

### Before You Read

Have students preview the story. Have them look at the pictures, read the title, and read the first sentence.

Have students answer questions 1 and 2 independently. Have volunteers share answers with the group.

Then have partners talk about what they want to find out as they read. Remind students that setting a purpose for reading can help them focus.

### Read

Read aloud the directions. Tell students that as they read, they should think about what will happen next. Point out that making predictions will help them stay focused on the story.

### After You Read

**Exercise A** Pair students and have them retell the story in their own words. Invite pairs to share their retelling.

**Exercise B** Have students answer questions 1–3 independently. If students struggle, return to the story and read it aloud.

Have volunteers share their answers. Check that students understand each answer.

**Exercise C** Have students discuss whether they would prefer to live like the field mouse or the town mouse. Create a tally on the board showing whether more students would prefer the field mouse’s way or the town mouse’s way.

**ELL** Invite students from different cultural backgrounds to discuss whether this fable reminds them of a particular story in their home country. How is the story similar?

### Understand Story Parts

Read aloud the instruction, including the contents of the chart. Provide copies of Master 19: Character, Setting, and Plot. Support students as they complete the chart with details from the story.

Have small groups answer questions 1–6. Review and discuss the answers as a class.

### Extend the Reading Skill

**Extension** Provide copies of Master 19: Character, Setting, and Plot. Have students complete the chart with information from a movie they’ve recently seen or a book they’ve recently read.

### Phonics Check-Up

Read aloud the directions. Have students circle words with the *or* sound, as in the word *for*. Review answers with students.

### Fluency Read It Again

Have students return to the Phonics Warm-Up on page 96 and reread it. Then have students read the text aloud to a partner.

### WRITING (pp. 102–103)

50–70 minutes

#### Write an Opinion (p. 102)

Read aloud the instructional text, including the checklist.

Have students give examples of opinions. Make a list on the board. Point out that different opinions are often based on different perspectives.

Read aloud the writing prompt.

#### Plan

Read aloud the directions. Support students as they complete the statement of opinion. Then have students work independently to complete the chart.

Have partners review each other’s work, as you clarify any misunderstandings.

#### Write an Opinion

Read aloud the directions. Then read aloud the tip. Make sure students understand how they will use the information from the chart in their writing.

#### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

#### Extend the Writing

**Extension** To provide more practice with writing an opinion, provide copies of Master 20: Opinion, Reasons, and Conclusion. Work with students to create a list of opinions on the board. Have students use the handout as they write about one of the opinions on the board. Then have them use the information in the chart to write an opinion paragraph.

#### Think and Discuss (p. 103)

15–25 minutes

Have students look at the illustration. Invite a volunteer to tell what it shows. Tell students the photo illustrates a proverb, or a well-known saying that teaches a lesson.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

## LESSON 12: HELPFUL OR HARMFUL? (pp. 104–111)

### About the Lesson

In this lesson, students will practice the following skills.

**Phonics:** Vowel combinations *air, are, ear, eer*

**Vocabulary:** Context clues

**Reading:** Compare two texts

**Writing:** Write a comparison

Students will read two articles about insects. The first article is about harmful bugs. The second article is about helpful bugs. Students are asked to preview the texts and reread sections that are difficult to understand.

Students will be exposed to the following terms during the lesson:

- *preview*
- *context*
- *comparison*
- *informational text*

Be sure students understand this language as they encounter it in the lesson.

### Introduce the Lesson (p. 104)

**5–10 minutes**

Read aloud the lesson title, “Helpful or Harmful?” Tell students they will read an article about helpful insects and an article about harmful insects. Have a volunteer give an example of a helpful bug. Have another volunteer give an example of a harmful bug.

Then read aloud the list of lesson goals.

Have students look at the photograph. Invite them to describe what they see. Ask students to draw on their knowledge and personal experiences to discuss insects.

Prompt students with questions such as the following:

- How many legs do insects have?
- Do all insects have wings?
- How many body parts do insects have?
- How are insects different from spiders?

Ask students to brainstorm ways insects can help people. List responses on the board.

ELL

Invite students to share facts about insects in their home countries.

- What insects bother people?
- What insects do people rely on?
- Are any cultural beliefs related to insects in your home country?

### PHONICS: R-CONTROLLED VOWELS *air, are, ear, eer* (pp. 104–106)

**30–50 minutes**

Explain that students will practice reading words that have *r*-controlled vowels *air, are, ear, and eer*.

Remind students that *r*-controlled vowels sound different from both short and long vowels. To illustrate, write the words *beer, beet, and bet* on the board. Underline the vowel combinations and emphasize the different sounds as you read the words aloud.

### Phonics Warm-Up

Have students read the Phonics Warm-Up, circling words with the same vowel sound as *ear* and words with the same vowel sound as *air*. Then have them write the words in the correct list.

Invite volunteers to share the words they found for each *r*-controlled vowel sound.

### R-Controlled Vowels *air, are, ear, eer* (p. 105)

Read aloud the instruction about the *r*-controlled vowel combinations *air, are, ear, and eer*

Then read the lists, completing the following routine for each list:

- Say the sound of the vowel combination.
- Have students repeat the sound.
- Read each word aloud.
- Have students repeat each word.
- Have students chorally read the words in each list.

**Practice A** Read aloud the directions. Model completing item 1 by circling then writing the word *chair*. Have students complete the exercise independently. Have volunteers share their answers with the class.

When the class comes to item 6 in the activity, point out that *tears* can be pronounced two different ways depending on the intended meaning.

- The cat *tears* the paper to bits.
- Her *tears* dried on her cheeks.

**Practice B** Read aloud the directions. Then have a volunteer tell which word in item 1 does not rhyme with the other words. Have partners complete the activity and check their answers in the Answer Key.

**Practice C** Read aloud the directions. Challenge students to complete the lists independently. Review students' answers as a class, writing the new words on the board.

**Practice D** Read aloud the directions and think aloud as you complete item 1 by identifying *aware* as the word that belongs in the blank. Then cross out *aware* in the word box, noting that it cannot be used again.

Have students complete the activity independently. Then have volunteers share answers with the class.

**Extend Phonics**

**Extension** Point out that there are many words that sound the same but have different spellings. Have students work to identify different meanings of these words: *pair/pear/pare, bear/bare, stare/stair, hair/hare, deer/dear, sheer/shear*.

Write the words from the word box in practice D in the correct column.

Words with the vowel sound in <i>ear</i>	Words with the vowel sound in <i>air</i>

**WORKING WITH WORDS (p. 107)**

25–35 minutes

**Vocabulary**

Explain that students will see the vocabulary words in the reading passages. Read aloud each vocabulary word and its context sentence.

Ask students to use the context to define or explain what each vocabulary word means.

Have students practice using the vocabulary in small groups. Provide prompts such as the following:

- What are some things that **appear** in the sky?
- What should a person **consider** before moving to a new city?
- Where do you usually find a book's table of **contents**?
- Why is it important to have a **variety** of foods in your diet?

Have students complete the practice activity. Have volunteers share their answers and explain their reasoning.

Have students add the vocabulary words to their Personal Dictionary.

**ELL** Spanish-speaking students may be familiar with the following cognates:

- appear: *aparecer*
- consider: *considerar*
- contents: *contenidos*
- variety: *variedad*

**Use Context Clues**

Remind students that when they don't know a word, they can look at surrounding words and sentences for clues about the word's meaning.

Read the instructional text and the directions. Then read aloud the first item and have a volunteer give the answer. Have students work in pairs to complete the activity.

**Extend Working with Words**

**Extension** Have students write a sentence using one of the vocabulary words and providing context for the vocabulary word. Have students copy the sentence, omitting the vocabulary word. Then have students trade sentences with a partner. Partners should guess the missing vocabulary word and explain their thinking.

**READING (pp. 108–109)**

60–75 minutes

Explain that students will be reading an article about harmful insects, or pests, as well as a second article about helpful insects.



**Before You Read**

Have students share what they already know about insects in the household. List some facts on the board.

Then have students preview the articles. Have them read the title and the first sentence of each article.

Have partners answer questions 1–3. Have volunteers share answers with the group.

**Read**

Read aloud the directions. Tell students that as they read, they should ask themselves whether they understand what they are reading. If not, they should reread.

Rereading is especially important when an article includes sections of technical or scientific information.

Often, the end of each paragraph is a good place to ask, “Do I understand what I am reading?”

**After You Read**

**Exercise A** Have one partner retell the first article and the other partner retell the second article. Invite volunteers to share their retellings.

Point out that strong retellings include important information without unnecessary detail.

**Exercise B** Have students answer questions 1–3 independently.

Have volunteers share answers with the class. Check that students understand the answers.

**Exercise C** Have students discuss pantry pests and why they are a problem. Make a list on the board.

**ELL** Invite students from different cultural backgrounds to discuss helpful and harmful insects in their home countries.

**Compare Two Texts**

Read aloud the instructional text. Remind students that *compare* means to find similarities, and *contrast* means to find differences.

**Exercise A** Read aloud the directions and have students answer items 1–4.

**Exercise B** Read aloud the directions. Have students find words that show the author’s feeling. Make two lists on the board, one for each article.

**Extend the Reading Skill**

**Extension** Create the following compare and contrast table on the board.

Review the structure of the chart with students. Point out the column headings, which show that one column is for information from the first article and the other is for information from the second. Then read the row heads, which show the information students should find in the articles.

Complete the chart as a class.

	Pantry Pests	Farmer’s Friend
<b>Topic</b>		
<b>Main Point</b>		
<b>Purpose of the Text</b>		
<b>Key Details</b>		

**Phonics Check-Up**

Have students return to the articles and find examples of the *r*-controlled vowel combinations *air*, *are*, *ear*, and *eer*. Invite volunteers to share their answers. List the words on the board.

**Fluency Read It Again**

Have students return to the Phonics Warm-Up on page 104 and reread it. Then have students read the text out loud to a partner. If time allows, let students read the passage repeatedly until they can do so at a fluent pace.

**WRITING (pp. 110–111)**

**50–70 minutes**

**Write a Comparison (p. 110)**

Read aloud the instructional text, along with the checklist. Invite a volunteer to list two or three additional ways two apartments can be similar or different.

Then read the writing prompt.

**Plan**

Read aloud the directions. Work with students to create a list of possible topics (pairs of movies, TV shows, or books). Point out where on the chart students should write titles. Then discuss the rest of the chart.

Have students complete the chart. Then have a few volunteers share their charts with the class.

### Write a Comparison

Point out the lines provided for students to write their comparison.

Read aloud the tip. Have a volunteer write the title of a movie, TV show, or book on the board using appropriate capitalization.

### Check Your Work

Read aloud the checklist and ensure students understand what they are being asked to do. Then have students check their writing.

### Extend the Writing

#### Extension

To provide more practice with writing a comparison, provide copies of Master 16:

Compare and Contrast Chart. Invite students to choose two things for comparison and complete the chart. Then have them write a comparison of the two items.

### Think and Discuss (p. 111)

**10–15 minutes**

Have students look at the photos and read the captions. Invite volunteers to share what they know about termites or bees.

Then read aloud the text and the questions. Have students discuss their answers in small groups. Have volunteers share their responses with the class.

### LANGUAGE SKILLS MINI-LESSON

**25–35 minutes**

#### Adjectives and Adverbs, p. 120

This mini-lesson provides practice using adjectives and adverbs correctly.

Read aloud the instructional text. Then direct students to work independently to finish the worksheet.

Have volunteers share their answers with the class.

### UNIT REVIEW (p. 112)

**25–35 minutes**

Have students complete the Unit 4 Review and check their answers in the Answer Key. Remind students to preview the text and questions before reading.

If students need extra support, read the text and questions aloud. If students answer any questions incorrectly, review the appropriate reading or phonics skill.

Use these activities to practice sight words and vocabulary. Use sight words covered in the lessons and additional words from the Dolch and Fry word lists. Many of these activities will also work with lesson vocabulary.

1. **Flashcards.** Provide each student with cards that have the target words on them. Pairs of students should work through the cards until they know them on sight. Students can keep their deck of cards and add more cards as they progress through the lessons.
2. **Grid Race.** Draw two grids on the board. Write a target word in each cell of the grids. Divide the class into two teams and provide each team with sight-word sticky notes that match the words on the board. Then have the two teams race to see which can most quickly place their sticky notes in the correct cells of the grid.
3. **Concentration.** Provide small groups with two sets of target-word flashcards. Students should shuffle the decks together and lay the cards face-down in a grid. As each student takes a turn, he or she turns over two cards. If they match, the student picks up the cards. If not, the cards are turned face-down again, and the next student takes a turn. The student with the most cards at the end of the game wins.
4. **Word Bingo.** Create Bingo cards with sight words placed in random order. Call out the words as students find and mark the words on their Bingo cards. See which student gets Bingo first.
5. **Word Search.** Make a simple word search grid with sight words using a free online word search generator. Have students circle the sight words in the word search.
6. **Dictation.** Read each target word aloud and have students write it on the board or on a piece of paper.
7. **Guess the Word Game.** Play this game as a class or put students in small groups. Have one student draw from a group of cards containing the current lesson's or previous lessons' vocabulary words. The student should not reveal the vocabulary word. The student will then give three clues about the word while the other students try to guess the word.

<b>LESSON 3</b>	eight	just	take	work
<b>LESSON 4</b>	house	move	some	very
<b>LESSON 8</b>	also	change	different	many
<b>LESSON 11</b>	back	found	here	home

<b>LESSON 1</b>	balance	focus	organized	schedule
<b>LESSON 2</b>	avoid	business	impact	surface
<b>LESSON 3</b>	effect	increase	pressure	
<b>LESSON 4</b>	amount	common	create	occur
<b>LESSON 5</b>	basic	issue	register	specific
<b>LESSON 6</b>	central	contain	provide	single

<b>LESSON 7</b>	demand	minimum	terrible	
<b>LESSON 8</b>	control	effort	produce	temperature
<b>LESSON 9</b>	alter	expand	layer	remain
<b>LESSON 10</b>	breathe	famous	influence	join
<b>LESSON 11</b>	describe	disappointed	offered	simple
<b>LESSON 12</b>	appear	consider	contents	variety



These 100 sight words represent approximately 50% of all print.

a	get	no	this
about	go	not	time
all	had	now	to
am	has	number	two
an	have	of	up
and	he	on	use
are	her	one	was
as	him	or	water
at	his	other	way
be	how	out	we
been	I	part	were
but	if	people	what
by	in	said	when
call	into	see	which
can	is	she	who
come	it	so	will
could	its	some	with
day	like	than	word
did	long	that	would
do	look	the	write
down	made	their	you
each	make	them	your
find	many	then	
first	may	there	
for	more	these	
from	my	they	

after	found	move	small
again	give	much	sound
air	good	must	spell
also	great	name	still
America	hand	need	study
animal	help	new	such
another	here	off	take
answer	home	old	tell
any	house	only	thing
around	just	our	think
ask	kind	over	three
away	know	page	through
back	land	picture	too
because	large	place	try
before	learn	play	turn
big	letter	point	us
boy	line	put	very
came	little	read	want
change	live	right	well
different	man	same	went
does	me	say	where
end	mean	sentence	why
even	men	set	work
farm	most	should	world
follow	mother	show	year

**Pre-Primer**

a	can	funny	in	look	not	run	three	we
and	come	go	is	make	one	said	to	where
away	down	help	it	me	play	see	two	yellow
big	find	here	jump	my	red	the	up	you
blue	for	I	little					

**Primer**

all	black	eat	into	on	ride	that	want	white
am	brown	four	like	our	saw	there	was	who
are	but	get	must	out	say	they	well	will
at	came	good	new	please	she	this	went	with
ate	did	have	no	pretty	so	too	what	yes
be	do	he	now	ran	soon	under		

**1st Grade**

after	ask	from	her	know	old	put	take	think
again	by	give	him	let	once	round	thank	walk
an	could	going	his	live	open	some	them	were
any	every	had	how	may	over	stop	then	when
as	fly	has	just	of				

**2nd Grade**

always	both	don't	gave	many	right	their	use	wish
around	buy	fast	goes	off	sing	these	very	work
because	call	first	green	or	sit	those	wash	would
been	cold	five	its	pull	sleep	upon	which	write
before	does	found	made	read	tell	us	why	your
best								

**3rd Grade**

about	cut	fall	hold	kind	myself	pick	six	today
better	done	far	hot	laugh	never	seven	small	together
bring	draw	full	hurt	light	only	shall	start	try
carry	drink	got	if	long	own	show	ten	warm
clean	eight	grow	keep	much				

## COMMON PREFIXES

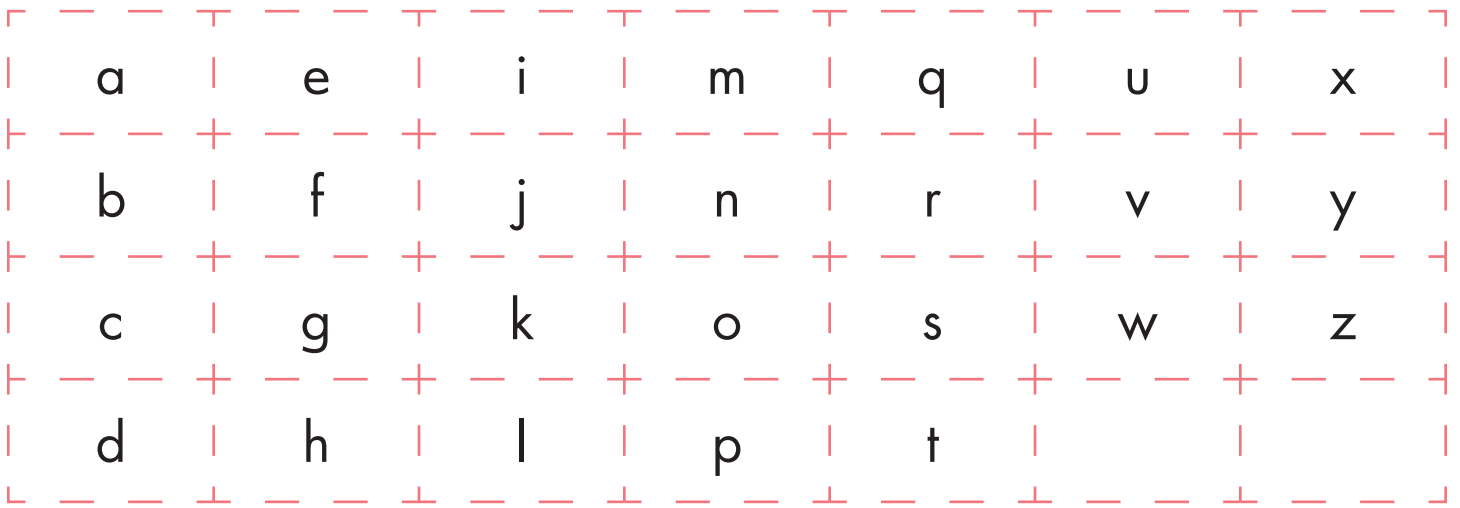
PREFIX	Meaning	Example
dis-	not, opposite of	dislike
il-	not, opposite of	illegal
in-		incorrect
im-		impossible
ir-		irregular
in-	in or into	inside
mid-	middle	midnight
mis-	wrongly	misspell
non-	not, opposite of	nonsense
over-	too much, above	overcook
pre-	before	preview
re-	again, back	rewrite
semi-	half	semicircle
super-	above, beyond	supermarket
un-	not, opposite of	unhappy
under-	too little, below	underdone

## COMMON SUFFIXES

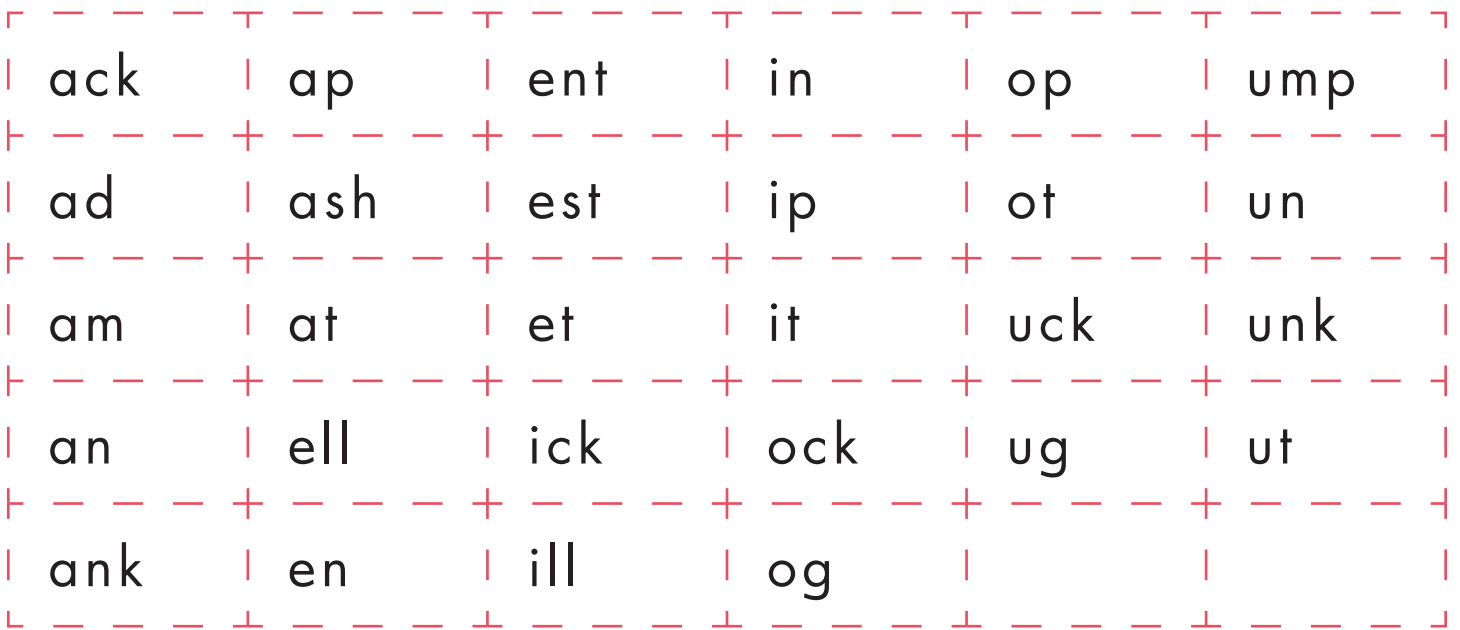
SUFFIX	Meaning	Example
-able	is, can be	comfortable
-ible		incredible
-en	made of	wooden
-er	more	longer
-er	one who	driver
-or		author
-est	the most	kindest
-ful	full of	thoughtful
-ing	present participle verb form	working
-ion	act, process	invention
-tion		introduction
-ation		communication
-ition		definition
-less	without	sleepless
-ly	characteristic of	loudly
-s	plurals	windows
-es		dishes

Cut apart these letters and word families. Use the cards to make words.

### Letters



### Short Vowel Word Families



**Long Vowel Word Families**

age	ate	eat	ice	ite	one
ail	ave	ee	ide	ive	ope
ain	ay	eed	ie	oat	ore
ake	aze	eel	ight	oe	ose
ale	each	eep	ile	oke	ow
ame	eak	eet	ine	ole	y

**R-Controlled and Vowel Combination Word Families**

out	ound	ow	own	ew	ue
ook	oom	ar	ark	ore	orn
ort	eer	ear	air	are	

**Consonant Digraphs**

ch	sh	th	ph	wh
----	----	----	----	----

**Silent Letter Digraphs**

ck	kn	mb	wr
----	----	----	----



**Initial Blends**

br	cr	dr	fr	gr
pr	tr	bl	cl	fl
gl	pl	sl	sc	sk
sm	sn	sp	st	sw

**Final Blends**

ft	ld	lt	mp	nd
nk	nt	rd	rk	st

**Three-Letter Initial Blends**

scr	spl	spr	str	thr
-----	-----	-----	-----	-----

**Three-Letter Final Blends**

nch	nce	nge	rse	dge
-----	-----	-----	-----	-----

**Letter Combinations**

ie	ei	ow	ou	oi
oy	oo	ue	ew	ui
au	aw	al		

**R-controlled Vowels**

ar	er	ur	ir	ear	or
ore	our	oar	eer	air	are

pit	cat	Rick	like	Tom
rip	fun	ripe	pipe	fame
ride	toes	Kate	lap	luck
suit	deep	such	fruit	cute
desk	cut	fact	late	

ball	cake	fish	house	worm
------	------	------	-------	------

FIRST WORD IN THE COMPOUND WORD	SECOND WORD IN THE COMPOUND WORD	COMPOUND WORD
earth		
book		
inch		

cat		
shell		
sword		

cup		
cheese		
pan		

beach		
foot		
basket		

doll		
dog		
farm		

<b>Q: WHO</b> _____
<b>A:</b>
<b>Q: WHAT</b> _____
<b>A:</b>
<b>Q: WHERE</b> _____
<b>A:</b>
<b>Q: WHEN</b> _____
<b>A:</b>
<b>Q: WHY</b> _____
<b>A:</b>
<b>Q: HOW</b> _____
<b>A:</b>

<b>city</b>	<b>face</b>	<b>nice</b>
<b>page</b>	<b>judge</b>	<b>gym</b>
<b>cheese</b>	<b>girls</b>	<b>raise</b>

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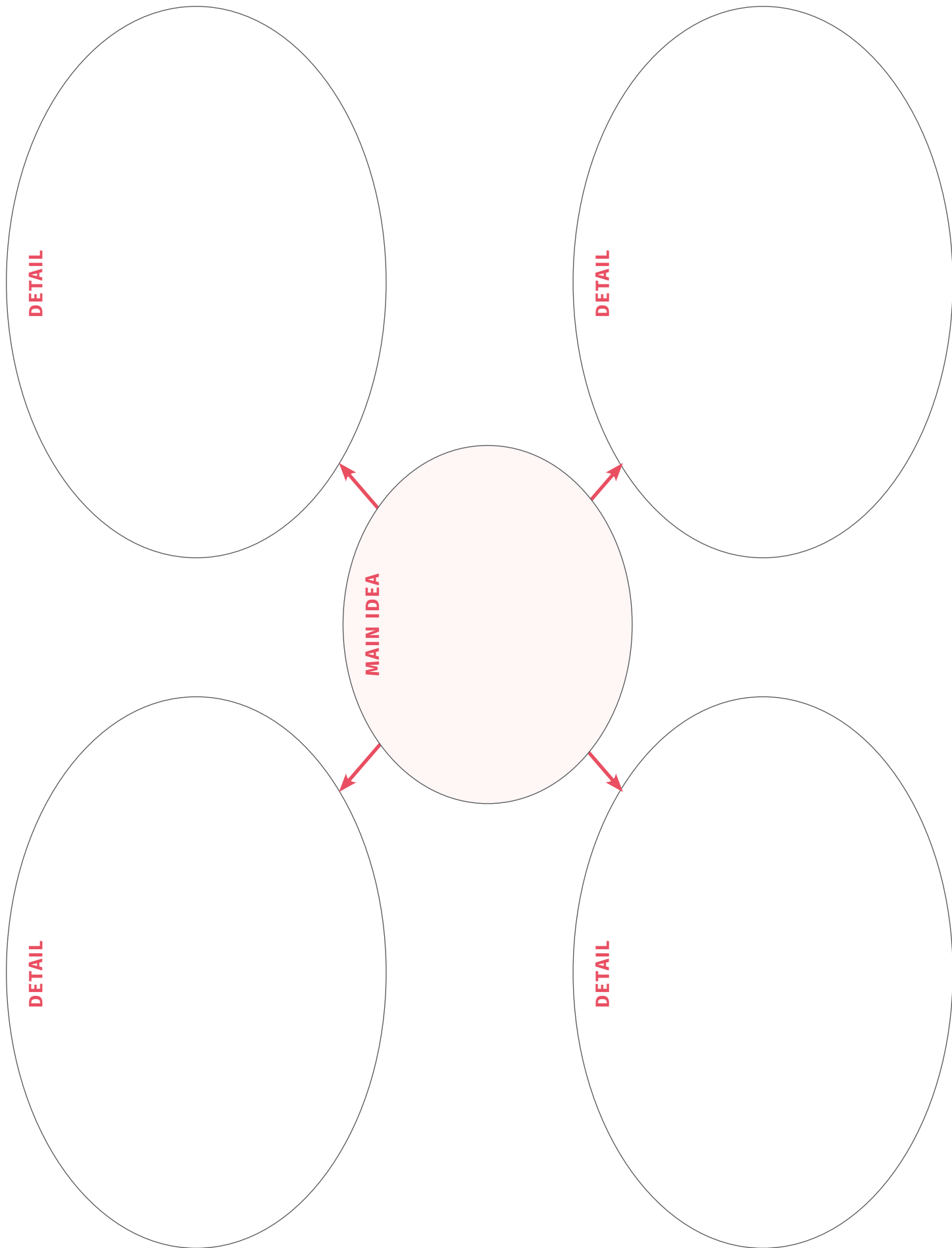
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MAIN IDEA			

DETAIL	DETAIL	DETAIL	DETAIL



I wear yellow shorts to the gym every day. My buddy thinks it's funny. But I'm shy. The yellow shorts give me something to say. When people stare, I smile and say, "You like my shorts, don't you?" My buddy is right. It is funny. People always laugh at my joke.

CONSONANT	LONG I	LONG E	SHORT I	ANOTHER SOUND (VOWEL + Y)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cause



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Effect

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cause



\_\_\_\_\_

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Effect

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Cause



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Cause



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Effect

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\_\_\_\_\_

Cause



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Effect


First,



Next,



Then,



Finally,



<b>MAIN POINT</b>		

<b>SUPPORTING REASON</b>

<b>SUPPORTING REASON</b>

<b>SUPPORTING REASON</b>

TOPIC 1	TOPIC 2

	COMPARE 2 THINGS	COMPARE 3 OR MORE THINGS
happy		
funny		
cute		
silly		
fast		
slow		
sad		
hungry		
tall		
short		
fat		
fit		
thin		
rude		
kind		
full		

<i>ER WORDS</i>	<i>EAR WORDS</i>	<i>IR WORDS</i>	<i>OR WORDS</i>	<i>UR WORDS</i>
her	early	bird	work	purse
hammer	pearl	skirt	razor	hurt
were	Earl	dirt	doctor	curl
jerk	Earth	fir	neighbor	purr
clerk		shirt	word	Thursday

CHARACTER	SETTING	PLOT

**Opinion:** I think \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Reason:**  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reason:**  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Conclusion:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You will read and learn new words.

You can make your own dictionary to help you learn and spell these words.

This dictionary is in alphabetical (ABC) order.

Jot down any new words you read. You can:

- Write down what the word means
- Use the word in a sentence
- Draw a picture that helps you understand the word

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