

3

NEW
Cornerstone
TEACHER'S RESOURCE BOOK

Manuscript,
for review only

New Cornerstone 3
Teacher's Resource Book

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Where can I find teaching resources?

New Cornerstone Teacher's Resource Book

- Teacher References
 - Lesson Plans
 - Workbook Answer Keys
 - Letters Home
 - Reading Summaries
- Graphic Organizers
 - Main Idea/Supporting Details Chart
 - Venn Diagram
 - Prediction Chart
 - Sequence of Events Chart
 - KWL Chart
 - 5 W Questions Chart
 - Cause and Effect Chart
 - T-Chart
 - Word Web
 - Story Map
 - 5 W Organizer
 - Timeline
 - Three-Column Chart
 - Character Trait Web
- Fluency
 - Peer Partner Checklists
 - Rubrics Describing Oral Fluency
 - Sample Graph of Student Progress
 - Sample Reader's Theater
 - Development of Reading Fluency
 - Activities

New Cornerstone Digital Resources

Includes all resources in the *Teacher's Resource Book* plus:

- Teacher References
 - Scope and Sequence
 - GSE Mapping Booklet
 - Academic Word List
 - Lexiles
 - Fry's 300 Instant Sight Words
 - Fry's 600 Instant Phrases
 - Fluency Related Resources
 - Oral Reading Fluency Norms
- Worksheets
 - Daily Language Practice with Answer Keys
 - Vocabulary: High-Frequency Words
 - Big Questions
 - View and Respond Video Worksheets
- Student Edition Audio with transcripts
- Student Edition Video with transcripts
- Student Edition eReader+
- Teacher's Edition eReader+
- Full PDF of the Workbook
- Full PDF of the Assessment Book
- ExamView™

Log on to **Pearson English Portal** to access all of these resources.

ALSO *New Cornerstone Teacher's Edition* offers step-by-step guidance on teaching the Student Edition lessons plus tips, answer keys, and more.

LESSON PLANS

The chart below provides a legend for the Common Core State Standards abbreviations used in the Lesson Plans. For the full text of the standards, refer to Appendix A in the *Teacher's Edition*.

Abbreviation	Skill Strand or Subject Area
RL	Reading standards for literature
RI	Reading standards for informational text
RF	Reading standards for foundational skills
W	Writing standards
SL	Speaking and listening standards
L	Language standards

Lesson 1

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Unit Opener *Student Edition* pages 2–3

- Use Daily Language Practice, Week 1, Day 1.
- Have students complete the Diagnostic Pretest in the *Assessments* to determine students' initial levels of ability.

Unit Opener Introduce the theme. Discuss the meaning of the word *communities*. Build students' background on the unit theme by presenting the poster and the video.

Fluency Activity Post the Unit 1 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T3.

Visual Literacy Have students look at the numbered pictures at the bottom of page 2. Tell them that the labels above the pictures tell what type of reading each selection is and that the labels under the pictures are the titles of the selections.

The Big Question Ask students how communities may be alike and different.

Listening and Speaking Read aloud the text and ask students to name activities they do in their communities. Write a list of their words on the board and pronounce them.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Read the activity aloud, and have students write three sentences. Ask volunteers to share their sentences.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Lesson 2

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b, L.3.4.d, L.3.6

What do you know about communities? *Student Edition* pages 4–5

- Use Daily Language Practice, Week 1, Day 2.

Words to Know Say each of the terms on pages 4–5. Encourage students to point to the correct illustration as they repeat each term with you. Have students work in pairs to do the Practice activity on page 4. Students ask and answer the questions using the new words on the page. Ask students to complete the Write activity independently and share their answer with their partner.

Make Connections Have students work in pairs to complete the activity. Have pairs of students join another pair to check their answers.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? questions in their notebooks.

Lesson 3

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Kids' Stories from Around the World *Student Edition* pages 6–7

- Use Daily Language Practice, Week 1, Day 3.

Kids' Stories from Around the World Read the children's stories. Students can also listen to the peer stories on the Audio.

Visual Literacy Draw students' attention to the map of the world. Have students follow the lines from the photos of each child's town to its location on the map. Say the name of each location, and have students repeat the locations aloud. Encourage students to use other world maps or globes to find the same places.

What about you? Have students discuss different communities in both your area and the world. Talk about activities they can do in these communities. Have students share stories about how they get to school.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T7.

Homework

Have students write about special places in their community.

Lesson 4

Common Core State Standards: RL.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 1 Key Words *Student Edition* pages 8–9

- Use Daily Language Practice, Week 1, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context to figure out the meaning of the highlighted words. Then help them define the words.

Visual Literacy Have students find the numbers next to the sentences on pages 8–9 and then find the corresponding numbered photos.

Practice Read the text in the *Student Edition* and have students complete the activity.

Apply Read the text aloud. Have students work in pairs to discuss the questions. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T9.

Homework

Have students complete the Key Words activities on *Workbook* page 3.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 10–11

- Use Daily Language Practice, Week 1, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Phonics Play the Audio to show students the phonics pattern. Discuss the rule and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 4–5.

Lesson 6

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 *Student Edition* pages 12–15

- Use Daily Language Practice, Week 2, Day 1.

More About the Big Question Read aloud the Big Question on page 12. Have students think about the question as they read the poem. Encourage students to think about how their everyday actions affect other people.

Audio Play the audio of the poem, stopping to answer questions students may have. Discuss the general meaning of the poem and how it relates to the Big Question.

Reading Strategy Explain the term *character*. **SAY:** *A character is a person or animal in a story or a poem. Characters do things. Things happen to characters. Who is the main character in the poem? Look at the pictures.* Read aloud the bulleted items on page 12.

Genre Draw students' attention to the genre. Tell students that poems often rhyme and this is one way to distinguish poems from other readings. Ask students to name the rhyming words at the ends of the lines.

Read Students can take turns reading the stanzas of the poem on pages 12–15. Encourage students to refer to the illustrations as they read.

Build Vocabulary Help students recognize how to use the phrase in bold type that is defined on the bottom of page 13. Invite a volunteer to read the phrase and its definition aloud. Have students make up sentences that use the phrase in context.

Key Words Discuss the yellow highlighted words in the poem and why they are Key Words for this reading.

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T15.

Homework

Have students complete the Comprehension activities on page 6 of the *Workbook*.

Lesson 7

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 *Student Edition* pages 12–15

- Use Daily Language Practice, Week 2, Day 2.
- Have students complete the Reader's Companion on page 7 of the *Workbook*.

Read Students may reread the poem silently or follow along while listening to the Audio.

Reading Strategy After reading the poem, discuss what students have learned about Lin's character. Explain that *clues* are things that help you find answers. Ask students how Lin helps the mail carrier, and have students find other examples of Lin's friendly behavior.

Visual Literacy Draw the students' attention to the illustrations on pages 14–15.

Ask volunteers to describe what is happening in each picture.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Do Fluency Activity 5 on page T15.

Homework

Have students complete the Comprehension activities on *Workbook* page 8.

Lesson 8Common Core State Standards: RL.3.2,
RL.3.3, L.3.1.e, SL.3.6**Learning Strategies Student Edition pages 16–17**

- Use Daily Language Practice, Week 2, Day 3.
- Use GO 14: Character Trait Web and page 154 of the *Teacher's Resource Book* for the Character Web.

More About the Big Question Discuss why each person is important to the community. Ask students to think of other important community members who were not in the poem.

Character Invite a class discussion. **SAY:** *We learn things about a character from what he or she says and does. What kinds of things does Lin say in the poem? What does Lin do in the poem? What have you learned about Lin?* Let students know that words that tell what a character is like are called *character traits*.

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment.

Use a Character Trait Web Copy the Character Trait Web text into the circles on the worksheet. Discuss how what Lin does in the poem tells what she is like. Have students complete the graphic organizer and share their answers.

Apply In pairs, have students retell the poem. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension Have students discuss what they could draw in their pictures with a partner.

Homework

Have students complete the drawing from the Extension activity and do *Workbook* page 9.

Lesson 9Common Core State Standards: L.3.1,
L.3.1.d, L.3.1.e, SL.3.1, SL.3.1.c, SL.3.6**Grammar Student Edition pages 18–19**

- Use Daily Language Practice, Week 2, Day 4.
- Have students complete the Unit 1, Reading 1 test in the *Assessments*.

Simple Present: be Verbs Read the introduction and refer to the chart to introduce the different forms of the verb *be*. Have volunteers say a sentence using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using different forms of *be*.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 10–11.

Lesson 10Common Core State Standards: W.3.2,
W.3.2.a, W.3.4, W.3.5, W.3.10, SL.3.6**Writing Student Edition pages 20–21**

- Use Daily Language Practice, Week 2, Day 5.
- Use GO 9: T-Chart and page 149 of the *Teacher's Resource Book* for the T-Chart.

Describe a Person Read aloud the text at the top of page 20. Refer to the Character Trait Web describing Lin that students completed. Read aloud the Writing Prompt.

It may be helpful to complete the GO 9: T-chart about Lin together before students begin Prewriting.

Prewrite Give the students copies of the GO: T-Chart, or have them copy one into their notebooks. Encourage students to be specific about the things their person does. You may wish to brainstorm additional character traits or refer students to a general character traits list.

Draft Model how to turn the information in the GO: T-Chart into a draft by writing a paragraph about Lin.

Writing Checklist Model how to use the Writing Checklist on page 21 to help you improve the paragraph you wrote about Lin. Encourage students to check for correct use of the verb *be*. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their paragraph and do *Workbook* page 12.

Lesson 11

Common Core State Standards: RL.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.2, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words *Student Edition* pages 22–23

- Use Daily Language Practice, Week 3, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context to define the highlighted words.

Visual Literacy Have students find the numbered circles by the sentences on pages 22–23 and then find the corresponding numbered photos.

Practice Read the text in the *Student Edition* and have students complete the activity. Give students time to practice using their flashcards with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the questions. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Do Fluency Activity 6 in TE on page T23.

Homework

Have students complete the Key Words practice on *Workbook* page 13.

Lesson 12

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 24–25

- Use Daily Language Practice, Week 3, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Play the Audio to show students the phonics pattern. Discuss the rule and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 14–15.

Lesson 13

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 *Student Edition* pages 26–31

- Use Daily Language Practice, Week 3, Day 3.

More About the Big Question Read aloud the Big Question on page 26. Have students think about the question as they read the story. Encourage students to think about how different people are helpful in their community.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 26. Model the strategy and encourage students to preview and make predictions about the story.

Genre Draw students' attention to the genre label. Tell them that a short story is a story that could be true or not, but it is always only a few pages long.

Read As a class, read the story aloud. Invite students to tell about what they have read, using the pictures as visual aids. Ask them to make predictions based on what they read.

Build Vocabulary Help students recognize how to use the bolded word that is defined on the bottom of page 27.

Key Words Discuss the yellow highlighted words in the story and why they are Key Words for this reading.

Fluency Activity Complete Fluency Activity 7 in TE on page T30.

Homework

Have students complete the Reader's Companion exercises on *Workbook* page 16.

Lesson 14

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 *Student Edition* pages 26–31

- Use Daily Language Practice, Week 3, Day 4.
- Have students complete the Reader's Companion on page 17 of the *Workbook*.

Read Have students reread the story silently or listen to the Audio.

Reading Strategy Remind students that when they started reading, they made a prediction about what would happen in the story. Tell them that with predictions, there are no right or wrong answers. A prediction is a guess you make based on clues in the text and personal experience.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Complete Fluency Activity 8 in TE on page T30.

Homework

Have students complete the Comprehension practice on *Workbook* page 18.

Lesson 15

Common Core State Standards: RL.3.1, RL.3.2, SL.3.3, SL.3.6

Learning Strategies *Student Edition* pages 32–33

- Use Daily Language Practice, Week 3, Day 5.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

More About the Big Question Discuss why each person is important to the community. Ask students to think of other important community members.

Sequence of Events Let students know that the sequence of events is the order in which things happen in a story. Show students how to refer to the text to check the sequence of events. As a class, find the first two events in the Practice activity. When you are sure that students know what to do, have them finish the activity alone or in pairs.

Use GO 4: Sequence of Events Chart Copy the GO 4: Sequence of Events Chart text into the boxes. Discuss the order in which things happened in the story. Have students complete the graphic organizer and share their answers.

Apply In pairs, have students retell the story. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension You may wish to use extra copies of the GO 4: Sequence of Events Chart to have students teach each other how to make something.

Homework

Have students complete the Learning Strategies practice on *Workbook* page 19.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d, L.3.1.e

Grammar *Student Edition* pages 34–35

- Use Daily Language Practice, Week 4, Day 1.
- Have students complete the Unit 1, Reading 2 test in the *Assessments*.

Simple Present Read the introduction and refer to the charts to introduce the different forms of simple present verbs. Have volunteers say a sentence using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 34 as they do so.

Apply Have students work in pairs to ask and answer the questions, using simple present tense.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 20–21.

Lesson 17

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 36–37

- Use Daily Language Practice, Week 4, Day 2.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Describe a Sunny Day Read aloud the text at the top of page 36. Refer to the GO 4: Sequence of Events Chart that you filled in about the story. Read aloud the Writing Prompt. Encourage students to use sensory images when gathering ideas.

Prewrite Give the students copies of the GO 4: Sequence of Events Chart, or have them copy one into their notebooks. Encourage students to be specific about what they did on a sunny day.

Draft Read aloud the sample paragraph to show how to turn the ideas from the GO 4: Sequence of Events Chart into a paragraph.

Writing Checklist Model how to use the Writing Checklist on page 37 to help you improve the sample paragraph. Encourage students to check for correct use of simple present verbs and the verb *be*. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their paragraph and do the exercises on *Workbook* page 22.

Lesson 18

Common Core State Standards: RL.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words *Student Edition* pages 38–39

- Use Daily Language Practice, Week 4, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to define the highlighted words.

Practice Have students make the flashcards and practice memorizing them with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the question. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 on TE page T39.

Homework

Have students complete the Key Words practice on *Workbook* page 23.

Lesson 19

Common Core State Standards: RI.3.4, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6, L.3.3, L.3.4, L.3.4.a, L.3.4.d

Academic Words & Word Study *Student Edition* pages 40–41

- Use Daily Language Practice, Week 4, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students use the Academic Words when discussing the questions in the Apply section with a partner.

Word Study Read the text at the top of page 41 to illustrate how a dictionary shows the multiple meanings of words. Using a dictionary, show students some other examples of words with more than one meaning. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 24–25.

Lesson 20

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 3 Vocabulary *Student Edition* pages 42–47

- Use Daily Language Practice, Week 4, Day 5.

More About the Big Question Read aloud the Big Question on page 42. Have students think about the question as they read the story.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 42. Model the strategy, telling students how your family may be similar to the one in the story.

Genre Draw students' attention to the genre. Tell students that a personal narrative is a story that is told using the words *I* or *we*.

Read Encourage students to refer to the illustrations as they read.

Build Vocabulary Read the sentences with the highlighted words aloud to the class. Then read each sentence again, replacing the highlighted term with a synonym from the definition.

Check Up Have partners respond to the Check Up questions on pages 43 and 45.

Fluency Activity Do Fluency Activity 10 on TE page T46.

Homework

Have students complete the Think It Over Questions on page 47 in their notebooks.

Lesson 21

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, RI.3.1, RI.3.7, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 3 *Student Edition* pages 42–49

- Use Daily Language Practice, Week 5, Day 1.
- Have students complete the Comprehension activities on pages 26–27 of the *Workbook*.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy After reading the selection, discuss what connections students can make between the family in the story and their own families.

Visual Literacy Draw the students' attention to the photos and captions on pages 48 and 49. Help students understand that these are the girl's family members.

A Closer Look at... Have students make their own family tree. Encourage students to draw pictures of their family members or bring in photographs. Remind students to provide captions with relatives' names and their relationships.

Fluency Activity Complete Fluency Activity 11 in the *TRB* on page 128.

Homework

Have students complete *Workbook* page 28 and ask family members for information to add to their family tree.

Lesson 22

Common Core State Standards: RL.3.1, RL.3.2, SL.3.4, SL.3.6

Learning Strategies *Student Edition* pages 50–51

- Use Daily Language Practice, Week 5, Day 2.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

More About the Big Question Discuss how a family is like a community.

Make Connections Tell students that connections are ways that things are similar.

Encourage students to share ways in which their family's celebrations are like the one in the story.

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment.

Use GO 9: T-Chart Copy the GO 9: T-Chart text into the boxes on the worksheet.

Discuss what the family in the story does. Have students complete the graphic organizer and share their answers.

Apply In pairs, have students summarize the story. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension Have students describe a special family occasion to a partner.

Homework

Have students do the Learning Strategies practice on *Workbook* page 29.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.b

Grammar *Student Edition* pages 52–53

- Use Daily Language Practice, Week 5, Day 3.
- Have students complete the Unit 1, Reading 3 test in the *Assessments*.

Singular and Plural Nouns Read the introduction and refer to the chart to introduce singular and plural nouns. Have volunteers say a sentence, using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using the correct nouns and articles.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 30–31.

Lesson 24

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 54–55

- Use Daily Language Practice, Week 5, Day 4.
- Use page 117 of the *Teacher's Resource Book* for the GO 13: Word Web.

Describe a Family Celebration Read aloud the text at the top of page 54. Read aloud the Writing Prompt.

Prewrite Give the students copies of the GO 13: Word Web, or have them copy the graphic organizer into their notebooks. Encourage students to be specific about who is at the celebration and what they do.

Draft Read the sample paragraph aloud to show how to turn the ideas from the GO 13: Word Web into a paragraph.

Writing Checklist Model how to use the Writing Checklist on page 55 to help you improve the sample paragraph. Encourage students to check for correct use of nouns and simple present verbs. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their paragraph and do *Workbook* page 32.

Lesson 25

Common Core State Standards: RL.3.10, RI.3.10, W.3.2, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6

Apply and Extend *Student Edition* pages 56–57

- Use Daily Language Practice, Week 5, Day 5.

Link the Readings Have students complete the chart on page 56.

Discussion Use the discussion questions to help students review the readings in the unit.

Projects Read aloud the choices for extension projects. Have students begin working on their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.4, SL.3.6

Listening & Speaking Workshop, Writing Workshop

Student Edition pages 58–62

- Use Daily Language Practice, Week 6, Day 1.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Prepare Read the game's directions and model it aloud. Encourage students to use descriptive words and sensory details to describe a place in the community.

Practice Have students practice reading their descriptions to a partner several times.

Present Allow students to read their descriptions to the class and have their classmates guess what they are describing.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read the writing prompt aloud and discuss the prewriting sample. Allow students to brainstorm event ideas with a partner and then fill in their own GO 4: Sequence of Events Chart with writing ideas.

Homework

Have students complete a draft of their event description.

Lesson 27

Common Core State Standards: W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.10

Writing Workshop *Student Edition* pages 60–62

- Use Daily Language Practice, Week 6, Day 2.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or find any errors. Encourage students to do this on their own, and then trade papers with a classmate to do a Peer Review. Circulate to give students feedback on their writing.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their event description.

Lesson 28

Common Core State Standards: W.3.2, W.3.4, W.3.5,
W.3.10, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Writing Workshop, Fluency, & Test Review *Student Edition* page 61

- Use Daily Language Practice, Week 6, Day 3.
- Use Unit 1 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing or post it in a central location, where students can read each other's work.

Fluency Have students listen to the sentences on the Audio and then practice reading them aloud smoothly.

Practice Working in pairs, have one student read the passage aloud while the other student listens and counts the number of words read in one minute. Have students practice reading the passage several times to improve their reading rate.

Unit 1 Review Using the Daily Language Practice, focus students' attention on the Big Questions for the unit. Take some time to review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test tomorrow. Have students complete *Workbook* pages 33–34 to review topics in the unit.

Homework

Study for the Unit Test.

Lesson 29

Common Core State Standards: RL.3.1,
RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.7

Unit Test *Student Edition* pages 2–63

- Use Daily Language Practice, Week 6, Day 4.

Test Have students complete the Unit 1 Test in the *Assessments*. Remind students that, if they need to, they can use the *Student Edition* to go back and look up the comprehension questions for the readings, but they may not use the book for any other part of the test. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 37 of the *Workbook*.

Lesson 30

Common Core State Standards: RL.3.1,
RL.3.4, RI.3.1, RI.3.4

Test Preparation *Student Edition* pages 64–65

- Use Daily Language Practice, Week 6, Day 5.

Taking Tests Draw students' attention to the format featured in this lesson.

Coaching Corner Guide students through the notes. Use the test sample on the facing page as a reference.

Practice Have students read and complete the test sample independently. Then review the sample with the whole class. Demonstrate how to apply the suggestions provided in the Tips box.

Homework

Have students complete the test preparation practice on *Workbook* pages 39–40.

Lesson 1

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Unit Opener *Student Edition* pages 66–67

- Use Daily Language Practice, Week 7, Day 1.

Unit Opener Introduce the theme. Explain that a *challenge* is something hard to do. Build students' background on the unit theme by looking at the poster and playing the video.

Fluency Activity Put the Unit 2 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T67.

The Big Question Read the Big Question aloud. Encourage a discussion of different kinds of challenges and how to meet them.

Listening and Speaking Read the text aloud and ask students to brainstorm words they associate with meeting challenges. Write a list of their words on the board and pronounce them.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Read the activity aloud, and have students write three sentences. Ask volunteers to share their sentences.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Lesson 2

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.4.d, L.3.5.b, L.3.6

What do you know about meeting challenges? *Student Edition* pages 68–69

- Use Daily Language Practice, Week 7, Day 2.

Words to Know Say each of the terms aloud. Encourage students to point to the correct illustration as they repeat each term with you. Have students work in pairs to do the Practice activity on page 68. Students ask and answer the questions using the new words on the page. Ask students to complete the Write activity independently and share their answer with a partner.

Make Connections Have students work in pairs to complete the activity. Have pairs of students join another pair to check their answers.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? question in their notebooks.

Lesson 3

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Kids' Stories from Around the World *Student Edition* pages 70–71

- Use Daily Language Practice, Week 7, Day 3.

Kids' Stories from Around the World Read the children's stories. Students can also listen to the peer stories on the Audio.

Visual Literacy Draw students' attention to the photographs next to Abebe and Krishna. These photographs show what the children want to do. Have students draw pictures that depict their own challenges. Have them write one sentence that describes their challenge. Create a classroom display titled *Our Challenges*.

What about you? Have students talk about challenges they have faced. Discuss different responses to challenges. Ask students to share ideas about how their experiences are similar to those described in the peer stories.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T70.

Homework

Have students write a story about themselves, using the peer stories as models.

Lesson 4

Common Core State Standards: RL.3.4, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 1 Key Words *Student Edition* pages 72–73

- Use Daily Language Practice, Week 7, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Have students connect the sentences with the photographs.

Practice Read the text in the *Student Edition* and have students complete the activity. Encourage students to use the flashcards as a reference throughout the unit.

Apply Read the text aloud. Have students work in pairs to discuss the question.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T73.

Homework

Have students complete the Key Words activities on *Workbook* page 41.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 74–75

- Use Daily Language Practice, Week 7, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Play the Audio to show students the phonics pattern. Discuss the rule and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 42–43.

Lesson 6

Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 *Student Edition* pages 76–79

- Use Daily Language Practice, Week 8, Day 1.

More About the Big Question The Big Question for this selection is designed to help students realize that thinking can help them meet a challenge.

Understanding Text Structure Read the list of characters. Review the definitions of *characters* and *narrator*. Discuss how, in a play, the characters tell the story with their words and actions.

Audio Play the audio of the play, stopping to answer questions students may have. Discuss the general meaning of the selection and how it relates to the Big Question.

Reading Strategy Discuss how identifying events in a plot can help a reader better understand a play. Encourage discussion about how Rabbit may get away from Lion.

Read Students can read aloud in groups with one character assigned to each student.

Build Vocabulary Point out that Rabbit and Lion are foes. They are not friends.

Check Up Have students discuss Rabbit's quick thinking in turning the focus away from himself.

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T78.

Homework

Have students complete the Comprehension activities on page 44 of the *Workbook*.

Lesson 7

Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 *Student Edition* pages 76–79

- Use Daily Language Practice, Week 8, Day 2.
- Have students complete the Reader's Companion on page 45 of the *Workbook*.

Reading Strategy Have students identify five events in the plot. Remind students that they can refer to the illustrations for help.

Reader's Theater Have groups of four act out the play. First, have them decide their roles. Then, have them read the lines to practice. Finally, invite the groups to act out the play in front of the class. Encourage discussion regarding the moral of the story.

Sharing Language and Culture Some students may be familiar with fables or tales from their home cultures that have a moral. Encourage students to share, act out, or bring books of stories that remind them of *The Rabbit and the Lion*.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Do the Fluency Activity 5 on page 119 of the *TRB*.

Homework

Have students complete the Reader's Companion activities on *Workbook* page 46.

Lesson 8

Common Core State Standards: RL.3.1, RL.3.2, SL.3.3, SL.3.6

Learning Strategies *Student Edition* pages 80–81

- Use Daily Language Practice, Week 8, Day 3.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

More About the Big Question Discuss how quick thinking helped Rabbit solve his problem and how this strategy can help in other challenging situations.

Events in a Plot Invite a class discussion about how each thing that happens contributes to the story as a whole.

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment. Encourage students to refer to the text to confirm that they have placed events in the correct order.

Use GO 4: Sequence of Events Chart Copy the GO 4: Sequence of Events Chart text into the boxes on the chart. Discuss how to find the missing events in the play. Have students complete the graphic organizer and share their answers.

Apply In pairs, have students retell the play. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension Have pairs of students discuss their skits and prepare to present them to the class.

Homework

Have students do the Learning Strategies practice on *Workbook* page 47.

Lesson 9

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.a, L.3.2, L.3.2.d

Grammar *Student Edition* pages 82–83

- Use Daily Language Practice, Week 8, Day 4.
- Have students complete the Unit 2, Reading 1 test in the *Assessments*.

Possessive Nouns and Pronouns Read the introduction and refer to the chart to introduce possessive nouns and pronouns. Have volunteers say a sentence using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using possessive nouns and pronouns.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* page 48.

Lesson 10

Common Core State Standards: W.3.3, W.3.3.a, W.3.3.b, W.3.4, W.3.5, W.3.10, SL.3.6

Writing *Student Edition* pages 84–85

- Use Daily Language Practice, Week 8, Day 5.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Summarize the Story Brainstorm a list of several stories that students are familiar with. Tell them that a summary tells about the characters and important events in a story.

Prewrite Give the students copies of the GO 4: Sequence of Events Chart, or have them copy one into their notebooks. Have them write the important events in the correct order.

Draft Model how to turn the information in the graphic organizer into a draft by reading the model paragraph aloud.

Writing Checklist Model how to use the Writing Checklist to help you improve the model paragraph. Encourage students to check for correct use of possessives. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their summaries and do *Workbook* pages 49–50.

Lesson 11

Common Core State Standards: RL.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words *Student Edition* pages 86–87

- Use Daily Language Practice, Week 9, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section.

Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using the context and photos to figure out the meaning of the highlighted words.

Practice Have students make flashcards to help them remember the meaning of the words and give them time to practice using their flashcards with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the questions. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Do Fluency Activity 6 in TE on page T87.

Homework

Have students complete the Key Words practice on *Workbook* page 51.

Lesson 12

Common Core State Standards: RI.3.4, RF.3.3, RF.3.3.a, RF.3.3.b, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.4.b

Academic Words & Word Study *Student Edition* pages 88–89

- Use Daily Language Practice, Week 9, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Word Study Play the Audio to show students the prefix and suffix. Discuss the meanings and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 52–53.

Lesson 13

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 *Student Edition* pages 90–97

- Use Daily Language Practice, Week 9, Day 3.

More About the Big Question Read aloud the Big Question on page 90. Have students think about the question as they read the story. Encourage students to think about how strength can help them meet a challenge.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 90. Model the strategy and encourage students to preview and make predictions about the story.

Genre Draw students' attention to the genre label. Tell them that fables are stories that typically have animals as characters and that teach a moral, or moral lesson.

Read As a class, read aloud the story. Invite students to tell about the visualizations they made while reading. Ask them to make predictions based on what they read.

Key Words Discuss the yellow highlighted words in the story and why they are Key Words for this reading.

Fluency Activity Complete Fluency Activity 7 in TE on page T97.

Homework

Have students complete the Comprehension activities on *Workbook* page 54.

Lesson 14

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 *Student Edition* pages 90–97

- Use Daily Language Practice, Week 9, Day 4.
- Have students complete the Reader's Companion on page 55 of the *Workbook*.

Read Have students reread the story silently or listen to the Audio.

Reading Strategy Discuss the illustrations on these pages. Explain that visualizing a story is like seeing a movie in your head. Ask students to try to visualize each event in the story and share some of the pictures they imagined.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Complete Fluency Activity 8 in *TRB* on page 119.

Homework

Have students complete the Reader's Companion practice on *Workbook* page 56.

Lesson 15

Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, SL.3.6

Learning Strategies *Student Edition* pages 98–99

- Use Daily Language Practice, Week 9, Day 5.
- Use page 106 of the *Teacher's Resource Book* for the GO 2: Venn Diagram.

More About the Big Question Discuss how strength can play a role in overcoming challenges and how *strength* can have different meanings.

Visualizing Students will practice visualizing some of the events in the story. They can also think about how the characters feel. Encourage them to ask themselves: *What do you see? How does it feel? How do the characters feel?* For the Practice activity, have students describe their visualizations to a partner before drawing them.

Use GO 2: Venn Diagram Ask students to think about different types of genres they have read. Briefly review the characteristics of each genre and refer to previous selections. Use the genre summaries for stories, fables, plays, and poems provided on the chart on page T99 in the *Teacher's Edition*.

Apply In pairs, have students retell the fable. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension Allow students to act out the story as a play for the rest of the class.

Homework

Have students complete the Learning Strategies practice on *Workbook* page 57.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d, L.3.1.e

Grammar *Student Edition* pages 100–101

- Use Daily Language Practice, Week 10, Day 1.
- Have students complete the Unit 2, Reading 2 test in the *Assessments*.

Simple Past: Regular Verbs Read the introduction and refer to the charts to introduce the different forms of regular simple past verbs. Have volunteers say a sentence using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 100 as they do so.

Apply Have students work in pairs to ask and answer the questions, using regular simple past verbs.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 58–59.

Lesson 17

Common Core State Standards: W.3.3, W.3.3.a, W.3.3.b, W.3.4, W.3.5, W.3.10, L.3.1, L.3.1.d, L.3.1.e, SL.3.6

Writing *Student Edition* pages 102–103

- Use Daily Language Practice, Week 10, Day 2.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

Retell a Familiar Story Read aloud the text at the top of page 102. Refer to the Sequence of Events Chart that you completed in the previous Writing lesson. Read aloud the Writing Prompt. Encourage students to use sensory images when gathering ideas.

Prewrite Ask students about stories they know well, and encourage them to briefly retell them to the class. Give the students copies of the GO 9: T-Chart, or have them copy one into their notebooks.

Draft Read aloud the sample paragraph to show how to turn the ideas from the T-Chart graphic into a paragraph.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample paragraph. Encourage students to check for correct use of simple past verbs. Have students trade papers and do a Peer Review, using the Checklist on page 103.

Homework

Have students prepare a final copy of their paragraph and do the exercises on *Workbook* pages 59–60.

Lesson 18

Common Core State Standards: RI.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words Student Edition pages 104–105

- Use Daily Language Practice, Week 10, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to figure out the meaning of the highlighted words.

Practice Have students make the flashcards and practice memorizing them with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the question. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 on TE page T104.

Homework

Have students complete the Key Words practice on *Workbook* page 61.

Lesson 19

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.3, L.3.4, L.3.4.a

Academic Words & Phonics Student Edition pages 106–107

- Use Daily Language Practice, Week 10, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Read the text at the top of page 107 to show students additional long vowel pairs. Give several sample sentences where students listen for long vowel sounds. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 62–63.

Lesson 20

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 Student Edition pages 108–113

- Use Daily Language Practice, Week 10, Day 5.

More About the Big Question Read aloud the Big Question on page 108. Have students think about the question as they read the story.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 108. Model the strategy by having students identify facts and opinions that you model. Elicit from students which words tell them that something is an opinion.

Read Encourage students to refer to the illustrations as they read.

Build Vocabulary Read aloud the sentences with the highlighted words to the class. Then read each sentence again, replacing the highlighted term with a synonym from the definition.

Check Up Have partners respond to the Check Up questions before moving on to the next page.

Fluency Activity Do Fluency Activity 10 on TE page T112.

Homework

Have students complete the Think It Over Questions on page 113 in their notebooks.

Lesson 21

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 *Student Edition* pages 108–113

- Use Daily Language Practice, Week 11, Day 1.
- Have students complete the Reader's Companion on pages 64–65 of the *Workbook*.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy Have students go back to the letter at the end of the story to identify facts and opinions. Discuss the Key Words in each type of statement. Have students respond to the Reading Strategy questions in their notebooks.

Fluency Activity Complete Fluency Activity 11 in the TRB on page 119.

Homework

Have students complete the Comprehension exercises on *Workbook* page 64.

Lesson 22

Common Core State Standards: RI.3.1, RI.3.3, W.3.2, SL.3.6

Learning Strategies *Student Edition* pages 114–115

- Use Daily Language Practice, Week 11, Day 2.
- Use page 117 of the *Teacher's Resource Book* for the GO 3: Word Web.

More About the Big Question After reading the story, have students answer the Big Question. Encourage them to refer to the story to help them.

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment.

Use a GO 3: Word Web Have students go back to the story to find two facts and two opinions to put in the web. Then have students share with a partner.

Apply In pairs, have students summarize the story. Encourage students to use the illustrations to help them. Listen for use of the Key Words and vocabulary in their summaries.

Extension Give students the option of starting an actual community project or really mailing their letters to their neighbors.

Homework

Have students do the Learning Strategies practice on *Workbook* page 67.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d, L.3.1.e

Grammar Student Edition pages 116–117

- Use Daily Language Practice, Week 11, Day 3.
- Have students complete the Unit 2, Reading 3 test in the *Assessments*.

Simple Past: be Verbs Read the introduction and refer to the chart to introduce the simple past of *be* verbs. Have volunteers say a sentence using each form.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using the correct form of the verb.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 68–69.

Lesson 24

Common Core State Standards: W.3.3, W.3.3.a, W.3.4, W.3.5, W.3.10, L.3.3

Writing Student Edition pages 118–119

- Use Daily Language Practice, Week 11, Day 4.
- Use page 145 of the *Teacher's Resource Book* for the GO 12: Three-Column Chart.

Write a Journal Entry about Your Day Read aloud the text at the top of page 118. Read the Writing Prompt aloud.

Prewrite Give the students copies of the GO 12: Three-Column Chart, or have them copy one into their notebooks. Have them write about the facts of their day and how they felt about each event. You may wish to model this for students using your own examples.

Draft Read the sample paragraph aloud to show how to turn the ideas from the chart into a paragraph.

Writing Checklist Model how to use the Writing Checklist on page 119 to help you improve the sample paragraph. Encourage students to check for correct use of simple past verbs. Have students trade papers and do a Peer Review using the Checklist on page 402.

Homework

Have students prepare a final copy of their journal entry and do *Workbook* page 70.

Lesson 25

Common Core State Standards: RL.3.9, RL.3.10, RI.3.9, RI.3.10, W.3.2, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6

Apply and Extend Student Edition pages 120–121

- Use Daily Language Practice, Week 11, Day 5.

Link the Readings Discuss the genres of literature and informational text and the characteristics of each. Have students complete the chart on page 120. Encourage students to identify the features of each genre to show their answers are correct.

Discussion Use the questions in the Discussion section to help students review the reading selections in the unit and tie them all together.

Projects Read aloud the choices for extension projects. Encourage students to be creative and to choose activities that match their learning styles. Have students begin working on their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.4, SL.3.6

Listening & Speaking Workshop, *Student Edition* pages 122–123

Writing Workshop, *Student Edition* page 124

- Use Daily Language Practice, Week 12, Day 1.
- Use page 115 of the *Teacher's Resource Book* for the GO 11: Story Map.

Prepare Remind the students how they performed a skit after reading *The Contest* earlier in the unit. Circulate to be sure the groups choose a scene with enough dialogue.

Practice Give groups time to practice performing their skits.

Present Encourage students to use props and visuals in their performances.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read aloud the writing prompt and discuss personal narratives. Allow students to brainstorm ideas for their stories with a partner and then fill in their own map with writing ideas.

Homework

Have students complete a draft of their stories.

Lesson 27

Common Core State Standards: W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.10

Writing Workshop *Student Edition* pages 124–126

- Use Daily Language Practice, Week 12, Day 2.
- Have students complete the writing exercises on *Workbook* page 73.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or if they can find any errors. Encourage students to do this on their own, and then trade papers with a classmate to do a Peer Review. Circulate and give students feedback on their writing.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their stories and complete *Workbook* page 74.

Lesson 28

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.10, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Writing Workshop, Fluency, & Test Review *Student Edition* page 127

- Use Daily Language Practice, Week 12, Day 3.
- Use Unit 2 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing or post it in a central location where students can read each other's work.

Fluency Have students listen to the sentences on the Audio and then practice reading them aloud smoothly.

Practice Pair students. Have one student in each pair read the passage aloud, while the other student listens and counts the number of words read in one minute. Circulate to help students identify words in the passage that slowed them down. Have students practice reading the passage several times to improve their reading rate.

Unit 2 Review Using the Review, focus students' attention on the Big Questions for the unit. Take some time to review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test. Have students complete *Workbook* pages 71–72 to review for the test.

Homework

Remind students to study for the Unit Test.

Lesson 29

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.7

Unit 2 Test *Student Edition* pages 66–127

- Use Daily Language Practice, Week 12, Day 4.

Test Have students complete the Unit 2 Test in the *Assessments*. Remind students they can use the *Student Edition* to go back and look up the comprehension questions for the readings, but they may not use the book for any other part of the test. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 75 of the *Workbook*.

Lesson 30

Common Core State Standards: RL.3.1, RL.3.4, RI.3.1, RI.3.4

Test Preparation *Student Edition* pages 128–129

- Use Daily Language Practice, Week 12, Day 5.

Taking Tests Draw students' attention to the test format featured in this lesson.

Coaching Corner Guide students through the notes. Use the test sample on the facing page as a reference.

Practice Have students complete the test sample independently. Review it with the class and demonstrate how to apply the suggestions in the Tips box.

Homework

Have students complete the Test preparation activities on *Workbook* pages 77–78.

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Lesson 1

Unit Opener *Student Edition* pages 130–131

- Use Daily Language Practice, Week 13, Day 1.

Unit Opener Introduce the theme. Have students call out animals they know as you write them on the board. Have students share what they know about each animal. Build students' background on the unit theme by looking at the poster and playing the video.

Fluency Activity Post the Unit 3 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T130.

The Big Question Read the Big Question aloud. Explain that people can learn many things about animals, such as what they eat, where they live, and how they grow. Knowing about animals can help us better take care of Earth.

Visual Literacy Have students study the photo. **ASK:** What does this photo tell you about the unit theme?

Listening and Speaking Read aloud the text and ask students to brainstorm words that describe where animals live and what animals do. Write a list of their words on the board and pronounce them.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Read the activity aloud, and have students write three sentences about their favorite animal. Ask volunteers to share their sentences.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b, L.3.4.d, L.3.6

Lesson 2

What Do You Know about Animals?

Student Edition pages 132–133

- Use Daily Language Practice, Week 13, Day 2.

Words to Know Say each of the terms aloud. Encourage students to point to the correct illustration as they repeat each term with you. Direct students' attention to the Practice activity. Have students work in pairs and complete the sentence stem with the words provided. Ask students to complete the Write activity independently and share their answer with a partner.

Make Connections Have students work in pairs to complete the activity. Have pairs of students join another pair to check their answers.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? question in their notebooks.

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Lesson 3

Kids' Stories from around the World *Student Edition* pages 134–135

- Use Daily Language Practice, Week 13, Day 3.

Kids' Stories from Around the World Read the children's stories. Students can also listen to the peer stories on the Audio.

Visual Literacy Use the stories to elicit prior knowledge, generate discussion, and help students tell their own stories about animals.

What about you? Ask students to think about visits they have made with friends, family, and their class to wildlife centers, national parks, or zoos. Invite students to share what they know about national parks in the United States or in other countries.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T134.

Homework

Have students find a nonfiction library book about an animal.

Lesson 4

Common Core State Standards: RL.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 1 Key Words *Student Edition* pages 136–137

- Use Daily Language Practice, Week 13, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Have students connect the sentences with the photographs.

Practice Model how to make a three-column page for vocabulary in their notebooks. Encourage students to use the page as a reference throughout the unit.

Apply Read the text aloud. Have students work in pairs to discuss the question.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T137.

Homework

Have students complete the Key Words activities on *Workbook* page 79.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 138–139

- Use Daily Language Practice, Week 13, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Phonics Play the Audio to show students the phonics pattern. Discuss the consonant clusters and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner. Encourage students to look through this and other units and list words that begin with *r*-blends, *s*-blends, or *l*-blends.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 80–81.

Lesson 6

Common Core State Standards: RL.3.1, RL.3.4, RL.3.7, RL.3.10, RI.3.1, RI.3.7, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 Student Edition pages 140–143

- Use Daily Language Practice, Week 14, Day 1.

More About the Big Question To help students relate the Big Question to their own lives, have students think about their homes. Ask them why their home is important to them. Ask why an animal's home might be important to it.

Understanding Text Structure Remind students about the genre of poetry and how it looks and sounds different from a narrative. Point out that many poems have rhyming words. Give some examples of words that rhyme and ask students to listen for this feature in the poem.

Audio Play the audio of the poem, stopping to answer questions students may have. Discuss the general meaning of the selection and how it relates to the Big Question.

Reading Strategy Help students understand that they make inferences when they figure out something that is not directly stated in the selection. **SAY:** *In the poem, I learned about many different animal habitats. They can live in hot places, in dry places, and even underwater. I made the inference that animals can live almost anywhere.*

Read Have students take turns reading aloud the stanzas of the poem.

Fluency Activity Do Fluency Activity 5 on page 119 of the TRB.

Homework

Have students complete the Comprehension activities on page 82 of the *Workbook*.

Lesson 7

Common Core State Standards: RL.3.1, RL.3.4, RL.3.7, RL.3.10, RI.3.1, RI.3.7, W.3.8, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 1 Student Edition pages 140–145

- Use Daily Language Practice, Week 14, Day 2.
- Have students complete the Reader's Companion on page 83 of the *Workbook*.

Read Have students read the poem aloud or follow along on the Audio.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

A Closer Look at... Draw students' attention to the photographs and captions on pages 144–145. Guide them to recognize that each photograph has a corresponding label and a caption. Have volunteers read aloud the captions as students follow along in their books. Then discuss the photographs and the text.

Activity to Do Ask students to select another animal to research using the Internet, reference books, or science magazines. **SAY:** *Choose pictures and write captions that describe the animal and its habitat. What does the animal look like? What is the animal's habitat like? What does the animal eat?*

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T142.

Homework

Have students complete the Reader's Companion activities on *Workbook* page 84 and bring in pictures of the animal they chose.

Lesson 8

Common Core State Standards: RL.3.1, RL.3.2, RL.3.5, W.3.8, SL.3.4, SL.3.6

Learning Strategies Student Edition pages 146–147

- Use Daily Language Practice, Week 14, Day 3.
- Use page 109 of the *Teacher's Resource Book* for the GO 5: K-W-L Chart.

More About the Big Question Discuss how important students' homes are and how important animal habitats are to both animals and people.

Inferences Remind students that to make an inference, readers use what they read and what they already know to figure out something that is not directly stated. Prompt students to make inferences about the poem by asking, *What do you know? What do you want to know? What did you learn?*

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment.

Use a GO 5: K-W-L Chart Have students write **K** one thing they knew about animals and where they live before reading the selection; **W** one thing they wanted to learn about animals from the poem; **L** one thing they learned about animals from the poem. Have students complete the graphic organizer and share their answers.

Have students work in pairs to summarize the poem. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their summaries.

Extension Have students complete the extension activity about a new animal and share it with the class.

Homework

Have students do the Learning Strategies practice on *Workbook* page 85.

Lesson 9

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1

Grammar Student Edition pages 148–149

- Use Daily Language Practice, Week 14, Day 4.
- Have students complete the Unit 3, Reading 1 test in the *Assessments*.

Prepositions of Location Read the introduction and refer to the chart to introduce the prepositions of location and prepositional phrases. Have volunteers say a sentence, using each one.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using different prepositional phrases.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 86–87.

Lesson 10

Common Core State Standards: W.3.4, W.3.5, W.3.10, SL.3.6

Writing Student Edition pages 150–151

- Use Daily Language Practice, Week 14, Day 5.

Write a Poem Brainstorm a list of animals that students know about.

Prewrite Draw a chart like the one on page 150 on the board, and have students copy it into their notebooks. Have them record their ideas in the chart.

Draft Model how to turn the information in the chart into a poem by reading aloud the sample.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample. Encourage students to check for correct use of prepositions and prepositional phrases. Have students trade papers and do a Peer Review using the Checklist on page 402.

Homework

Have students prepare a final copy of their poem and do *Workbook* page 88.

Lesson 11

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words *Student Edition* pages 152–153

- Use Daily Language Practice, Week 15, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using the context and photos to figure out the meaning of the highlighted words.

Practice Have students make flashcards to help them remember the meaning of the words and give them time to practice using their flashcards with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the question. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Do Fluency Activity 6 in the TE on page T152.

Homework

Have students complete the Key Words practice on *Workbook* page 89.

Lesson 12

Common Core State Standards: RI.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Word Study *Student Edition* pages 154–155

- Use Daily Language Practice, Week 15, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Word Study Play the Audio to show students about compound nouns. Discuss the meanings and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 90–91.

Lesson 13

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

Reading 2 Student Edition pages 156–159

- Use Daily Language Practice, Week 15, Day 3.

More About the Big Question Read aloud the Big Question on page 156. Have students think about the question as they read the story. Encourage students to think about how camouflage helps animals.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 156. Model the strategy and have students look for cause and effect as they read.

Genre Draw students' attention to the genre label. Tell them that a photo essay uses photos to help explain the information in the text.

Read Have volunteers read the introductory paragraphs on pages 156–157 aloud. Then have students look at each photo and read the caption. Discuss how each photo helps explain the information in the introductory paragraphs.

Key Words Discuss the yellow highlighted words in the story and why they are Key Words for this reading.

Fluency Activity Complete Fluency Activity 7 in the TE on page T158.

Homework

Have students complete the Comprehension activities exercises on *Workbook* page 92.

Lesson 14

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

Reading 2 Student Edition pages 156–159

- Use Daily Language Practice, Week 15, Day 4.
- Have students complete the Reader's Companion on page 93 of the *Workbook*.

Read Have students reread the story silently or listen to the Audio and follow along.

Reading Strategy Have students work in small groups to respond to the Reading Strategy questions on page 159.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Complete Fluency Activity 8 in the TRB on page 119.

Homework

Have students complete the Reader's Companion on *Workbook* page 94.

Lesson 15

Common Core State Standards: RI.3.1, RI.3.12, RI.3.8, SL.3.6

Learning Strategies Student Edition pages 160–161

- Use Daily Language Practice, Week 15, Day 5.
- Use page 112 of the *Teacher's Resource Book* for the GO 8: Cause and Effect Chart.

More About the Big Question Discuss how an animal's camouflage makes its habitat more important.

Cause and Effect Prompt students to identify cause and effect as they summarize. Ask: *What is one cause? What is one effect of that cause?* Have students complete the Practice activity independently or in pairs.

Use a GO 8: Cause and Effect Chart Copy the chart on the board. Encourage students to suggest responses to fill in the causes and effects. Let students know they can refer to the selection to find details.

Apply Have students work in pairs to summarize the selection to a partner. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their summaries.

Extension Have students share their drawings with the class and explain how the animals' features help them blend in with their surroundings.

Homework

Have students complete the Learning Strategies practice on *Workbook* page 95.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.a, L.3.1.g

Grammar *Student Edition* pages 162–163

- Use Daily Language Practice, Week 16, Day 1.
- Have students complete the Unit 3, Reading 2 test in the *Assessments*.

Adjectives and Adverbs Read the introduction and refer to the charts to introduce these descriptive words. Have volunteers say a sentence using each one.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 162 as they do so.

Apply Have students work in pairs to ask and answer the questions, using adjectives and adverbs.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 96–97.

Lesson 17

Common Core State Standards: W.3.3, W.3.3.a, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 164–165

- Use Daily Language Practice, Week 16, Day 2.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Write a Friendly Letter Read the sample friendly letter aloud. Review the different parts of a letter.

Prewrite Ask students to think about the animals they read about in the selection. Give the students copies of the GO 4: Sequence of Events Chart, or have them copy one into their notebooks.

Draft Read the sample letter aloud to show students how to turn the ideas from the chart into their own friendly letter.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample letter. Encourage students to check for correct use of the parts of a letter. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their letter and do the exercises on *Workbook* page 98.

Lesson 18

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words *Student Edition* pages 166–167

- Use Daily Language Practice, Week 16, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to figure out the meaning of the highlighted words.

Practice Have students draw pictures of the Key Words and label the each picture with a sentence.

Apply Read the text aloud. Have students work in pairs to discuss the questions. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 in the TE on page T167.

Homework

Have students complete the Key Words practice on *Workbook* page 99.

Lesson 19

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.3, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 168–169

- Use Daily Language Practice, Week 16, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Phonics Read the text at the top of page 169 to introduce the concept of a consonant digraph. Give several sample sentences where students listen for consonant digraphs. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 100–101.

Lesson 20

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

Reading 3 Student Edition pages 170–173

- Use Daily Language Practice, Week 16, Day 5.

More About the Big Question Read aloud the Big Question on page 170. Have students think about how animals are important to people.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 170. Discuss with students how identifying the steps in a process can help them to better understand how information is connected.

Genre Draw students' attention to the genre. Point out that informational text is nonfiction because it tells about something that is true.

Read Encourage students to refer to the photos as they read the story aloud.

Build Vocabulary Read the sentences with the highlighted words aloud to the class.

Then read each sentence again, replacing the highlighted term with a synonym from the definition.

Before You Go On Have partners respond to the BYGO question on page 171 .

Fluency Activity Do Fluency Activity 10 in the TE on page T172.

Homework

Have students complete the Think It Over Questions on page 173 in their notebooks.

Lesson 21

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

Reading 3 Student Edition pages 170–173

- Use Daily Language Practice, Week 17, Day 1.
- Have students complete the Comprehension activities on page 102 of the *Workbook*.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy Have groups respond to the Reading Strategy questions on page 173 and share their responses with the class. Remind students to pay attention to the order of the steps in a process.

Respond Have students respond to the Think It Over questions in their notebooks.

As a class, discuss the Analyze question. Encourage students to find evidence in the text to support their answer.

Fluency Activity Complete Fluency Activity 11 in the TRB on page 119.

Homework

Have students complete the Reader's Companion on *Workbook* pages 103–104.

Lesson 22

Common Core State Standards: RI.3.1, RI.3.3, RI.3.8, SL.3.6

Learning Strategies Student Edition pages 174–175

- Use Daily Language Practice, Week 17, Day 2.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

More About the Big Question Invite a discussion about how animal changes are important to people.

Steps in a Process Authors use sequence words such as *first, then, next, and last; first, second, third, and fourth*; or numbers to tell the reader they are showing a sequence of events. Tell students that when they see these clue words, they should look closely to see if the author is presenting a sequence of events or steps in a process. Students can put the steps in a frog's life in their natural order. Prompt students with questions such as *What happens first?* or *What happens next?*

Practice You may assign the Practice activity as a class discussion, partner activity, or individual written assignment.

Use a GO 4: Sequence of Events Chart Discuss the butterfly life cycle in the sample chart. Encourage students to refer to the selection to verify their answers.

Extension Give students their own copies of the GO 4: Sequence of Events Chart to show the steps of something they can do. Allow them to share their charts with the class.

Homework

Have students do the Learning Strategies practice on *Workbook* page 105.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.a, L.3.1.g

Grammar *Student Edition* pages 176–177

- Use Daily Language Practice, Week 17, Day 3.
- Have students complete the Unit 3, Reading 3 test in the *Assessments*.

Adverbs of Time Read the introduction and refer to the chart to introduce the adverbs of time. Have volunteers say a sentence using one.

Practice Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the question, using the correct adverbs.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 106–107.

Lesson 24

Common Core State Standards: W.3.3, W.3.3a, W.3.3.b, W.3.3.c, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 178–179

- Use Daily Language Practice, Week 17, Day 4.
- Use page 105 of the *Teacher's Resource Book* for the GO 1: Main Idea and Details Chart.

Write a Personal Narrative Read aloud the text at the top of page 178. Read the Writing Prompt aloud. Brainstorm about the types of events students can write about.

Prewrite Give the students copies of the GO 1: Main Idea and Details Chart, or have them copy one into their notebooks. Remind students to use sensory details, and use adverbs of time correctly.

Draft Read aloud the sample paragraph to show how to turn the ideas from the chart into a story.

Writing Checklist Model how to use the Writing Checklist on page 179 to help you improve the sample. Encourage students to check for correct use of adjectives, adverbs, and prepositions. Have students trade papers and do a Peer Review using the Checklist on page 408.

Homework

Have students prepare a final copy of their stories and do *Workbook* page 108.

Lesson 25

Common Core State Standards: RL.3.9, RL.3.10, RI.3.9, RI.3.10, W.3.2, W.3.3, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.4, SL.3.6

Apply and Extend *Student Edition* pages 180–181

- Use Daily Language Practice, Week 17, Day 5.

Link the Readings Discuss the genres of literature and informational text and the characteristics of each. Have students complete the chart on page 180. Encourage students to identify the features of each genre.

Discussion Use the discussion questions to help students review the reading selections from the unit and to tie them all together with the Big Question.

Projects Read aloud the choices. Encourage students to be creative and to choose activities that suit their modalities. Have students begin their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.6

Listening & Speaking Workshop, *Student Edition* pages 182–183

Writing Workshop, *Student Edition* page 184

- Use Daily Language Practice, Week 18, Day 1.
- Use page 115 of the *Teacher's Resource Book* for the GO 11: Story Map 1.

Prepare Remind the students how they have recited poems in earlier units. Discuss how poetry has rhythm and, sometimes, rhyme. Encourage them to use these devices when writing their own poems.

Practice Give students time to practice reciting their poems.

Present Allow students to have a copy of the poem on hand, just in case they forget a word while presenting.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read aloud the writing prompt and discuss the prewriting sample. Allow students to brainstorm ideas for their stories with a partner and then fill in their own GO 11: Story Map 1 with writing ideas.

Homework

Have students complete a draft of their stories.

Lesson 27

Common Core State Standards: W.3.3, W.3.3a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.10

Writing Workshop *Student Edition* pages 184–185

- Use Daily Language Practice, Week 18, Day 2.
- Have students complete the writing exercises on *Workbook* page 111.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or find any errors. Encourage students to do this on their own and then trade papers with a classmate to do a Peer Review.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their stories and complete *Workbook* page 112.

Lesson 28

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.7

Writing Workshop, Fluency & Test Review *Student Edition* page 187

- Use Daily Language Practice, Week 18, Day 3.
- Use Unit 3 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing.

Fluency Point out that you can practice fluency by reading a passage over and over until you read it smoothly. Have students listen to the sentences on the Audio and then practice reading them aloud smoothly.

Practice Working in pairs, have one student read the passage aloud while the other student listens and counts the number of words read in one minute. Circulate to help students identify words in the passage that slowed them down. Have students practice reading the passage several times to improve their reading rate.

Unit 3 Review Using the Review, focus on the Big Questions for the unit. Review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test tomorrow. Have students complete *Workbook* pages 109–110.

Homework

Study for the Unit Test.

Lesson 29

Common Core State Standards: RI.3.1, RI.3.2, RI.3.23, RI.3.4

Unit 3 Test *Student Edition* pages 130–187

- Use Daily Language Practice, Week 18, Day 4.

Test Have students complete the Unit 3 Test in the *Assessments*. Remind students that they can use the *Student Edition* to go back and look up only the comprehension questions for the readings. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 113 of the *Workbook*.

Lesson 30

Common Core State Standards: RL.3.1, RL.3.4, RI.3.1, RI.3.4

Test Preparation *Student Edition* pages 188–189

- Use Daily Language Practice, Week 18, Day 5.

Taking Tests Draw students' attention to the test format featured in this lesson.

Coaching Corner Guide students through the notes. Use the test sample on the facing page as a reference.

Practice Have students complete the test sample independently. Review it with the class and demonstrate how to apply the suggestions in the Tips box.

Homework

Have students complete the test preparation on *Workbook* pages 115–116.

Lesson 1

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Unit Opener *Student Edition* pages 190–191

- Use Daily Language Practice, Week 19, Day 1.

Unit Opener Introduce the theme. Have students work in pairs to brainstorm great ideas they or other people may have had. Then ask one student per group to share two ideas with the class. Build students' background on the unit theme by looking at the poster and playing the video.

Fluency Activity Put the Unit 4 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T191.

The Big Question Read the Big Question aloud. Ask students to share some great ideas that have made the world a better place.

Listening and Speaking Read aloud the text in the box. Explain that inventions are tools, machines, or even ways of doing things that come from great ideas.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Read the activity aloud, and have students list at least three other areas in which people can have great ideas. Have volunteers share their responses and write them on a chart that you can refer to later in the unit.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Lesson 2

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b, L.3.4.d, L.3.6

What do you know about great ideas? *Student Edition* pages 192–193

- Use Daily Language Practice, Week 19, Day 2.

Words to Know Say each of the terms aloud. Encourage students to point to the correct illustration as they repeat each term with you. Direct students' attention to the Practice activity. Have students work in pairs and complete the sentence stem with the words provided. Ask students to complete the Write activity independently and share their answer with a partner.

Make Connections Have students work in pairs to complete the activity. Have pairs of students join another pair to check their answers.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? question in their notebooks.

Lesson 3

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Kids' Stories from Around the World *Student Edition* pages 194–195

- Use Daily Language Practice, Week 19, Day 3.

Kids' Stories from Around the World Read the children's stories. Students can also listen to the peer stories on the Audio.

Visual Literacy Have students follow the lines from the photographs on the page to the locations on the map. Say the names of each location and have students repeat the locations aloud.

What about you? Students can either share great ideas they have had or those they have heard about or witnessed. Have students compare their own stories to the stories of the children in these pages. Guide them to recognize some of fundamental similarities that may exist, such as how all the great ideas benefited people.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T195.

Homework

Have students write about an idea they think is great.

Lesson 4

Common Core State Standards: RI.3.4, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 1 Key Words *Student Edition* pages 196–197

- Use Daily Language Practice, Week 19, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud. Ask students what the words mean after they hear the sentences.

Words in Context Have students connect the sentences with the photographs.

Practice Have students make flashcards for the Key Words. Allow students to practice using the flashcards with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the question. Encourage them to use the Key Words in their answers.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T196.

Homework

Have students complete the Key Words activities on *Workbook* page 117.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, RF.3.3.a, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Word Study *Student Edition* pages 198–199

- Use Daily Language Practice, Week 19, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Word Study Play the Audio to show students the pronunciation of *-ed*. Discuss how *-ed* endings indicate that something happened in the past and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner. Encourage students to look through this and other units and list words that follow this pattern.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 118–119.

Lesson 6

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

Reading 1 *Student Edition* pages 200–205

- Use Daily Language Practice, Week 20, Day 1.

More About the Big Question Discuss how people use great ideas to help others.

Understanding Text Structure Draw students' attention to the genre. Have students name magazines they or their family members read. Use students' responses to explain that magazines provide information about topics readers are interested in.

Audio Play the audio of the article, stopping to answer questions students may have. Discuss the general meaning of the selection and how it relates to the Big Question.

Reading Strategy Explain that sometimes readers may have to make inferences about the problems and solutions based on what they read and what they know. Use the questions on page T205 of the *Teacher's Edition* to elicit discussion about the problems and solutions in the reading.

Read Have volunteers read the article aloud. Remind them to read the subheads and captions, too. Other students can respond to the Before You Go On questions.

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T204.

Homework

Have students complete the Comprehension activities on page 120 of the *Workbook*.

Lesson 7

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10, W.3.8

Reading 1 *Student Edition* pages 200–207

- Use Daily Language Practice, Week 20, Day 2.
- Have students begin the Reader's Companion on page 121 of the *Workbook*.

Read Have students read the article aloud or follow along on the Audio.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

A Closer Look at... Draw students' attention to the photographs and captions on pages 206–207. Guide them to recognize that each photograph has a corresponding label and a caption. Have volunteers read the captions aloud as students follow along in their books. Then have students compare and contrast the bicycles.

Activity to Do Have students brainstorm a list of other machines that move people such as airplanes, motorcycles, cars, hot-air balloons, and the space shuttle. Have students select one of these machines to research.

Fluency Activity Do Fluency Activity 5 on page 128 of the *Teacher's Resource Book*.

Homework

Have students complete the Reader's Companion on *Workbook* page 122 and bring in pictures or photographs of the machine they chose.

Lesson 8

Common Core State Standards: RI.3.1, RI.3.3, RI.3.8, SL.3.6

Learning Strategies Student Edition pages 208–209

- Use Daily Language Practice, Week 20, Day 3.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

More About the Big Question Discuss how great ideas might have been helpful for students or their families and how many great ideas are the solutions to problems.

Problems and Solutions Students will practice identifying problems and solutions in a nonfiction reading. Ask: *What were the problems? How were they solved?*

Practice You may assign the practice activity as a class discussion, partner activity, or individual written assignment.

Use a GO 9: T-Chart Let students know that this is not a problem and solution chart. List people or groups in one column. In the next column, students write how each person or group solved the problem of old bicycles being thrown away. Have students complete the graphic organizer and share their answers.

Apply Have students work in pairs to summarize the article. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary.

Extension Have students complete the extension activity and share it with the class. Have them explain why they would give their object away and why it might be beneficial to other people. Remind students to listen quietly while their classmates speak. Encourage them to ask questions after each presentation.

Homework

Have students do the Learning Strategies practice on *Workbook* page 123.

Lesson 9

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d

Grammar Student Edition pages 210–211

- Use Daily Language Practice, Week 20, Day 4.
- Have students complete the Unit 4, Reading 1 test in the *Assessments*.

Need/want/like/love + to + Verb Read the introduction and refer to the chart to introduce the verbs + to + Verb. Have volunteers say a sentence using each one.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using different verbs + to + Verb.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 124–125.

Lesson 10

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.10, SL.3.6

Writing Student Edition pages 212–213

- Use Daily Language Practice, Week 20, Day 5.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

Describe a Problem and Solution Brainstorm ideas about problems and solutions that students can write about.

Prewrite Give the students copies of the GO 9: T-Chart, or have them copy one into their notebooks. Have them record the problem and solutions in the chart.

Draft Model how to turn the information in the chart into a draft by reading aloud the sample.

Writing Checklist Model how to use the Writing Checklist to help you improve the model paragraph you wrote. Encourage students to check for correct use of verbs. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their paragraph and do *Workbook* page 126.

Lesson 11

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words *Student Edition* pages 214–215

- Use Daily Language Practice, Week 21, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Have students use the sentences and photographs as clues to help them understand the Key Words.

Visual Literacy Have students describe what they see in the photographs. Point out that photographs can help the reader understand words.

Practice Have students make flashcards to help them remember the meaning of the words and give them time to practice using their flashcards with a partner.

Apply Read aloud the text. Have students work in pairs to discuss the question and share their thoughts about smart pets.

Fluency Activity Do Fluency Activity 6 in the TE on page T215.

Homework

Have students complete the Key Words practice on *Workbook* page 127.

Lesson 12

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 216–217

- Use Daily Language Practice, Week 21, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions with a partner.

Phonics Play the Audio to show students about *r*-Controlled Vowels. Discuss the sound and ask students if they can think of other words that follow the same pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 128–129.

Lesson 13

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 2 Student Edition pages 218–223

- Use Daily Language Practice, Week 21, Day 3.

More About the Big Question Read aloud the Big Question on page 218. Have students think about how people experiment, or try out ideas, to learn new things.

Audio Play the audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 218. Discuss how there is usually only one main idea in a selection and many details that support it. Encourage students to look for main ideas and details as they read the selection.

Genre Draw students' attention to the genre label. Point out that informational text is factual and that science books and social studies books are two examples of informational text.

Read Students can take turns reading the selection. Have them respond to the Before You Go On questions.

Onomatopoeia Direct attention to the words "Caw! Caw! Caw!" on page 218. Explain that some words in English sound the same as the actual noise they name. Introduce the term *onomatopoeia* and share these examples: *boom, quack, crash, buzz*. Have students call out other examples of onomatopoeia.

Fluency Activity Complete Fluency Activity 7 in TE on page T222.

Homework

Have students complete the Comprehension activities on *Workbook* page 130.

Lesson 14

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 2 Student Edition pages 218–223

- Use Daily Language Practice, Week 21, Day 4.
- Have students begin the Reader's Companion on page 131 of the *Workbook*.

Read Have students reread the story silently or listen to the Audio and follow along.

Reading Strategy Have students work in small groups to respond to the Reading Strategy questions on page 223.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Fluency Activity Complete Fluency Activity 8 in the TRB on page 128.

Homework

Have students complete the Reader's Companion on *Workbook* page 132.

Lesson 15

Common Core State Standards: RI.3.1, RI.3.2, SL.3.1, SL.3.1.c, SL.3.6

Learning Strategies Student Edition pages 224–225

- Use Daily Language Practice, Week 21, Day 5.
- Use page 105 of the *Teacher's Resource Book* for the GO 1: Main Idea and Details Chart.

More About the Big Question Discuss how the crows in the selection tried out their ideas.

Main Idea and Details Remind students that the main idea is the most important idea in the selection and that details tell about the main idea. Have students complete the Practice activity independently or in pairs.

Use a GO 1: Main Idea and Details Chart Copy the chart on the board. Discuss the most important idea in the selection. Let students know they can refer to the selection to find details.

Apply In pairs, have students summarize the selection to a partner. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their summaries.

Extension Have students share their ideas with a partner. Invite each pair to share which animal they would like to learn about.

Homework

Have students complete the Learning Strategies practice on *Workbook* page 133.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d, L.3.1.e

Grammar *Student Edition* pages 226–227

- Use Daily Language Practice, Week 21, Day 1.
- Have students complete the Unit 4, Reading 2 test in the *Assessments*.

Simple Past: Irregular Verbs Read the introduction and refer to the charts to introduce the irregular forms of simple past verbs. Have volunteers say a sentence using each one.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 226 as they do so.

Apply Have students work in pairs to ask and answer the questions, using the correct form of irregular simple past verbs.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 134–135.

Lesson 17

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 228–229

- Use Daily Language Practice, Week 21, Day 2.
- Use page 109 of the *Teacher's Resource Book* for the GO 5: K-W-L Chart.

Respond to Text Read the writing prompt and discuss the text "Scientists and Crows."

Prewrite Ask students to think about the article. Give the students copies of the GO 5: K-W-L Chart and have them fill in the columns.

Draft Read aloud the sample response to show students how to turn the ideas from the chart into their own response.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample response. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their response and do the exercises on *Workbook* page 136.

Lesson 18

Common Core State Standards: RL.3.4, RL.3.7,
SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words Student Edition pages 230–231

- Use Daily Language Practice, Week 21, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to figure out the meaning of the highlighted words.

Practice Have students draw pictures of the Key Words and label each picture with a sentence.

Apply Read aloud the text. Have students work in pairs to discuss the questions and write their responses in their notebooks. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 on TE page T231.

Homework

Have students complete the Key Words practice on *Workbook* page 137.

Lesson 19

Common Core State Standards: RI.3.4, RF.3.3,
SL.3.1, SL.3.1.c, SL.3.6, L.3.3, L.3.4, L.3.4.a

Academic Words & Phonics Student Edition pages 232–233

- Use Daily Language Practice, Week 21, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Read the text at the top of page 233 to introduce soft and hard c. Give several sample sentences where students listen for both sounds, and ask students to locate words in this or other selections that follow this pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 138–139.

Lesson 20

Common Core State Standards: RI.3.1,
RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 Student Edition pages 234–237

- Use Daily Language Practice, Week 21, Day 5.

More About the Big Question To help students relate the Big Question to their own lives, have them consider what their own artwork says about who they are.

Audio Play the Audio of the selection, stopping to answer questions students may have. Discuss the general meaning and how it relates to the Big Question.

Reading Strategy Discuss with students how asking questions can help the reader better understand what a story is about. Read aloud the bulleted items on page 234. Encourage students to ask about each object's story.

Genre Draw students' attention to the genre. Remind students that a photo essay is a type of writing that uses photographs and captions to provide information.

Read Encourage students to refer to the illustrations as they read the story aloud. Use the Before You Go On as a reminder to ask questions.

Fluency Activity Do Fluency Activity 10 on TE page T236.

Homework

Have students complete the Think It Over Questions on page 237 in their notebooks.

Lesson 21

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 *Student Edition* pages 234–237

- Use Daily Language Practice, Week 22, Day 1.
- Have students complete the Reader's Companion on pages 140–141 of the *Workbook*.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy Give students a concrete example of how to ask yourself questions as you read. Have groups respond to the Reading Strategy questions on page 237 and share their responses with the class. Be sure that each photo and caption is discussed.

Fluency Activity Complete Fluency Activity 11 in the TRB on page 128.

Homework

Have students complete the comprehension exercises on *Workbook* page 142.

Lesson 22

Common Core State Standards: RI.3.1, RI.3.2, SL.3.1.c, SL.3.6

Learning Strategies *Student Edition* pages 238–239

- Use Daily Language Practice, Week 22, Day 2.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

More About the Big Question Invite a discussion about how artwork or other creations show a person's ideas.

Ask Questions As a class, briefly review some question words that students may want to use to formulate their own questions. *What- What is it? Where- Where is it? Who- Who made it? How- How was it made? Why- Why is it important?*

Practice Before reading the passage, ask students to cover the questions below it. Have them read the questions after they have generated their own.

Use a T-Chart Ask students to think about the questions they have been asking about the selection. A T-Chart can help them organize the information they have gathered to better understand the selection.

Extension Have students draw the object for the Extension activity, label it, and prepare to present it to the class.

Homework

Have students do the Learning Strategies practice on *Workbook* page 143.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.a, L.3.1.b, L.3.2

Grammar Student Edition pages 240–241

- Use Daily Language Practice, Week 22, Day 3.
- Have students complete the Unit 4, Reading 3 test in the *Assessments*.

Common and Proper Nouns Read the introduction and refer to the chart to introduce common and proper nouns. Have volunteers say a sentence using each one.

Practice Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions and identify whether the nouns in their answers are common or proper.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 144–145.

Lesson 24

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.10

Writing Student Edition pages 242–243

- Use Daily Language Practice, Week 22, Day 4.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Explain a Process Read aloud the text at the top of page 242. Read the Writing Prompt aloud and discuss the types of things students can explain how to do.

Prewrite Give the students copies of the Sequence of Events Chart, or have them copy one into their notebooks. Encourage them to use common and proper nouns, as well as procedural words correctly.

Draft Read aloud the sample paragraph to show how to turn the ideas from the Sequence of Events Chart into written directions.

Writing Checklist Model how to use the Writing Checklist on page 243 to help you improve the sample. Encourage students to check for correct use of nouns and verbs. Have students trade papers and do a Peer Review, using the Checklist on page 402.

Homework

Have students prepare a final copy of their directions and do *Workbook* page 146.

Lesson 25

Common Core State Standards: RL.3.10, RI.3.9, RI.3.10, W.3.2, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6

Apply and Extend Student Edition pages 244–245

- Use Daily Language Practice, Week 22, Day 5.

Link the Readings Discuss the genres of literature and informational text and the characteristics of each. Have students copy the chart on page 244 into their notebooks and complete it. Encourage students to identify the features of each genre to show their answers are correct.

Discussion Use the discussion questions to guide your class discussion, reviewing the readings and linking them together with the Big Question.

Projects Read aloud the choices for extension projects. Encourage students to be creative and to choose activities that suit their modalities. Have students begin working on their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

Listening & Speaking Workshop, *Student Edition* pages 246–247

Writing Workshop, *Student Edition* page 248

- Use Daily Language Practice, Week 23, Day 1.
- Use page 106 of the *Teacher's Resource Book* for the GO 2: Venn Diagram.

Prepare You may wish to use the GO 1: Main Idea and Details Chart on *Teacher's Resource Book* page 105 to help students gather ideas about their hobby. Have students write a draft of their presentation on note cards.

Practice Give students time to practice their presentations. Encourage them to use visual aids and to memorize as much of it as they can.

Present After each presentation, allow the class to ask any questions they may have about what they heard.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read aloud the writing prompt. Allow students to brainstorm things they can compare and contrast with a partner and then fill in their own graphic organizer with writing ideas.

Homework

Have students complete a draft of their compare and contrast essay.

Lesson 27

Common Core State Standards: W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.10

Writing Workshop *Student Edition* pages 248–250

- Use Daily Language Practice, Week 23, Day 2.
- Have students complete the writing exercises on *Workbook* page 149.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or find any errors. Encourage students to do this on their own, and then trade papers with a classmate to do a Peer Review. Circulate to give students feedback on their writing.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their compare and contrast essay and complete *Workbook* page 150.

Lesson 28

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.10, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Writing Workshop, Fluency & Test Review *Student Edition* page 251

- Use Daily Language Practice, Week 23, Day 3.
- Use Unit 4 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing or post it in a central location where students can read each other's work.

Fluency Point out that you can practice fluency by reading a passage over and over until you read it smoothly. Have students listen to the sentences on the Audio and then practice reading them aloud smoothly.

Practice Working in pairs, have one student read the passage aloud while the other student listens and counts the number of words read in one minute. Circulate to help students identify words in the passage that slowed them down. Have students practice reading the passage several times to improve their reading rate.

Unit 4 Review Using the Review, focus on the Big Questions for the unit. Review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test tomorrow. Have students complete *Workbook* pages 147–148.

Homework

Study for the Unit Test.

Lesson 29

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RL.3.4, RI.3.7

Unit 4 Test *Student Edition* pages 190–251

- Use Daily Language Practice, Week 23, Day 4.

Test Have students complete the Unit 4 Test in the *Assessments*. Remind them that if they need to, they can use the *Student Edition* to look up only the comprehension questions for the readings. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 151 of the *Workbook*.

Lesson 30

Common Core State Standards: RL.3.1, RL.3.4, RI.3.1, RI.3.4

Test Preparation *Student Edition* pages 252–253

- Use Daily Language Practice, Week 23, Day 5.

Taking Tests Draw students' attention to the test format featured in this lesson.

Coaching Corner Guide students through the notes. Use the test sample on the facing page as a reference.

Practice Have students complete the test sample independently. Review it with the class and demonstrate how to apply the suggestions in the Tips box.

Homework

Have students complete the test preparation on *Workbook* pages 153–154.

Lesson 1

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Unit Opener *Student Edition* pages 254–255

- Use Daily Language Practice, Week 24, Day 1.

Unit Opener Introduce the theme. Have students brainstorm a list of Earth’s neighbors. Write the list on the board, and encourage discussion about related topics, such as astronauts. Build students’ background on the unit theme by looking at the poster and playing the video.

Fluency Activity Post the Unit 5 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T254.

The Big Question Read the Big Question aloud. Encourage students to share their experiences about observing space.

Listening and Speaking Read the text in the box aloud. Explain that a TV newscast is a script that is read on TV and that they will do one later in the unit.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Tell students to write one or two sentences, explaining why they think the moon changes its size and shape.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Lesson 2

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b, L.3.4.d, L.3.6

What do you know about space? *Student Edition* pages 256–257

- Use Daily Language Practice, Week 24, Day 2.

Words to Know Say each of the terms aloud. Encourage students to point to the correct illustration as they repeat each term with you. Direct students’ attention to the Practice activity. Have students work in pairs and complete the sentence stem with the words provided. Ask students to complete the Write activity independently and share their answer with a partner.

Apply Guide students in getting information from the photos and labels. Read the sentence stems aloud and have students complete the sentences with the words provided.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? question in their notebooks.

Lesson 3

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Kids’ Stories from Around the World *Student Edition* pages 258–259

- Use Daily Language Practice, Week 24, Day 3.

Kids’ Stories from Around the World Read the children’s stories. Students can also listen to the peer stories on the Audio. Use these stories as a model to help students talk and write about space.

Visual Literacy Have students follow the lines from the photographs on the page to the locations on the map. Say the names of each location and have students repeat the locations aloud. Encourage them to locate the same countries on other maps or globes.

What about you? Have students talk about their own experiences observing the moon and the stars.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T258.

Homework

Have students look at the sky and write their observations.

Lesson 4

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5, L.3.5.b

Reading 1 Key Words *Student Edition* pages 260–261

- Use Daily Language Practice, Week 24, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud. Ask students what the words mean after they hear the sentences.

Words in Context Have students connect the sentences with the photographs.

Practice Have students make a new entry for their vocabulary notebooks and practice folding over the page to memorize the Key Words and definitions.

Apply Read the text aloud. Have students work in pairs to discuss their thoughts and feelings when they look at the night sky. Encourage them to use the Key Words in their answers.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T260.

Homework

Have students complete the Key Words activities on *Workbook* page 155.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Word Study *Student Edition* pages 262–263

- Use Daily Language Practice, Week 24, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Word Study Play the Audio to show students about synonyms and antonyms. Ask students if they can think of synonyms and antonyms for other words. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 156–157.

Lesson 6

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 1 *Student Edition* pages 264–269

- Use Daily Language Practice, Week 25, Day 1.

More About the Big Question To help students relate the Big Question to their own lives, review with students what they already know about space.

Audio Play the Audio of the text, stopping to answer questions students may have. Discuss the general meaning of the selection and how it relates to the Big Question.

Reading Strategy Explain to students that reviewing what you already know about a topic can help you get ready to learn more about it. Model the strategy by sharing a few facts about space and writing some questions that you have. Have students generate a few questions about space and look for the answers to those questions as they read.

Read Have volunteers read the article aloud. Remind them to read the questions in the subheads, too. Other students can respond to the Before You Go On questions.

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T268.

Homework

Have students complete the Comprehension activities on page 158 of the *Workbook*.

Lesson 7

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 1 *Student Edition* pages 264–269

- Use Daily Language Practice, Week 25, Day 2.
- Have students complete the Reader's Companion on page 159 of the *Workbook*.

Read Have students read the article aloud or follow along on the Audio.

Ask students to jot down any questions they have about the reading.

Numerical Data Call students' attention to the word *billions* on page 266. Write the number one billion on the board: 1,000,000,000. Use the script on page T266 of the *Teacher's Edition* to elicit discussion about the number.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Reading Strategy Have students work alone or in pairs to answer the questions on page 269. Ask students to share the things they wanted to know and any information they learned from the reading.

Fluency: Have students complete the Fluency Activity in the *TRB* page 128.

Homework

Have students complete the Reader's Companion on *Workbook* page 160.

Lesson 8

Common Core State Standards: RI.3.1, RI.3.2, SL.3.6

Learning Strategies *Student Edition* pages 270–271

- Use Daily Language Practice, Week 25, Day 3.
- Use page 109 of the *Teacher's Resource Book* for the GO 5: K-W-L Chart.

More About the Big Question Discuss with students what information we can learn about space and how we can learn about it.

The 5W Questions Review with students the 5W Questions to help them set a purpose for reading. Have them complete the Practice activity with a partner. Encourage them to scan the story's headings to find the answers to the questions.

Use a GO 5: K-W-L Chart Ask students to think about a day when they visited a museum. Ask them what they already knew before they entered. Ask if there was something more they wanted to know. Encourage students to conclude with what they learned that day in the museum. Have students complete the graphic organizer and share their answers.

Apply In pairs, have students summarize the selection. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary.

Extension Have students complete the Extension activity and share it with the class.

Homework

Have students do the Learning Strategies practice on *Workbook* page 161.

Lesson 9

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.i

Grammar *Student Edition* pages 272–273

- Use Daily Language Practice, Week 25, Day 4.
- Have students complete the Unit 5, Reading 1 test in the *Assessments*.

Compound Sentences Read the introduction and refer to the chart to show students how to combine sentences. Have volunteers say a compound sentence using *and* or *but*.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using compound sentences.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 162–163.

Lesson 10

Common Core State Standards: W.3.1, W.3.1.a, W.3.4, W.3.5, W.3.10, SL.3.6

Writing *Student Edition* pages 274–275

- Use Daily Language Practice, Week 25, Day 5.
- Use page 105 of the *Teacher's Resource Book* for the GO 1: Main Idea and Details Chart.

Write a Persuasive Paragraph Read the writing prompt aloud. As a class, discuss the reasons for and against learning about space.

Prewrite Give the students copies of the GO 1: Main Idea and Details Chart, or have them copy one into their notebooks. Have them write their opinion in the main idea box and the supporting reasons in the boxes below.

Draft Model how to turn the information in the chart into a draft by reading the sample paragraph. Encourage students to use compound sentences in their writing.

Writing Checklist Model how to use the Writing Checklist to help you improve the model paragraph. Encourage students to use compound sentences. Have students trade papers and do a Peer Review using the Checklist on page 402.

Homework

Have students prepare a final copy of their paragraph and do *Workbook* page 164.

Lesson 11

Common Core State Standards: RL.3.4, RL.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words Student Edition pages 276–277

- Use Daily Language Practice, Week 26, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Have students use the sentences and photographs as clues to help them understand the Key Words.

Practice Have students illustrate the words and use them in sentences.

Apply Read the text aloud. Have students work in pairs to discuss what they like to observe in nature.

Fluency Activity Do the Fluency Activity 6 in the TE on page T277.

Homework

Have students complete the Key Words practice on *Workbook* page 165.

Lesson 12

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Word Study Student Edition pages 278–279

- Use Daily Language Practice, Week 26, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity in their notebooks.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Word Study Play the Audio to teach students about multiple-meaning words. Discuss the example and ask students if they can think of other words that have more than one meaning. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 166–167.

Lesson 13

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.9, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 Student Edition pages 280–283

- Use Daily Language Practice, Week 26, Day 3.

More about the Big Question Read aloud the Big Question on page 280. Have students think about how people created stories to help them understand things about space.

Audio Play the Audio of the story, stopping to answer questions students may have. Discuss the general meaning of the story and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 280. Explain that *compare* means to tell how things are alike; *contrast* tells how things are different. Tell students to follow the steps outlined as they read to compare and contrast different myths.

Genre Draw students' attention to the genre label. Explain that myths are fiction stories that give an explanation for natural events.

Read Students can take turns reading the selections aloud. At the end of each myth, have the students who listened tell the main points. Have them respond to the Before You Go On questions.

Fluency Activity Complete Fluency Activity 7 in TE on page T282.

Homework

Have students complete the Comprehension activities on *Workbook* page 168.

Lesson 14

Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.9, RL.3.10, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Reading 2 *Student Edition* pages 280–283

- Use Daily Language Practice, Week 26, Day 4.
- Have students complete the Reader's Companion on page 169 of the *Workbook*.

Read Have students reread the myths silently or listen to the Audio and follow along.

Reading Strategy Give students a concrete example of how to compare and contrast. Have students work in small groups to respond to the Reading Strategy questions on page 283.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the text and illustrations as evidence to support their opinions.

Fluency Activity Complete Fluency Activity 8 in the *Teacher's Resource Book* on page T128.

Homework

Have students complete the Reader's Companion on *Workbook* page 170.

Lesson 15

Common Core State Standards: RL.3.2, RL.3.9, W.3.3, SL.3.6

Learning Strategies *Student Edition* pages 284–285

- Use Daily Language Practice, Week 26, Day 5.
- Use page 106 of the *Teacher's Resource Book* for the GO 2: Venn Diagram.

More about the Big Question Discuss how myths may have helped people feel better about things they did not understand.

Compare and Contrast Remind students of the definitions of the words *compare* and *contrast*. Have students complete the Practice activity independently or in pairs.

Use a GO 2: Venn Diagram Copy the chart on the board. Have students compare and contrast doing schoolwork with doing chores at home. Have them call out things that are similar and things that are different. Record student responses on the GO 2: Venn Diagram. Have students reread the myths to complete the GO 2: Venn Diagram.

Apply In pairs, have students retell the selection to a partner. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Extension Have students share their ideas about a new myth with a partner. Give students time to begin writing their myth.

Homework

Have students complete their myth and the practice activities on *Workbook* page 171.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.d, L.3.1.e

Grammar *Student Edition* pages 286–287

- Use Daily Language Practice, Week 27, Day 1.
- Have students complete the Unit 5, Reading 2 test in the *Assessments*.

Future *be going to* Read the introduction and refer to the charts to introduce the correct forms to talk about the future. Have volunteers say a sentence using each one.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 286 as they do so.

Apply Have students work in pairs to ask and answer the questions, using the correct verb forms to talk about the future.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 172–173.

Lesson 17

Common Core State Standards: W.3.1, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 288–289

- Use Daily Language Practice, Week 27, Day 2.
- Use page 105 of the *Teacher's Resource Book* for the GO 1: Main Idea and Details Chart.

Write a Prediction Read the writing prompt aloud and discuss what the students think and why. Record these predictions and reasons on the board.

Prewrite Give the students copies of the GO 1: Main Idea and Details Chart, or have them copy one into their notebooks. Have them record their predictions and reasons in the chart.

Draft Read the sample paragraph aloud to show how to turn the ideas from the chart into their own response. Encourage students to use the future correctly.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample response. Have students trade papers and do a Peer Review using the Checklist on page 402.

Homework

Have students prepare a final copy of their prediction and do the exercises on *Workbook* page 174.

Lesson 18

Common Core State Standards: RI.3.4, RI.3.7,
SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words Student Edition pages 290–291

- Use Daily Language Practice, Week 27, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to define the highlighted words.

Practice Have students make flashcards for the Key Words and practice them with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the questions and write their responses in their notebooks. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 on TE page T291.

Homework

Have students complete the Key Words practice on *Workbook* page 175.

Lesson 19

Common Core State Standards: RI.3.4, RF.3.3,
SL.3.1, SL.3.1.c, SL.3.6, L.3.3, L.3.4, L.3.4.a

Academic Words & Phonics Student Edition pages 292–293

- Use Daily Language Practice, Week 27, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Read the text at the top of page 293 to introduce *r*-Controlled vowels. Give several sample sentences where students listen for the sounds and then ask students to locate words in this or other selections that follow this pattern. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 176–177.

Lesson 20

Common Core State Standards: RI.3.1,
RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 Student Edition pages 294–299

- Use Daily Language Practice, Week 27, Day 5.

More about the Big Question Ask students how they think someone can become an astronaut. They will learn the answer by reading the biography.

Audio Play the audio of the selection, stopping to answer questions students may have. Discuss the general meaning and how it relates to the Big Question.

Reading Strategy Explain to students that summarizing will help them understand what they have learned. They need to identify the main idea and important details in the selection in order to summarize.

Genre Draw students' attention to the genre. A biography is a true story about a person's life.

Read Have students take turns reading aloud. Invite them to look at the photos and illustrations and respond to the Before You Go On questions as they read.

Respond Have students work in pairs to answer the Think It Over questions on page 299.

Fluency Activity Do Fluency Activity 10 on TE page T298.

Homework

Have students complete the Comprehension activities on page 178 of the *Workbook*.

Lesson 21

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, SL.3.4, SL.3.6

Reading 3 *Student Edition* pages 294–301

- Use Daily Language Practice, Week 28, Day 1.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy Help students summarize the selection. Have groups respond to the Reading Strategy questions on page 299 and share their responses with the class.

A Closer Look at... Draw students' attention to the captions beneath the photos. **SAY:** *Read the captions and look at the pictures.* Ask the questions on page T301 of the *Teacher's Edition* to help students get information from the pictures.

Activity to Do Have students brainstorm other types of exploration in pairs or small groups. Have students look for pictures and write captions explaining the exploration they chose. Display the students' work.

Fluency Activity Complete Fluency Activity 11 in the TRB on page 128.

Homework

Have students complete the Reader's Companion on *Workbook* page 180.

Lesson 22

Common Core State Standards: RI.3.2, SL.3.1, SL.3.4, SL.3.6

Learning Strategies *Student Edition* pages 302–303

- Use Daily Language Practice, Week 28, Day 2.
- Use page 105 of the *Teacher's Resource Book* for the GO 1: Main Idea and Details Chart.

More About the Big Question Invite a discussion about what students learned about becoming an astronaut.

Summarize Remind students that *summarizing* means identifying the main idea and important details of a reading. Tell students that they must read all of the details in the Practice activity before choosing the important ones. You may assign this as a class discussion, partner activity, or individual assignment.

Use a GO 1: Main Idea and Details Chart Ask students to choose two details from number 1 to add to the GO 1: Main Idea and Details Chart. They can reread the selection to help make their choices. Have them share their completed charts with a partner.

Apply Have students use their completed GO 1: Main Idea and Details Chart to help them summarize the selection.

Extension Have students tell two or three details of what they did to make their dream come true. Ask them to tell a partner.

Homework

Have students do the Learning Strategies practice on *Workbook* page 181.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.i

Grammar *Student Edition* pages 304–305

- Use Daily Language Practice, Week 28, Day 3.
- Have students complete the Unit 5, Reading 3 test in the *Assessments*.

Complex Sentences: *because* and *so* Read the charts and text on page 304 to introduce using *because* and *so* to make complex sentences. Have students practice combining additional sample sentences orally.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using complex sentences.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 182–183.

Lesson 24

Common Core State Standards: W.3.1, W.3.1.a, W.3.4, W.3.5, W.3.10

Writing *Student Edition* pages 306–307

- Use Daily Language Practice, Week 28, Day 4.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

Write a Persuasive Letter Read the writing prompt aloud. Brainstorm with the class some reasons for wanting information about Space Camp.

Prewrite Give the students copies of the GO 4: Sequence of Events Chart, or have them copy one into their notebooks. Have them record their reasons for wanting information in the chart.

Draft Read the sample letter aloud to show how to turn the ideas from the chart into a persuasive business letter.

Writing Checklist Model how to use the Writing Checklist to help you improve the sample. Encourage students to check for correct use of the future and complex sentences. Have students trade papers and do a Peer Review using the Checklist on page 402.

Homework

Have students prepare a final copy of their letter and do *Workbook* page 184.

Lesson 25

Common Core State Standards: RL.3.9, RL.3.10, RI.3.9, RI.3.10, W.3.3, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.6

Apply and Extend *Student Edition* pages 308–309

- Use Daily Language Practice, Week 28, Day 5.

Link the Readings Discuss the genres of literature and informational text and the characteristics of each. Have students copy the chart on page 308 into their notebooks and complete it. Encourage students to identify the features of each genre to show their answers are correct.

Discussion Use the discussion questions to help students review the readings and tie them together using the Big Question.

Projects Read aloud the choices for extension projects. Encourage students to be creative and to choose activities that suit their modalities. Have students begin working on their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

Listening & Speaking Workshop, *Student Edition* pages 310–311
Writing Workshop

- Use Daily Language Practice, Week 29, Day 1.
- Use page 110 of the *Teacher's Resource Book* for the GO 6: 5 W Chart.
- Use page 115 of the *Teacher's Resource Book* for the GO 11: Story Map 1.

Prepare Discuss the format of a TV newscast. First, have pairs of students complete the GO 6: 5 W Chart about their topic. Then, have them write out the script for it.

Practice Give students time to practice their newscasts. Encourage students to use visual aids in their presentations.

Present Prepare a desk at the front of the room where students can sit to present their newscasts.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read the writing prompt aloud and discuss the books or movies that students could review. Allow students to brainstorm ideas for their reviews with a partner and then fill in their own Story Map with writing ideas.

Homework

Have students complete a draft of their review.

Lesson 27

Common Core State Standards: W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.10

Writing Workshop *Student Edition* pages 312–314

- Use Daily Language Practice, Week 29, Day 2.
- Have students complete the writing exercises on *Workbook* page 187.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or find any errors. Encourage students to do this on their own, and then trade papers with a classmate to do a Peer Review. Circulate to give students feedback on their writing.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their review and complete *Workbook* page 188.

Lesson 28

Common Core State Standards: W.3.1, W.3.4, W.3.5, W.3.10, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Fluency & Test Review *Student Edition* page 315

- Use Daily Language Practice, Week 29, Day 3.
- Use Unit 5 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing or post it in a central location where students can read each other's work.

Fluency Point out that you can practice fluency by reading a passage over and over until you read it smoothly. Have students listen to the sentences on the Audio, and then practice reading them aloud smoothly.

Practice Working in pairs, have one student read the passage aloud while the other student listens and counts the number of words read in one minute. Circulate to help students identify words in the passage that slowed them down. Have students practice reading the passage several times to improve their reading rate.

Unit 5 Review Using the Review, focus students' attention on the Big Questions for the unit. Take some time to review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test tomorrow. Have students complete *Workbook* pages 185–186.

Homework

Study for the Unit Test.

Lesson 29

Common Core State Standards: RL.3.1, RL.3.3, RL.3.4, RI.3.1, RI.3.2, RI.3.4

Unit 5 Test *Student Edition* pages 254–315

- Use Daily Language Practice, Week 29, Day 4.

Test Have students complete the Unit 5 Test in the *Assessments*. Remind students that if they need to, they can use the *Student Edition* to go back and look up the comprehension questions to the readings, but they may not use the book for any other part of the test. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 189 of the *Workbook*.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4

Lesson 30

Test Preparation *Student Edition* pages 316–317

- Use Daily Language Practice, Week 29, Day 5.

Homework

Have students complete the test preparation activities on *Workbook* pages 191–192.

Lesson 1

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Unit Opener *Student Edition* pages 318–319

- Use Daily Language Practice, Week 30, Day 1.

Unit Opener Introduce the theme. Tell students that they will read about how art can be celebrated in many different ways. Build students' background on the unit theme by looking at the poster and playing the video.

Fluency Activity Post the Unit 6 Poster on the wall. Do Fluency Activity 1 at the bottom of TE page T319.

The Big Question Read the Big Question aloud. Encourage students to call out different types of art as you write it on the board.

Listening and Speaking Read the text in the box aloud. Ask students what they already know about making art. Invite students to talk about the types of art they like to make.

Writing Read the text aloud and tell students that they will do this later in the unit.

Quick Write Have students brainstorm the characters they might create in puppet form. Have students write about a puppet they would like to make.

Homework

Ask students to take the Letter Home to their parents, explain it to them, and have their parents sign it.

Lesson 2

Common Core State Standards: RL.3.4, RI.3.4, RI.3.7, W.3.5, W.3.10, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b, L.3.4.d, L.3.6

What do you know about art? *Student Edition* pages 320–321

- Use Daily Language Practice, Week 30, Day 2.

Words to Know Say each of the terms aloud. Encourage students to point to the correct illustration as they repeat each term with you. Direct students' attention to the Practice activity. Have students work in pairs and complete the sentence stem with the words provided. Ask students to complete the Write activity independently and share their answer with a partner.

Apply Guide students in getting information from the photos and labels. Read the sentence stems aloud and have students complete the sentences with the words provided.

What about you? Have students discuss the question with a partner. Encourage them to use the words they learned on these pages.

Homework

Have students answer the What about you? question in their notebooks.

Lesson 3

Common Core State Standards: RI.3.7, SL.3.1, SL.3.1.c, SL.3.6

Kids' Stories from Around the World *Student Edition* pages 322–323

- Use Daily Language Practice, Week 30, Day 3.

Kids' Stories from Around the World Read the children's stories to learn about different types of art from around the world. Students can also listen to the peer stories on the Audio.

Visual Literacy Have students follow the lines from the photographs on the page to the locations on the map. Say the names of each location and have students repeat the locations aloud. Encourage them to locate the same countries on other maps or globes.

What about you? Refer to art that students might have seen in their community. Have students pick one peer story and find similarities with their own experiences. Students can share their stories in small groups.

Fluency Activity Do Fluency Activity 2 at the bottom of TE page T323.

Homework

Have students write a story of their own using the peer stories as a model. Students can present their stories in small groups.

Lesson 4

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 1 Key Words *Student Edition* pages 324–325

- Use Daily Language Practice, Week 30, Day 4.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud. Ask students what the words mean after they hear the sentences.

Words in Context Have students connect the sentences with the photographs. Discuss how photographs can help with context clues.

Practice Have students make flashcards for the Key Words and allow them to practice memorizing the words and their definitions with a partner.

Apply Read the text aloud. Have students write about art they like to do.

Fluency Activity Do Fluency Activity 3 at the bottom of TE page T324.

Homework

Have students complete the Key Words activities on *Workbook* page 193.

Lesson 5

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 326–327

- Use Daily Language Practice, Week 30, Day 5.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Play the Audio to teach students about diphthongs. Ask students if they can think of other words that have this sound. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Phonics practice on *Workbook* pages 194–195.

Lesson 6

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 1 *Student Edition* pages 328–331

- Use Daily Language Practice, Week 31, Day 1.

More About the Big Question The Big Question for this selection focuses on how and why people inform others about events through advertising.

Audio Play the Audio of the text, stopping to answer questions students may have. Discuss the general meaning of the selection and how it relates to the Big Question.

Reading Strategy Discuss how identifying an author's purpose can help students better understand a selection. Make clear that *author's purpose* means the reason the author writes something.

Read Have volunteers read aloud the different sections of the selection. As a class, discuss how each of the sections relates to the arts festival.

Fluency Activity Do Fluency Activity 4 at the bottom of TE page T328.

Homework

Have students complete the Comprehension activities on page 196 of the *Workbook*.

Lesson 7

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 1 *Student Edition* pages 328–331

- Use Daily Language Practice, Week 31, Day 2.
- Have students complete the Reader's Companion on page 197 of the *Workbook*.

Read Have students read the article aloud or follow along on the Audio. Have students look for the author's purpose as they read.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the illustrations as evidence to support their opinions.

Reading Strategy Have students work alone or in pairs to answer the questions on page 331. Ask students to share the things they wanted to know and any information they learned from the reading.

Fluency Activity Do Fluency Activity 5 in the *Teacher's Resource Book* on page T128.

Homework

Have students complete the Reader's Companion on *Workbook* page 198.

Lesson 8

Common Core State Standards: RI.3.1, RI.3.2, SL.3.6

Learning Strategies *Student Edition* pages 332–333

- Use Daily Language Practice, Week 31, Day 3.
- Use page 113 of the *Teacher's Resource Book* for the GO 3: T-Chart.

More About the Big Question Discuss with students why the poster for the arts festival was so important.

Author's Purpose Tell students that they can look for clues to the author's purpose in the main idea of a selection. Have a pair of students read each column of the chart. Have students suggest examples of writing for each purpose. Write a list on the board. Ask students to complete the Practice activity in pairs. Encourage them to review the selection before making a choice.

Use a GO 3: T-Chart Have students complete the chart individually, and then discuss their responses in groups.

Apply In pairs, have students summarize the selection. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary.

Extension Have students complete the Extension activity and share it with a partner.

Homework

Have students do the Learning Strategies practice on *Workbook* page 199.

Lesson 9

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.2, L.3.2.b

Grammar *Student Edition* pages 334–335

- Use Daily Language Practice, Week 31, Day 4.
- Have students complete the Unit 6, Reading 1 test in the *Assessments*.

Commas Read the introduction and refer to the chart to show students how to use commas. Have volunteers say a sentence that uses a comma and have the class listen for and identify the pause.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using commas.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 200–201.

Lesson 10

Common Core State Standards: W.3.2, W.3.2.a, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.6

Writing *Student Edition* pages 336–337

- Use Daily Language Practice, Week 31, Day 5.
- Use page 113 of the *Teacher's Resource Book* for the GO 9: T-Chart.

Plan a Research Report Discuss Task 1 with students. Brainstorm a list of topics that they can choose from. On one GO 9: T-Chart, have students write their questions and answers. Model how to write more specific questions about the topic. Have students choose the question that is most interesting to them.

Make a Research Plan Using another GO 9: T-Chart, have students list smaller questions about the topic and where they might find the answers to those questions.

Homework

Have students prepare a neat copy of their research plan and do *Workbook* page 202.

Lesson 11

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 2 Key Words *Student Edition* pages 338–339

- Use Daily Language Practice, Week 32, Day 1.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Have students use the sentences and photographs as clues to help them understand the Key Words.

Practice Have students illustrate the words and use them in sentences.

Apply Read the text aloud. Have students write about what they could make with the objects.

Fluency Activity Do Fluency Activity in TE on page T338.

Homework

Have students complete the Key Words practice on *Workbook* page 203.

Lesson 12

Common Core State Standards: RI.3.4, RF.3.3, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a

Academic Words & Phonics *Student Edition* pages 340–341

- Use Daily Language Practice, Week 32, Day 2.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Phonics Have a student volunteer to read the words in the chart on page 341 or play the Audio to teach students the three sounds of the letter y. Point out the rules and ask students to share other words that follow the same patterns. Have students complete the Practice section with a partner.

Homework

Have students complete the Key Words and Phonics practice on *Workbook* pages 204–205.

Lesson 13

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.10

Reading 2 *Student Edition* pages 342–345

- Use Daily Language Practice, Week 32, Day 3.

More about the Big Question The Big Question for this selection focuses on the importance of reading directions to help us learn how to do new things.

Audio Play the Audio of the selection, stopping to answer questions students may have. Discuss the general meaning of the text and how it relates to the Big Question.

Reading Strategy Read aloud the bulleted items on page 342. Discuss how steps in a process are connected and how paying attention to the order of the steps is important to the final product.

Genre Draw students' attention to the genre label. Point out that directions can appear in many places in school and at home.

Read Students can take turns reading the selection aloud. Have them respond to the Before You Go On question.

Fluency Activity Complete Fluency Activity 7 in TE on page T344.

Homework

Have students complete the Comprehension activities on *Workbook* page 206.

Lesson 14

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.10

Reading 2 Student Edition pages 342–347

- Use Daily Language Practice, Week 32, Day 4.

Read Have students reread the directions silently or listen to the Audio and follow along.

Visual Literacy Refer students' attention to the photographs on pages 344 and 345.

Ask how each photo helps them know what to do.

Reading Strategy Have students work in small groups to respond to the Reading Strategy questions on page 345.

Respond Have students work in pairs or small groups to complete the Think It Over questions. Discuss the answer to the Analyze question. Encourage students to use the text and illustrations as evidence to support their opinions.

A Closer Look at... Have students read the captions aloud while the class follows along, looking at the photographs. Discuss the purpose for reading this selection. Allow students time to complete the activity on page 347.

Fluency Activity Complete Fluency Activity 8 in the *Teacher's Resource Book* on page 128.

Homework

Have students complete the Reader's Companion on *Workbook* pages 207–208.

Lesson 15

Common Core State Standards: RI.3.2, RI.3.3, SL.3.6

Learning Strategies Student Edition pages 348–349

- Use Daily Language Practice, Week 32, Day 5.
- Use page 108 of the *Teacher's Resource Book* for the GO 4: Sequence of Events Chart.

More about the Big Question Discuss why reading directions is important when you are doing something new.

Reread for Details Discuss how looking back at a selection can help students clarify things they did not understand. Have students complete the Practice activity independently or in pairs.

Use a GO 4: Sequence of Events Chart Copy the chart on the board. Encourage students to reread the selection to be sure they are placing the steps in the correct order.

Apply In pairs, have students retell the selection to a partner using their notes. Encourage students to use the illustrations to help them. Listen for use of Key Words and vocabulary in their retellings.

Homework

Have students complete the Learning Strategies practice on *Workbook* page 209.

Lesson 16

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.1, L.3.1.i

Grammar Student Edition pages 350–351

- Use Daily Language Practice, Week 33, Day 1.
- Have students complete the Unit 6, Reading 2 test in the *Assessments*.

The Imperative Read the introduction and refer to the charts to introduce the imperative. Have volunteers say a sentence using an imperative.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the charts on page 350 as they do so.

Apply Have students work in pairs to ask and answer the questions, using the correct words.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 210–211.

Lesson 17

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10

Writing Student Edition pages 352–353

- Use Daily Language Practice, Week 33, Day 2.

Include Paraphrases and Citations Read aloud the sample response, showing students how to paraphrase from a source.

Paraphrasing Have students write several paraphrased ideas from sources on index cards and be sure they have documented their sources correctly.

Homework

Have students do the exercises on *Workbook* page 212.

Lesson 18

Common Core State Standards: RI.3.4, RI.3.7, SL.3.1, SL.3.1.c, SL.3.6, L.3.4, L.3.4.a, L.3.5.b

Reading 3 Key Words Student Edition pages 354–355

- Use Daily Language Practice, Week 33, Day 3.
- Use Key Words.

Prepare to Read Draw students' attention to the What You Will Learn section. Briefly discuss the topics that will be covered in this reading.

Key Words Read the Key Words aloud or play them on the Audio. Have students repeat each word as it is read aloud.

Words in Context Help students learn the skill of defining words by using context and illustrations to figure out the meaning of the highlighted words.

Practice Have students make flashcards for the Key Words and practice them with a partner.

Apply Read the text aloud. Have students work in pairs to discuss the questions and write their responses in their notebooks. Circulate and encourage students to use the Key Words in their responses.

Fluency Activity Complete Fluency Activity 9 on TE page T354.

Homework

Have students complete the Key Words practice on *Workbook* page 213.

Lesson 19

Common Core State Standards: RI.3.4, RF.3.3, RF.3.3.c, SL.3.1, SL.3.1.c, SL.3.6, L.3.3, L.3.4, L.3.4.a

Academic Words & Word Study *Student Edition* pages 356–357

- Use Daily Language Practice, Week 33, Day 4.

Academic Words Discuss the definitions of the words and have students listen to the words in context on the Audio. Have students complete the Practice activity.

Apply Have students try to use the Academic Words when discussing the questions in the Apply section with a partner.

Word Study Read the text at the top of page 357 to introduce multi-syllable words. Give several sample words where students listen for the number of syllables. Have students complete the Practice section with a partner.

Homework

Have students complete the Academic Words and Word Study practice on *Workbook* pages 214–215.

Lesson 20

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 *Student Edition* pages 358–363

- Use Daily Language Practice, Week 33, Day 5.

More about the Big Question Encourage students to think about the types of art they have seen in their community.

Audio Play the Audio of the selection, stopping to answer questions students may have. Discuss the general meaning and how it relates to the Big Question.

Reading Strategy Read aloud the text on page 358 and model the strategy. Discuss the conclusions that can be made and the reasons for them.

Read Have students take turns reading aloud. Invite them to look at the photos and illustrations and respond to the Before You Go On questions as they read.

Fluency Activity Do Fluency Activity 10 on TE page T362.

Homework

Have students complete the Comprehension activities on page 216 of the *Workbook*.

Lesson 21

Common Core State Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10

Reading 3 *Student Edition* pages 358–363

- Use Daily Language Practice, Week 34, Day 1.
- Have students begin the Reader's Companion on page 217 of the *Workbook*.

Read Students may reread the story silently or listen to the Audio.

Reading Strategy Review the answers to the 5W questions with students. Discuss the conclusions that can be drawn from those details. Have students respond to the Reading Strategy questions in their notebooks.

Respond Have students work in pairs to answer the Think It Over questions on page 363.

Fluency Activity Complete Fluency Activity 11 in the TRB on page 128.

Homework

Have students complete the Reader's Companion on *Workbook* page 218.

Lesson 22

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, SL.3.6

Reading 3 Student Edition pages 364–365

- Use Daily Language Practice, Week 34, Day 2.
- Use page 110 of the *Teacher's Resource Book* for the GO 6: 5W Chart.

More about the Big Question Have students work in pairs to answer the Big Question.

Draw a Conclusion Have students work in pairs to answer the questions in the Practice section. Discuss the conclusions that students came to and the reasons for them.

Use a GO 1: Main Idea and Details Chart Have students complete the chart independently and share their conclusions with the class.

Apply Ask students to use the answers to the 5W questions to help them summarize the selection to a partner.

Extension Have students write about a mural they have seen in their community or in books. Alternatively, students can sketch their own idea for a mural.

Homework

Have students do the Learning Strategies practice on *Workbook* page 219.

Lesson 23

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.6, L.3.2, L.3.2.c

Grammar Student Edition pages 366–367

- Use Daily Language Practice, Week 34, Day 3.
- Have students complete the Unit 6, Reading 3 test in the *Assessments*.

Quotations Read the text and charts on page 366 to show students how to use quotations correctly. Have students speak to you. Write down what they say and have volunteers come up and write in the quotation marks.

Practice A and B Have students work individually. Then have them form small groups and check their answers. Encourage them to refer to the chart as they do so.

Apply Have students work in pairs to ask and answer the questions, using quotations.

Homework

Have students complete the Grammar and Spelling exercises on *Workbook* pages 220–221.

Lesson 24

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.2, L.3.2.c

Writing Student Edition pages 368–369

- Use Daily Language Practice, Week 34, Day 4.

Include Quotations and Citations Read aloud the text and sample on page 368 to show students how to include quotations in their research reports. Have students continue researching and locate quotes that they wish to include in their reports. Have them begin the first draft of the report, including paraphrased information and quotations.

Homework

Have students continue researching and drafting their reports and do *Workbook* page 222.

Lesson 25

Common Core State Standards: RL.3.9, RL.3.10, RI.3.9, RI.3.10, W.3.2, W.3.3, SL.3.1, SL.3.1.c, SL.3.1.d, SL.3.4, SL.3.6

Apply and Extend *Student Edition* pages 370–371

- Use Daily Language Practice, Week 34, Day 5.

Link the Readings Discuss the genres of literature and informational text and the characteristics of each. Have students complete the chart on page 370. Encourage students to identify the features of each genre to show their answers are correct.

Discussion Use the discussion questions to help students review the readings and tie them together with the Big Question.

Projects Read aloud the choices for extension projects. Encourage students to be creative and to choose activities that suit their modalities. Have students begin working on their projects in class.

Homework

Have students finish their projects at home.

Lesson 26

Common Core State Standards: SL.3.1, SL.3.1.c, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

**Listening & Speaking Workshop, *Student Edition* pages 372–373
Writing Workshop, *Student Edition* page 374**

- Use Daily Language Practice, Week 35, Day 1.

Prepare Read aloud the text at the top of page 372. Discuss the types of things that students can present to the class. You may wish to have them plan their presentations on a GO 4: Sequence of Events Chart (*TRB*, page 108). Encourage students to use props or visual aids to help them show the class how to do something.

Practice Give students time to practice their presentations.

Present Encourage students to speak clearly and use their visual aids to show the class how to do something.

Evaluate Have students answer the reflection questions in their notebooks or with a partner.

Writing Workshop Read aloud the text on page 374. Have students assemble their research and begin working on an outline. You may wish to have students use an extended version of a GO 1: Main Idea and Details Chart (*TRB*, page 105) to record their ideas.

Homework

Have students complete a draft of their research report.

Lesson 27

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10

Writing Workshop *Student Edition* pages 374–375

- Use Daily Language Practice, Week 35, Day 2.
- Have students complete the writing exercises on *Workbook* page 225.

Revise and Edit Read the sample draft aloud. Using the Writing Checklist, see if the class can make the writing more descriptive or find any errors. Encourage students

to do this on their own, and then trade papers with a classmate to do a Peer Review. Circulate to give students feedback on their writing.

Project Allow students to share their unit projects with the class.

Homework

Have students create a final copy of their research report and complete *Workbook* page 226.

Lesson 28

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.10, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Fluency & Test Review *Student Edition* page 379

- Use Daily Language Practice, Week 35, Day 3.
- Use Unit 6 Big Question to review the Big Questions for the unit.

Writing Workshop Allow students to share their published writing or post it in a central location where students can read each other's work.

Fluency Point out that you can practice fluency by reading a passage over and over until you read it smoothly. Have students listen to the sentences on the Audio and then practice reading them aloud smoothly.

Practice Working in pairs, have one student read the passage aloud while the other student listens and counts the number of words read in one minute. Circulate to help students identify words in the passage that slowed them down. Have students practice reading the passage several times to improve their reading rate.

Unit 6 Review Using the worksheet Review, focus students' attention on the Big Questions for the unit. Take some time to review the unit's vocabulary, Academic Words, phonics, word study, and grammar topics to prepare for the Unit Test tomorrow. Have students complete *Workbook* pages 223–224.

Homework

Study for the Unit Test.

Lesson 29

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.7

Unit 6 Test *Student Edition* pages 318–381

- Use Daily Language Practice, Week 35, Day 4.

Test Have students complete the Unit 6 Test in the *Assessments*. Remind students that if they need to, they can use the *Student Edition* to go back and look up the comprehension questions to the readings, but they may not use the book for any other part of the test. Proctor students as they take the test, following the guide in *Assessments*.

Homework

Have students complete the Fluency activities on page 227 of the *Workbook*.

Lesson 30Common Core State Standards: RI.3.1,
RI.3.3, RI.3.4**Test Preparation** *Student Edition* pages 380–381

- Use Daily Language Practice, Week 35, Day 5.

HomeworkHave students complete the test preparation activities on *Workbook* pages 229–230.Manuscript,
for review only

Manuscript,
for review only

WORKBOOK ANSWER KEYS

Manuscript,
for review only

Manuscript,
for review only

Unit 1

Page 3 • Key Words

- | | |
|-----------|-----------|
| A. | B. |
| 1. luck | 6. mail |
| 2. flower | 7. luck |
| 3. mail | 8. street |
| 4. street | 9. flower |
| 5. neat | 10. neat |

Page 4 • Academic Words

- A.
- kmz purchase gnw
 - db cons item a plyr
- B.
- | | |
|-------------|-------------|
| 3. purchase | 5. purchase |
| 4. item | 6. item |
- C.
- | | |
|-----------------------|-----------------------|
| 7. Answers will vary. | 8. Answers will vary. |
|-----------------------|-----------------------|

Page 5 • Phonics

- A.
- | | |
|-----------------------|-----------------------|
| 1. van | 4. hat, hit, hot, hut |
| 2. bad, bed, bid, bud | 5. cat, cot, cut |
| 3. lap, lip | 6. bus |
- B.
- | | |
|-------------|--------------|
| 7. can, run | 9. let |
| 8. can, fun | 10. can, sit |

Page 6 • Comprehension

Recall

- the fish stand
- bok choy
- letters

Comprehend

4. The fish is smelly.

Analyze

- It makes her mom happy.

Page 7 • Reader's Companion

Possible responses

Use What You Know

Answers will vary.

Reading Strategy

Students should underline details that identify Lin's character.

Genre

Circle two of the following pairs: hand, stand; nose, toes; flower, hours

Page 8

Possible responses

Use the Strategy

I think Lin likes living in her city. She talks to people.

Retell It!

I went shopping with my dad. We bought bok choy for my mom. I helped the mailman. It was a great day!

Reader's Response

Answers will vary.

Page 9 • Learning Strategies

- She takes the dog to the park. She brings the dog home. She gives it food and water.
- b

Page 10 • Grammar

- | | |
|--------|-----------|
| A. | B. |
| 1. are | 1. He's |
| 2. is | 2. I'm |
| 3. am | 3. We're |
| 4. are | 4. You're |
| 5. am | |

Page 11 • Spelling

- A.
- man, men
 - cap, cop, cup
 - dig, dog, dug

B.

Possible responses (choose two)

- dog, fog, jog, hog, log
- rub, rug, run, rut

Writing Activity

Possible response: I have a pet cat. I have fun with my cat. My cat can run and jump.

Page 12 • Writing

- | | |
|------|------|
| 1. B | 3. D |
| 2. C | |

Page 13 • Key Words

- A.
- | | |
|------------|-----------|
| 1. dessert | 3. friend |
| 2. mix | 4. fold |
- B.

F	R	I	E	N	D	T
X	K	O	I	N	E	D
C	Q	A	W	X	S	M
R	F	N	I	A	S	E
W	O	M	T	K	E	U
C	L	E	L	Z	R	R
D	D	Y	Z	E	T	F

Page 14 • Academic Words

- A.
- kmz pur create k l p t
 - db cons task a plyr
- B.
- | | |
|-----------|---------|
| 3. create | 5. task |
| 4. create | 6. task |
- C.
- Answers will vary.
 - Answers will vary.

Page 15 • Phonics

- | | |
|----------------|----------|
| 1. same | 6. ride |
| 2. mice | 7. snake |
| 3. like, slide | 8. five |
| 4. hope | 9. close |
| 5. bake | |

Page 16 • Comprehension

- Japan
- bird
- dessert
- She got the things together. She cooked the dessert.
- Possible response:** They taught each other a fun thing.

Page 17 • Reader's Companion

Use What You Know

Possible response: Answers will vary.

Reading Strategy

Hana says she can make paper animals.

Comprehension Check

- Hana just came to this school.
Carlos just came here.

Page 18

Possible responses

Use the Strategy

- Miss Jones tells Carlos to sit by Hana.
- Hana says she can make paper animals.

Retell It!

I made a friend. His name is Carlos. I showed him how to make a paper animal.

Reader's Response

Answers will vary.

Page 19 • Learning Strategies

- 5
- 3
- 2
- 1
- 4

Page 20 • Grammar

- | | |
|----------|----------|
| A. | B. |
| 1. goes | 6. cooks |
| 2. sits | 7. make |
| 3. play | 8. gets |
| 4. reads | 9. walk |
| 5. eat | |

Page 21 • Spelling

Possible responses

- Juan
- Mr. Anders
- Jose Marti Elementary School
- September
- Fourth of July
- California
- United States
- Saturday

Writing Activity

Possible response: I go to Rosa Parks Elementary School. I am in Ms. Garza's class. My best friend is Ella.

Page 22 • Writing

- | | |
|------|------|
| 1. A | 3. A |
| 2. D | |

Page 23 • Key Words

- | | |
|--------------|--------------|
| A. | B. |
| 1. company | 6. weekend |
| 2. gathers | 7. crowd |
| 3. celebrate | 8. gathers |
| 4. crowd | 9. celebrate |
| 5. weekend | 10. company |

Page 24 • Academic Words

- contribute
- dbcongratulate

- | | |
|-----------------------|-----------------------|
| B. | |
| 3. similar | 5. contribute |
| 4. contribute | 6. similar |
| C. | |
| 7. Answers will vary. | 8. Answers will vary. |

Page 25 • Word Study

- | | |
|------|------|
| 1. B | 3. B |
| 2. A | 4. B |

Page 26 • Comprehension

- The family gets together.
- They celebrate Grandmother's birthday.
- Candles are on top of the cake.
- Possible responses:** They put up streamers. Mom bakes a cake. Everyone brings presents. Dad cooks. Mom makes salad.
- They are fun because the whole family gathers together.

Page 27 • Reader's Companion

Possible responses

Use What You Know

Answers will vary.

Reading Strategy

Answers will vary.

Comprehension Check

salad, lemonade

Page 28

Possible responses

Use the Strategy

We play a card game, Go Fish. You ask a player for a certain card. If she doesn't have it, she says, "Go fish!"

Retell It!

I went to a party. It was in my neighbor's yard. We ate good food and drank lemonade. We played games.

Reader's Response

I think the celebration took place in the summer. It was held in the yard. Everyone was drinking lemonade.

Page 29 • Learning Strategies

Possible responses

- On Saturday we play soccer. On Sunday we see my cousins.
- I wash the dishes. I feed the dog, too.

Page 30 • Grammar

- | | |
|-------------|-----------|
| 1. candles | 5. buses |
| 2. dishes | 6. babies |
| 3. flowers | 7. legs |
| 4. families | |

Page 31 • Spelling

- | | |
|-------------|------------|
| 1. cities | 5. buddies |
| 2. parties | 6. puppies |
| 3. stories | 7. babies |
| 4. families | |

Writing Activity

Possible response: In my family, we all have hobbies. My sister writes stories. My grandmother knits socks for babies. I act out plays with my buddies.

Page 32 • Writing

- | | |
|------|------|
| 1. A | 3. D |
| 2. C | |

Pages 33–34 • Review

- Possible response:** She says hello to everyone.
- A
- B
- B
- Possible response:** The mother bakes a cake. The girl and her cousins put up streamers. They give the grandmother gifts. They sing to her.
- C
- Answers will vary.

Pages 35–36 • Writing Workshop

- | | |
|------|------|
| 1. D | 4. C |
| 2. A | 5. A |
| 3. B | |

Page 39 • Test Preparation

- clock
- a student in the class
- goes on

Page 40

- neighborhood
- making new friends

Unit 2

Page 41 • Key Words

- | | |
|-----------------|---------------------|
| A. | |
| 1. well | 3. reflection |
| 2. roars | 4. dinner |
| B. | |
| 5. twedinner | 7. pvdwn |
| | 8. roarsolpe |
| 6. pdfplpatwell | |
| | 8. da reflection hx |

Page 42 • Academic Words

- | | |
|----------------------|-------|
| A. | |
| 1. kfocusinteractlit | |
| 2. ouidentifi | igdom |

B.

- | | |
|-----------------------|---------|
| 3. FALSE | 5. TRUE |
| 4. TRUE | 6. TRUE |
| C. | |
| 7. Answers will vary. | |
| 8. Answers will vary. | |

Page 43 • Phonics

- | | |
|---------------------|-------|
| A. | B. |
| 1. boat; circle oa | 5. oa |
| 2. fruit; circle ui | 6. oe |
| 3. clue; circle ue | 7. ue |
| 4. toe; circle oe | 8. ui |

Page 44 • Comprehension

- rabbit
- his reflection
- an echo
- Lion wants to get rid of the lion in the well.
- Rabbit has tricked Lion.

Page 45 • Reader's Companion

Use What You Know

Possible response: 1. fruit 2. cheese

Reading Strategy

Look at the lion in the well. He says he is king!

Comprehension Check

dinner, snack

Page 46

Possible responses

Use the Strategy

yells for help; tries to trick Lion

Retell It!

Ow! Lion finally caught me and wanted to eat me. But I tricked him because I am smart!

Reader's Response

I would yell for help and try to get away.

Page 47 • Learning Strategies

A lion catches a mouse. The lion laughed so hard he let the mouse go. The next day, a hunter caught the lion. The hunter tied the lion to a tree. The mouse chewed through the rope and set the lion free.

Page 48 • Grammar

- | | |
|----------------|-----------------|
| A. | B. |
| 1. hers/She | 4. Mrs. Smith's |
| 2. theirs/They | 5. train's |
| 3. his/He | 6. John's |

Page 49 • Spelling

- | | |
|---------|---------|
| 1. off | 3. then |
| 2. than | 4. of |

Writing Activity

Possible response: I will remember how each word is used in a sentence.

Page 50 • Writing

- | | |
|------|------|
| 1. C | 3. D |
| 2. B | |

Page 51 • Key Words

- A.
1. clouds
2. stronger
3. webs
4. spiders
5. brighter
- B.
6. brighter
7. spiders
8. clouds
9. webs
10. stronger

Page 52 • Academic Words

- A.
1. k f o c u s i n t a a f f e c t
2. a f o u a t t i t u d e o m
- B.
3. TRUE
4. FALSE
7. Answers will vary.
5. TRUE
6. TRUE
8. Answers will vary.

Page 53 • Word Study

- A.
1. fearless
2. dishonest
5. C
6. D
7. B
3. dislike
4. careless
8. E
9. F
10. A

Page 54 • Comprehension

- North Wind and Sun
- Sun
- takes off her hat
- He cools her off.
- Possible response:** Every person has gifts to share.

Page 55 • Reader's Companion

Possible responses

Use What You Know

The wind can be cold. The wind can bring rain.

Reading Strategy

The North wind took another breath, and then she blew very hard.

Comprehension Check

- She blew leaves from the trees.
She pushed flying birds from the sky.

Page 56

Possible responses

Use the Strategy

I picture the wind puffing out her cheeks. She is angry. She tries hard to blow off the woman's hat.

Retell It!

Whoa! That is a strong wind! It blew me out of my web. My web is blowing away, too.

Reader's Response

I would hide behind a big tree.

Page 57 • Learning Strategies

Possible responses

- I picture a young girl who runs very fast. The wind blows through her hair as she runs.

- Annie is also a fast runner.

Page 58 • Grammar

- A.
1. walked
2. played
3. cooked
4. jumped
- B.
5. close
6. ask
7. laugh

Page 59 • Spelling

- crew
- blue
- new
- clue
- few

Writing Activity

The space crew took off into the blue sky in a new shuttle.

Page 60 • Writing

- B
- A
- C

Page 61 • Key Words

- A.
1. fresh
2. garden
3. grow
- B.
4. plants
5. farm

P	C	X	D	W	M	R	F
G	A	R	D	E	N	B	F
R	D	R	F	P	F	S	R
O	H	B	A	R	H	O	E
W	R	T	R	Z	D	N	S
R	T	T	M	I	X	R	H
D	X	P	L	A	N	T	S
E	S	H	Y	J	N	G	H

Page 62 • Academic Words

- A.
1. k m o p i n t e r a c t f r p l
2. d o u t c o m e t l d m p
- B.
3. TRUE
4. TRUE
7. Answers will vary.
8. Answers will vary.
5. FALSE
6. FALSE

Page 63 • Phonics

- A.
Long a Pairs: stay, circle ay; rain, circle ai
Long e Pairs: clean, circle ea; seed, circle ee;
week, circle ee
Long i Pairs: cried, circle ie; skies, circle ie;
pie, circle ie
- B.
1. need
2. lie
3. clay
4. eat
5. train
6. neat

Page 64 • Comprehension

- It is getting larger.
- farms in big cities
- It is sold to people in the city.
- not enough farm land

Possible response: People work together to grow the food.

Page 65 • Reader's Companion

Possible responses

- big cities
- on buildings
- in schools

Reading Strategy

It looks strange, but it's a great idea.

community

neighborhood

Comprehension Check

community, neighborhood

Page 66

Possible Responses:

Use the Strategy

As cities get bigger and bigger, there are fewer farms.

People in big cities use urban farms on buildings and in city parks.

The school uses the food to feed students.

Retell It!

People all over the world are finding ways to grow fresh food. It is important that fresh food be available to everyone.

Reader's Response

Answers will vary.

Page 67 • Learning Strategies

- Mom and Dad had a good idea. Everyone liked the idea of a community garden. That was the best job.
- Answers will vary.

Page 68 • Grammar

- A.
1. were
2. was
3. was
4. were
- B.
5. was
6. are
7. was

Page 69 • Spelling

Possible responses

- A.
1. may
2. weigh
3. say
4. paid
5. wait
6. eight
- B.

neighborhood, eight, hay, neigh, trail

Writing Activity

I like to walk on the trail in my neighborhood in May to pick flowers.

Page 70 • Writing

- B
- A
- C

Pages 71–72 • Review

- B
- A reflection is an image that shows on a shiny or clear surface.
- The Sun is calm and friendly. He smiles even when he is making the weather hot.
- D
- The Sun and Rabbit do not try to be strong. They are smart.
- Possible responses:** not enough farm land; lots of people
- A

Page 73–74 • Writing Workshop

- A
- C
- B
- A
- D

Page 77 • Test Preparation

- spines
- The prickly pear cactus is a tough plant!

Page 78

- dirt
- to grow plants and work together

Unit 3

Page 79 • Key Words

- A.
- plains
 - caves
 - camels
 - amazing
 - habit
- B.
- camels
 - amazing
 - habits
 - plains
 - caves

Page 80 • Academic Words

- A.
- k m appreciates l
 - d g a r d p l illustrate
- B.
- FALSE
 - TRUE
 - TRUE
 - FALSE
- C.
- Answers will vary.
 - Answers will vary.

Page 81 • Phonics

Possible responses

- broom, groom, bloom, gloom
- smile
- tree, flee, free, glee
- drape, grape

- clay, gray, pray, tray, stay, sway, play
- press, dress, bless
- sleep, creep, bleep, steep, sweep
- trip, drip, grip, skip, snip, clip, flip, slip, blip
- blue, glue, clue, true, flue
- swim, trim, skim, slim, brim, grim

Page 82 • Comprehension

- fish, sharks, coral, sea otter
- Alligators have U-shaped heads; crocodiles have V-shaped heads.
- crocodiles
- They have different needs.
- Most of Earth is covered in water.

Page 83 • Reader's Companion

- snakes
- camels
- foxes

Reading Strategy

(It is home to half of the world's creatures.)

Comprehension Check

caves; water

Page 84

Possible responses:

Use the Strategy

It is hot and dry.

Retell It!

I live in the rainforest. There are lots of animals here. Many animals live in the desert, in the ocean, or in the cold!

Reader's Response

Answers will vary.

Page 85 • Learning Strategies

Birds do a good job caring for their young.

Page 86 • Grammar

- A.
- on, under
 - on
 - in
 - near
 - above
 - At
- B.
- on/under the fence
 - on the wing
 - in the closet
 - near my house
 - above the earth
 - at school

Page 87 • Spelling

- making
- sharing
- living
- hiking
- writing

Writing Activity

Possible response: The mouse is hiding from the cat. The dog is chasing the bird.

Page 88 • Writing

- C
- D
- A

Page 89 • Key Words

- A.
- patterns
 - habitats
 - prey
 - moth
 - insect
 - camouflage
- B.
- B
 - D
 - A
 - C

Page 90 • Academic Words

- A.
- l p e l environment b l p r a t
 - d g i l enable e s v o n m e n t l
- B.
- TRUE
 - FALSE
 - Answers will vary.
 - TRUE
 - TRUE
 - Answers will vary.

Page 91 • Word Study

- toothbrush
- grasshopper
- lawnmower
- lakehouse
- rainbow
- bedroom
- notebook
- sunset

Page 92 • Comprehension

- a walking stick
- to keep safe and catch prey
- camouflage
- They could be seen and eaten by other animals.
- Possible response:** They can't hide. They may die.

Page 93 • Reader's Companion

Possible responses

Use What You Know

1. Some animals eat other animals. 2. Cats like to sleep.

Reading Strategy

C—Arctic foxes live where the weather is very cold. E— In winter, they are white. C— A tawny frogmouth is a bird. It sits very still in a tree. E— It waits for prey to come near. Then it pounces! C— Patterns help this moth stay safe. Look at the big spots on the moth's wings. They look like a large animal's eyes. E— Predators stay away from this insect.

Comprehension Check

A tawny frogmouth is a bird.

Page 94

Possible responses

Use the Strategy

The foxes turn white in winter so they can camouflage in the snow.

Retell It!

You may think that a tiger is too big to hide. But the Bengal tiger's stripes help it hide in the forest.

Reader's Response

I would like to know how the tawny frogmouth got its name.

Page 95 • Learning Strategies

Jarrett Goes to School

Cause: Jarrett's bike got a flat tire.

Effect: Jarrett was late for school.

Lucas and Shadow

Cause: Shadow was hiding. Lucas could not find him.

Effect: Shadow came back.

Page 96 • Grammar

A.

- | | |
|-----------------|-----------------|
| 1. <u>big</u> | 4. <u>green</u> |
| 2. <u>tall</u> | 5. <u>round</u> |
| 3. <u>three</u> | |

B.

- | | |
|-------------------|-------------------|
| 6. <u>quickly</u> | 8. <u>quietly</u> |
| 7. <u>softly</u> | |

Page 97 • Spelling

- | | |
|--------------|---------------|
| 1. newspaper | 5. airplane |
| 2. crosswalk | 6. sunrise |
| 3. something | 7. fingernail |
| 4. scarecrow | 8. daydream |

Writing Activity

Possible response: It was sunrise as I walked on the sidewalk. I was reading the newspaper. It was a pretty day.

Page 98 • Writing

- | | |
|------|------|
| 1. A | 3. B |
| 2. C | |

Page 99 • Key Words

A.

- | | |
|---------------------------|-----------|
| 1. butterfly | 4. leaves |
| 2. caterpillar, chrysalis | 5. hatch |
| 3. tadpole | |

B.

- | |
|----------------------|
| 6. twsdfnte(leaf)mn |
| 7. pe(butterfly)pe |
| 8. ca(caterpillar)eg |
| 9. serfute(tadpole) |
| 10. d(hatch)rtionhx |

Page 100 • Academic Words

A.

- | |
|---------------------------|
| 1. lpelenlnmen(transform) |
| 2. en(occurs)lapdriconmeh |

B.

- | | |
|----------|----------|
| 3. TRUE | 6. FALSE |
| 4. FALSE | 7. TRUE |
| 5. FALSE | |

C.

- | | |
|-----------------------|-----------------------|
| 8. Answers will vary. | 9. Answers will vary. |
|-----------------------|-----------------------|

Page 101 • Phonics

A.

- | | |
|---------------------|---------------------|
| 1. circle <i>ch</i> | 4. circle <i>ch</i> |
| 2. circle <i>sh</i> | 5. circle <i>th</i> |
| 3. circle <i>th</i> | |

B.

- | | |
|------------|----------|
| 6. shoe | 9. touch |
| 7. another | 10. rush |
| 8. thanks | |

Page 102 • Comprehension

- on a leaf
- in the water
- can swim in the water and hop on land
- Possible response:** They develop from eggs. They are both vulnerable to enemies.
- Caterpillars spin a cocoon and develop inside of it. Tadpoles develop in the water.

Page 103 • Reader's Companion

Possible Responses

Use What You Know

- ant, bee

Reading Strategy

- A butterfly must find a place to lay eggs.
- A tiny caterpillar crawls out.
- The caterpillar builds a chrysalis around itself.
- Then, the butterfly breaks out of the chrysalis.

Comprehension Check

Circle *A leaf is a good place.*

Page 104

Use the Strategy

It builds a chrysalis around itself.

Retell It!

The butterfly starts off as a caterpillar. The caterpillar builds a chrysalis around itself. Changes happen inside the chrysalis. The caterpillar turns into a butterfly and breaks out of the chrysalis.

Reader's Response

I have seen butterflies that are all different colors. Some are very big and some are very small. Some butterflies are yellow, red, blue, and brown.

Page 105 • Learning Strategies

Life Cycle of a Robin

2

1

4

3

Life Cycle of a Frog

3

1

4

2

Page 106 • Grammar

A.

- | | |
|----------|----------|
| 1. early | 3. later |
| 2. soon | 4. Now |

B.

- We will have a math test later.
- Our bus will be here soon.

Page 107 • Spelling

- | | |
|----------|-----------|
| 1. hutch | 5. watch |
| 2. batch | 6. ditch |
| 3. Pitch | 7. watch |
| 4. match | 8. sketch |

Writing Activity

Possible response: Sam caught a big fish in the ditch by his house. He let it go and watched it swim away.

Page 108 • Writing

- | | |
|------|------|
| 1. C | 3. B |
| 2. B | |

Pages 109–110 • Review

- D
- Possible response:** crocodiles
- Cause:** The rabbit must hide from predators. **Effect:** It hides in leaves on the ground.
- A
- C
- A tadpole lives in the water.
- B
- Both frogs and butterflies come out of eggs.

Page 111–112 • Writing Workshop

- | | |
|------|------|
| 1. B | 4. D |
| 2. C | 5. A |
| 3. B | |

Page 115 • Test Preparation

- mammal
- strong
- claws

Page 116

- they want to protect themselves
- to see wild animals

Unit 4

Page 117 • Key Words

A.

- | | |
|---------------|-------------|
| 1. volunteers | 3. bicycles |
| 2. donate | 4. helmets |

B.

- donate: give something to a person or group that needs help
- bicycles: vehicles with two wheels that you sit on and ride by moving your legs
- helmets: hard hats that protect heads
- volunteers: people who help others without being paid

Page 118 • Academic Words

A.

- | |
|-----------------------|
| 1. kmz(benefits)ghw |
| 2. db(normality)tsafe |

B.

- normally
- benefit
- benefit
- normally

C.

- Answers will vary.
- Answers will vary.

Page 119 • Word Study

- A.
- loaded
 - fixed
 - repaired
 - hunted
 - learned
- B.
- The spaceship landed on the moon.
 - I stacked the cups on the shelf.
 - Did you like how the movie ended?
 - We ainted pictures in art class.
 - Jenna looked out the window.

Page 120 • Comprehension

- They are thrown away.
- donate them
- They are fixed and sent to people in other countries.
- Helmets will keep the bike riders safe.
- They want to help others.

Page 121 • Reader's Companion

Possible responses

Use What You Know

- my driveway
- the sidewalk

Reading Strategy

his own bike broke

He would learn how to fix it himself.

Comprehension Check

children who did not have families

Page 122

Possible responses

Use the Strategy

Joshua solved the problem of what to do with old bikes.

Retell It!

When I was twelve, my bike broke. I decided to try to fix it myself. I did a good job. Soon my neighbors were bringing me old bikes to fix. I gave the bikes to children who did not have bicycles.

Reader's Response

I would like to give books to children who don't have them.

Page 123 • Learning Strategies

Problem	Solution
Jamie wants a new bike.	His sister will give him her old bike.
The sister's bike has a flat tire.	Jamie uses Kara's tire pump to fix the tire.

Page 124 • Grammar

- A.
- need to study
 - want to play
 - like to visit
 - loves to bake
 - wants to fix
- B.
- I don't need to practice my song today.

- I don't want to hear a funny story.

Page 125 • Spelling

- mixes
- wishes
- reaches
- buzzes
- touches
- pushes
- guesses
- relaxes

Writing Activity

Possible response: Andre dresses for school. He reaches up to comb his hair. He wishes he could go back to bed.

Page 126 • Writing

- B
- C
- B

Page 127 • Key Words

- A.
- scientists
 - instinct
 - tool
 - lab
 - proof
- B.
- c
 - d
 - b
 - e
 - a

Page 128 • Academic Words

- A.
- k m z b e t h e o r y c h s a v
 - d b n a p r m e t h o d s a f e
- B.
- method
 - theory
 - theory
 - theory
 - theory
 - method
- C.
- Answers will vary.
 - Answers will vary.

Page 129 • Phonics

- curved; circle *ur*
- girl; circle *ir*
- verb; circle *er*
- shirt; circle *ir*
- first; circle *ir*
- herd; circle *er*
- burn; circle *ur*
- turn; circle *ur*

Page 130 • Comprehension

- caw
- to learn more about them
- clams and walnuts
- You are born with instinct. You learn by studying.
- They have learned to solve problems.

Page 131 • Reader's Companion

Possible responses

Use What You Know

- They have wings.
- They have beaks.
- They like to eat.

Reading Strategy

Scientists study crows to learn more about them.

They watch what crows do in their habitat.

They also study crows in labs.

Comprehension Check

Crows fly over trees.

Crow sit on a power line.

Page 132

Possible responses

Use the Strategy

Scientists study crows to learn more about them.

Scientists watch crows in their habitats and in labs.

Retell It!

You may watch crows flying or sitting.

You may hear them call. We scientists also watch crows. We watch them in their habitat. We study them in labs. We want to learn more about crows.

Reader's Response

I like to watch ants. They move in a line.

Sometimes they carry bits of food. They are always busy.

Page 133 • Learning Strategies

Possible responses

Main idea: Crows work together to take care of their babies.

Supporting Details: The crows build a nest together. The mother sits on the eggs, and the father brings her food. The father guards the babies while the mother goes to get food.

Page 134 • Grammar

- A.
- found
 - drank
 - brought
 - broke
- B.

Possible responses

- I came to class early today.
- We sang our favorite songs.

Page 135 • Spelling

Possible responses

- experiment—a scientific test to show how something will react in a particular situation
- observe—watch something carefully
- behavior—the way that a person or animal does or says things

Writing Activity

Dr. Drew studies frogs. She observes them in their home near a pond. She does an experiment to test their behavior. She puts out some food. She watches to see if the frogs will share.

Page 136 • Writing

- C
- B
- A

Page 137 • Key Words

- A.
- discover
 - solve
 - invented
 - creation
 - Accident
- B.
- TRUE
 - FALSE
 - FALSE
 - TRUE

Page 138 • Academic Words

A.

P	Q	U	I	L	T	I	R
R	O	F	R	P	E	P	F
L	R	I	G	K	E	Y	S
V	S	Y	M	B	O	L	Y
D	A	D	K	P	E	N	M
E	Z	S	M	D	L	M	B
P	A	I	M	P	L	Y	O
M	C	O	S	T	U	M	L

B.

- symbol
- imply

C.

- Answers will vary.
- Answers will vary.

Page 139 • Phonics

A.

- cow
- come
- because
- cut

B.

- celebrate
- circle
- fancy
- center

Page 140 • Comprehension

- accidental inventions
- It froze.
- a Slinky™
- Possible response:** They worked together to create the Post-It™ note.
- Possible response:** Several of the inventions were toys.

Page 141 • Reader's Companion

Use What You Know

- toys
- food
- fireworks

Reading Strategy

The inventions show an accident can be a good thing.

Comprehension Check

discover; new

Page 142

Use the Strategy

Possible response: What good things came out of the accidents in the story?

Retell It!

There are so many great inventions that have been accidents! Many of them have been new toys. Creating new inventions is so exciting!

Reader's Response

Answers will vary.

Page 143 • Learning Strategies

- They wanted to play outside, but it was raining.
- as hockey sticks

Page 144 • Grammar

A.

- circle
- underline
- underline
- circle
- circle
- underline
- circle
- underline
- circle
- underline

B.

Possible responses

- Sue
- Taj Mahal
- Shanghai
- Thames

Page 145 • Spelling

- squeeze
- quack
- square
- quiet
- quarter
- squeak

Writing Activity

Possible response: Once upon a time, there was a queen who loved to make quilts. She cut square pieces of beautiful cloth. Many children helped her. The work was not quiet. The children squealed with laughter as they worked.

Page 146 • Writing

- C
- D
- C

Pages 147–148 • Review

- D
- Possible response:** People can donate their old bikes to other people who don't have bikes.
- Possible response:** Bicycle Exchange gives bikes to children, so the volunteers want to be sure the children ride safely.
- Possible response:** Crows dropped walnuts on the street or placed them on crosswalks. Cars drove over them and cracked the shells.
- A
- He was walking his dog and something stuck to his pants.
- B

Pages 149–150 • Writing Workshop

- D
- C
- A
- C
- B

Page 153 • Test Preparation

- D
- G
- A

Page 154

- It provided everything they needed.
- to turn or wind

Unit 5

Page 155 • Key Words

A.

- rotates
- sphere
- planets
- continents
- billions

B.

- craters
- rotates
- continents
- sphere
- planets

Page 156 • Academic Words

A.

- kmzbenefi(assign)w
- db(consistof)m a p l y r

B.

- consist of
- assign
- consist of
- assign

C.

- Answers will vary.
- Answers will vary.

Page 157 • Word Study

A.

- B
- D
- C
- E
- A
- old
- short
- fast
- awake
- heavy

Page 158 • Comprehension

- sphere
- the moon
- light and heat
- There are too many of them and we can't see them all.
- The sun is a star so it is made of hot gas.

Page 159 • Reader's Companion

Possible responses

Use What You Know

- Earth
- the sun
- stars

Reading Strategy

When our side of Earth faces the sun, we have day. When our side faces away from the sun, we have night.

Comprehension Check

(It is too hot.)

Page 160

Possible responses

Use the Strategy

The sun is closer to Earth than any other star.

Retell It!

The sun is a star. It gives us warmth and light. The eight planets orbit around the sun.

Reader's Response

I'd like to travel to Mars and build a settlement for people to live on.

Page 161 • Learning Strategies

- Stars are many times bigger than Earth.
- Stars look small because they are far away.
- Stars are made of gas and dust.
- Answers will vary.

Page 162 • Grammar

- C
- A
- B
- From space, Earth's oceans look blue and continents look brown and green.

Page 163 • Spelling

- photographer
- elephant
- phone
- alphabet
- sphere

Writing Activity

Possible response: I took a photograph of an elephant. I teach my little sister the alphabet. May I see your phone?

Page 164 • Writing

- C
- A
- B

Page 165 • Key Words

- | | |
|---------------|---------------|
| A. | B. |
| 1. canoe | 5. bark |
| 2. rainbow | 6. handprints |
| 3. bark | 7. rainbow |
| 4. handprints | 8. canoe |

Page 166 • Academic Words

- A.
- kmzb(traditiona)lstl
 - d(phenomenon)yrmen
- B.
- traditional
 - phenomenon
 - phenomenon
 - traditional
- C.
- Answers will vary.
 - Answers will vary.

Page 167 • Word Study

- soft back part of a leg
- inside surface of the hand
- something you hear
- part of some plants where the grains grow

Page 168 • Comprehension

- on Earth
- the Moon
- into the sky
- the Moon
- to explain natural phenomenon

Page 169 • Reader's Companion

Possible responses

Use What You Know
craters

Reading Strategy

She loved them very much. She wanted them to live forever. So she sent her children into the sky.

Genre

The Sun and the Moon

Page 170

Possible responses

Use the Strategy

The son became the sun and the daughter became the moon. The daughter was touched on her cheek by Earth Mother; the son was not touched by Earth Mother.

Retell It!

My mother wanted us to live forever. So she sent my brother to live in the sky as the sun and she sent me to live in the sky as the moon.

Reader's Response

Answers will vary.

Page 171 • Learning Strategies

- Venus and Mars are both planets. They both have mountains, volcanoes, and craters.
- Venus is hot and Mars is cold. Mars has ice, but Venus has no water at all. Venus is larger than Mars.

Page 172 • Grammar

- A.
- am
 - is
 - are
 - are
- B.
- She will climb to the top of the tree.
 - We will study the moon and its planets.

Page 173 • Spelling

- to
- two
- Two
- too
- too

Writing Activity

Possible response

There were two puppies at my house. I love puppies. My sister loves puppies, too. I want to bring the puppies to school to show my friends.

Page 174 • Writing

- A
- D
- D

Page 175 • Key Words

- A.
- spacewalks
 - flight
 - observe
 - space shuttle
 - satellite
- B.
- D
 - B
 - C
 - E
 - A

Page 176 • Academic Words

- A.
- significant
 - immigrate
 - significant
 - immigrate

B.

- immigrate
- a significant

Page 177 • Phonics

- far
- porch, story
- sports, are hard
- started, bark
- marching, performed
- orbit
- scored, before
- store, dark
- morning, horses, barn
- cars, horns

Page 178 • Comprehension

- an astronaut
- science and reading
- a scientist
- That is the language of the space program.
- Possible Responses:** He learned science. He got into the space program. It helped him later in life.

Pages 179 • Reader's Companion

Use What You Know

Possible responses: 1. go to college.
2. become a teacher

Reading Strategy

In 1980, Franklin was chosen to become an astronaut. Franklin went on more space flights than anyone had ever done before. He says that we must take care of Earth.

Comprehension Check

the sight of Earth from outer space

Page 180

Possible responses

Use the Strategy

Franklin was chosen to be an astronaut. He studied six years before his first flight. Then he went on six more flights, doing experiments, and making spacewalks.

Retell It!

Earth looks beautiful from space. We must take care of our home.

Reader's Response

Franklin worked hard to achieve his goals. He will inspire other people to take care of Earth.

Page 181 • Learning Strategies

Possible response: Mars is the fourth planet from our sun. A robot helps us study Mars. Some scientists think that there are living things on Mars.

Page 182 • Grammar

- A.
- because
 - because
 - so
 - because
- B.
- so
 - so

Page 183 • Spelling

- sight
- lightning
- bright
- night
- right

Writing Activity

Possible response: One night, there was a bright moon. It looked like daylight. My family and I went outside. We played catch! It was a beautiful sight.

Page 184 • Writing

- C
- A

Pages 185–186 • Review

- B
- Possible response:** Constellations are groups of stars that look like a picture. People named constellations for things they knew, such as animals.
- C
- B
- Possible response:** The myth tells how the moon appears, gets larger, then disappears over and over. The selection explains that the moon is our nearest neighbor, that it has no air, no water, and no living things. Twelve astronauts have walked on the moon.
- Possible response:** Franklin was excited about Sputnik. He decided to be an astronaut when he was seven years old. He was a good student and curious about the world. He liked to repair things.
- Possible response:** Franklin was good at fixing things because he liked to repair things as a boy.

Page 187–188 • Writing Workshop

- A
- B
- A
- C
- D

Page 191 • Test Preparation

- Apollo 11*
- two
- The day man first landed on the moon

Page 192

- space traveler
- monkeys are like people

Unit 6

Page 193 • Key Words

- | | |
|--------------|--------------|
| A. | B. |
| 1. festival | 5. schedule |
| 2. supplies | 6. festival |
| 3. advertise | 7. advertise |
| 4. schedule | 8. supplies |

Page 194 • Academic Words

- A.
- k(annual)calitnw
 - dbconparticipate
- B.
- participate
 - participate
- C.
- Answers will vary.
 - Answers will vary.

Page 195 • Phonics

- down, ground
- Cows, owls
- Wow, mouse
- scout, brown
- clown,
frowning
- followed, crowd
- clouds, round
- found, couch
- loud, sound
- south, town

Page 196 • Comprehension

- Red Tree
- Ms. Tan
- art supplies
- Possible responses:** so she wouldn't have to spend her own money; art supplies are expensive
- Possible responses:** to attract as many people as possible; because it is for many different ages

Page 197 • Reader's Companion

Possible responses

Use What You Know

- drawing
- paper flowers

Reading Strategy

Summer Arts Festival

Comprehension Check

take art classes, go to demonstration to learn how to make pottery or a collage

Page 198

Possible responses

Use the Strategy

The author's purpose is to tell about the Summer Arts Festival.

Retell It!

The Summer Arts Festival is held each year in Red Tree. There are art classes for people of all ages. You can watch people make pottery and collages.

Reader's Response

I would like to learn more about making pottery. My grandmother was a potter.

Page 199 • Learning Strategies

- The author's purpose is to inform and persuade.
- Possible response:** The author tells his grandmother when and where the art show is. He tries to persuade her to come by telling her he has a painting of her cat in the show.

Page 200 • Grammar

- Dear Aunt Jane,
- Sunday, February 7
- Your friend, John Malloy
- St. Louis, MO 63117
- Friday, May 15
- Sincerely, Mona Tyler
- Mom bought bananas, grapes, mangos, and oranges at the fruit stand.
- We saw lions, monkeys, zebras, and giraffes at the zoo.

Page 201 • Spelling

- school
- schooner
- scheme
- schedule
- scholar

Writing Activity

Possible response

Time	Activity
8:30	Greeting
8:45–9:30	Reading
9:30–10	Art
10–10:45	Math
10:45–11:30	Science

Page 202 • Writing

Answers will vary.

Page 203 • Key Words

- | | |
|-------------|-------------|
| A. | B. |
| 1. scissors | 6. puppets |
| 2. stapler | 7. yarn |
| 3. buttons | 8. scissors |
| 4. yarn | 9. stapler |
| 5. puppets | 10. buttons |

Page 204 • Academic Words

- A.
- kprequirdetting
 - dbconparreverse
- B.
- reverse
 - required
- C.
- Answers will vary.
 - Answers will vary.

Page 205 • Phonics

- | | |
|--------------|-----------|
| A. | B. |
| 1. party | 6. you |
| 2. city | 7. yet |
| 3. community | 8. yard |
| 4. silly | 9. yell |
| 5. happy | 10. yo-yo |

Page 206 • Comprehension

- thousands of years
- gather supplies
- put on a show, tell a story
- so the puppets will turn out

5. **Possible response:** You can make it look any way you want. You can use the puppet to create stories and shows.

Page 207 • Reader's Companion

Possible responses

Use What You Know

1. buttons 2. colored paper

Reading Strategy

I can make a puppet with these things.

Comprehension Check

yarn, colored paper

Page 208

Possible responses

Use the Strategy

My purpose is to find out what supplies

I need to make a puppet.

Retell It!

To make a puppet, gather together white paper plates, scissors, a stapler, glue, yarn, buttons, colored paper, and crayons, markers, or paint.

Reader's Response

Possible response: I would have my puppet tell jokes to the audience.

Page 209 • Learning Strategies

- to learn how to do something
- to learn new facts or ideas
- to enjoy
- to learn new facts or ideas

Page 210 • Grammar

A.

- Drink your orange juice.
- Look at your book.
- Help your grandmother.
- Don't touch the artwork.

B.

- Clear the table and wash the dishes.
- Do not eat cookies before dinner.

Page 211 • Spelling

- gems
- stage
- giraffe
- gentle
- energy

Writing Activity

Possible response: I made friends with a giraffe. She had gems. She was tiny. She was always gentle.

Page 212 • Writing

Answers will vary.

Page 213 • Key Words

A.

- statement
- cause
- symbols
- create
- public

B.

- cause
- public
- create
- create
- symbols

Page 214 • Academic Words

A.

- alternativ~~e~~calitnw
- dbcon~~g~~oadreanate

B.

- goal
- goal

C.

- alternative
- alternative
- Answers will vary.
- Answers will vary.

Page 215 • Word Study

Two Syllables	statement, public, symbol
Three Syllables	awareness, popular, graffiti
Four Syllables	community, illustration, traditional

Page 216 • Comprehension

- in the 1960 and 1970s
- weeds
- black and white
- Possible response:** It can be seen by many people.
- Possible response:** There are more objects to paint on.

Page 217 • Reader's Companion

Use What You Know

Possible responses: sides of buildings, on train cars, objects on street

Reading Strategy

When artists create art in a wide-open public place, their message reaches many people.

Comprehension Check

Ancient drawings on cave walls

Page 218

Use the Strategy

Possible response: There are all types of public art.

Retell It!

Possible response: I love making public art! There are all kinds of art to see, on buildings, trains, and even fire hydrants! Large murals cover the sides of buildings. It is so amazing to walk around and see the art!

Reader's Response

Answers will vary.

Page 219 • Learning Strategies

- Possible response:** She has seen sculptures that move.
- Possible response:** She loves looking at sculptures.

Page 220 • Grammar

A.

- Mom said, "We must go to bed."
- Sonia asked Dad, "Will you help me?"
- "I read that book," Mike said.
- Kim said, "That is my dog."

B.

- Jason said, "Math is my favorite subject."
- Sharon said, "I ate three cupcakes."

Page 221 • Spelling

- scissors
- statement
- beautiful
- create
- cause

Writing Activity

Possible responses:

although
balloon
enough
know
their

Page 222 • Writing

Answers will vary.

Page 223–224 • Review

- D
- C
- Annual means it happens once each year.
- B
- Possible response:** You could add yarn to give it hair.
- Possible response:** murals, sculptures
- Answers will vary.

Page 225–226 • Writing Workshop

- C
- B
- A
- B
- C

Page 229 • Test Preparation

- ingredients
- fruit
- snacks

Page 230

- open to everyone
- because a public art show is a big project

Possible responses: sides of buildings, on train cars, objects on the street.

Reading Strategy:

When artists create art in a wide-open public space, their message reaches many people.

Comprehension Check

Ancient drawings on cave walls

LETTERS HOME

Manuscript,
for review only

Manuscript,
for review only

Dear Family,

For the next few weeks, our class will be studying about communities. We will talk about what children do in different communities and why individuals are important to their communities. We will also talk about how families are like communities.

You can help your child learn more about communities. Talk to your child about the community you live in now or the community you lived in as a child. You may give information about:

- what kinds of jobs people have in the community
- how people live in the community
- where people play in the community

Also talk about things in the community that help people to live, work, and play. This will help your child understand how he or she fits into the community.

In this unit, students will play a guessing game. You can help your child by playing a similar game at home. Describe a place in your community and let your child guess where it is. Encourage your child to describe objects for you to guess about.

Students will also write an essay describing an event. To help your child, talk about events that take place in your family or community. Encourage your child to give you details about a favorite event.

At the end of this unit, your child will talk about how communities are alike and different. Your child may need to search the Internet or find other information at the school library. I am also encouraging your child to read other books about communities. Ask your child to talk to you about what he or she is doing in school and the additional books he or she is reading for the unit.

Thank you for helping us with our unit about communities.

Sincerely,

Teacher

Dear Family,

For the next few weeks, our class will be studying about meeting challenges. We will talk about solving problems and trying new things.

You can help your child learn more about meeting challenges. Talk to your child about a person who meets challenges here in the United States or in your country of origin. You may give information about:

- the person's background
- what the person did to meet his or her challenges

Talk to your child about a challenge that he or she could meet. Talk about the activities your child has to do to meet these challenges. This exercise will help your child understand that people must work hard to meet challenges.

In this unit, students will perform a skit. You can help by asking your child to act out a favorite scene from one of the readings. Encourage your child to pretend to be different characters in the story.

Students will also write a story. You can help by telling stories about things that have happened to you. Ask your child to tell you a story about a personal experience. If he or she can't think of anything, ask about something funny that happened in school or something unusual that happened at lunch.

At the end of this unit, your child may work alone or with another student on a project. Your child may have to use the Internet or find other information at the school library to do this project. I am also encouraging your child to read other books about meeting challenges. Ask your child to talk to you about the projects he or she is doing and the additional books he or she is reading for this unit.

Thank you for helping us with our unit about meeting challenges.

Sincerely,

Teacher

Dear Family,

For the next few weeks, our class will be studying about animals in nature. We will talk about how animals grow, about their habitats, and about why some animals behave the way they do.

You can help your child learn more about animals at home. Talk to your child about animals around the world or in your country of origin. Also talk to your child about animals you have or may have had in your home. Discuss some of the differences between some of the animals. How did the animals affect you? This will help your child better understand how to live with animals.

As part of this unit, students will write and recite a poem about a favorite activity or animal. You can help your child by talking about poems you like, either in English or in your native language. Ask your child to read out loud the poem he or she has written.

Students will also write a personal narrative. Talk to your child about different things he or she has done. Remind the child of classes or camps he or she has gone to, or visits or trips he or she has taken. Ask what your child learned from these events. This will help your child decide what to write about.

At the end of this unit, your child may work alone or with other students on a project. Your child may need to use the Internet or find other information at the school library to do this project. I am also encouraging your child to read other books about animals at home. Ask your child to talk about the school projects he or she is doing and the additional books he or she may be reading for this unit.

Thank you for helping us with our unit about animals in nature.

Sincerely,

Teacher

Dear Family,

For the next few weeks, our class will be studying about great ideas. We will talk about great ideas that help people all over the world. We will also talk about scientists and inventors and how scientists test their great ideas.

You can help your child learn more about great ideas. Talk to your child about what life would be like without:

- people who have great ideas
- inventors, painters, builders, writers, and actors
- great ideas that changed the way we live

In this unit, students will give a presentation. You can help your child by asking about his or her talents or hobbies. What does the child like to do when not in school? Ask your child to describe what he or she likes about the hobby and ask questions about it. This will help your child be prepared for the presentation.

Students will also write an essay comparing and contrasting two people, places, or things. To help your child, ask what is the same and what is different about two things the child knows well. This will help your child notice similarities and differences.

At the end of this unit, your child may work alone or with other students on a project. Your child may need to search the Internet or find other information at the school library to do this project. I am also encouraging your child to read other books about great ideas. Ask your child to talk to you about the school projects he or she is doing and the additional books he or she is reading for this unit.

Thank you for helping us with our unit about great ideas.

Sincerely,

Teacher

Dear Family,

For the next few weeks our class will be studying our neighbors in space. We will talk about stars, planets, and astronauts. We will also discuss different myths about the sun and the moon, and why the moon appears to change shape in the sky.

You can help your child learn more about our neighbors in space. Talk to your child about the Earth, the sun, the moon, stars, planets, and asteroids. You may give information about the phases of the moon and constellations.

Also talk about why we live on Earth and why we don't live on the other planets, or the sun or moon. Talk about how astronauts travel. Talk to your child about myths or stories that tell about our neighbors in space.

As part of this unit, students will write and present a TV newscast about space or space exploration. Watch a TV news story with your child and point out how the story answers the questions *Who, What, Where, When, Why, and How*. Encourage your child to practice the newscast at home.

Students will also write a review of a book or movie. Help your child by asking why he or she likes or dislikes a particular book or movie. Encourage the child to give detailed explanations for opinions.

At the end of this unit, your child may work alone or with other students on a project. Your child may need to search the Internet or find other information at the school library to do this project. I am also encouraging your child to read other books about neighbors in space. Ask your child to talk to you about the school projects he or she is doing and the additional books he or she is reading for this unit.

Thank you for helping us with our unit about neighbors in space.

Sincerely,

Teacher

Dear Family,

For the next few weeks, our class will be studying about arts festivals. We will talk about different forms of art and music from around the world. We will also talk about creating our own art.

You can help your child learn more about arts festivals. Talk to your child about puppets, masks, ceramics, dancing, and other forms of art. You may give information about arts:

- from around the world and in your country of origin
- that you admire

Talk to your child about a form of art in which he or she has interest. Talk about what your child would need to do to become more familiar with his or her chosen form of art. This activity will give your child a goal toward making an object that is his or hers.

In this unit, students will give a how-to presentation. To help, ask your child to explain to you how to perform a task or play a game. Encourage the child to explain the different steps in the order they need to occur.

Students will also write a research report. Assist your child by asking about his or her research plan and making sure the child has his or her research notes organized. Encourage your child to share what he or she learns from the research.

At the end of this unit, your child may work alone or with other students on a project. Your child may need to search the Internet or find other information at the school library to do this project. I am also encouraging your child to read other books about arts festivals. Ask your child to talk to you about the school projects he or she is doing and the additional books he or she is reading for this unit.

Thank you for helping us with our unit about arts festivals.

Sincerely,

Teacher

READING SUMMARIES

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Reading 1

Lin's Shopping Day

This poem tells of a girl named Lin who lives in the city. Lin visits shops in the market with her Dad on a shopping trip. She sees lobsters, smells flowers, and buys bok choy. She sees a mail carrier, a police officer, and her teacher. Lin and her dad ride the bus home.

Reading 2

Making Friends

This reading tells about a classroom of children from all over the world. The teacher has them show each other something fun. Hana and Carlos are sad because they don't know anyone yet. Hana is from Japan, and Carlos is from Mexico. At the end, Hana teaches Carlos origami, and Carlos teaches Hana to cook a dessert. They are both happy.

Reading 3

My Family

This reading tells of a large family that loves to celebrate special occasions. They have birthday parties, barbecues, or just plain house parties. They eat lots of food, make noise, and have fun.

Reading 1

The Rabbit and the Lion

This reading is about a rabbit and a lion. The lion catches the rabbit and tries to eat him. The lion tells the rabbit that he is the king of the forest. The sly rabbit tricks the lion by telling him that his reflection in the well is the king. The lion believes that his reflection is that of the king. The lion jumps in the well to attack the reflection. The rabbit outsmarts the lion.

Reading 2

The Contest

In this reading, the main characters are the North Wind and the Sun. The North Wind is bored and decides to challenge the Sun. The North Wind sees a lady wearing a hat and tells the sun that she will be able to make the lady take off her hat first. The North Wind starts to blow, but the lady holds her hat in place. When it's the sun's turn, he shines brightly and the lady takes off her hat. The lady then fans herself with her hat. The North Wind then makes a small breeze. At the end of the reading, the North Wind understands that both he and the Sun have important jobs.

Reading 3

Fresh Food in Strange Places

This reading is about growing food in urban areas. It describes how the increase in the world's population means a decrease in the available land to grow food. The reading describes urban farms in Tokyo, Japan, and in The Hague, Netherlands. The reading ends with a letter sent to the principal of a school, asking permission to start a garden for growing fresh food on the school grounds.

Reading 1

Animal Homes

The poem "Animal Habitats" tells about many different animals and their habitats. It tells about the diverse habitats around the world and which animals have adapted to those environments. The poem emphasizes how specific each group of animals is to their habitat. The poem "Alligators and Crocodiles" tells about the similarities and differences between alligators and crocodiles. It delivers scientific facts in a playful way.

Reading 2

Can You See Them?

Camouflage is the main point in this reading. It shows different animals and how they use camouflage to survive. Some animals use camouflage to hide from predators, while others use it to catch prey.

Reading 3

How Do They Grow?

This reading describes how a butterfly and frog grow and change over their lifetimes. The butterfly starts out as an egg, which then hatches and becomes a caterpillar. The caterpillar then surrounds itself in a chrysalis before finally becoming a butterfly. The frog also starts out as an egg but quickly turns into a tadpole. As the tadpole grows legs and moves on land, it becomes a frog.

Reading 1

On Your Bike, Get Set, Donate!

This reading tells of the many organizations that take old bikes, fix them up, and donate them. Along with donating the refurbished bikes, they also donate helmets and give bicycle safety lessons. Bikes are even sent to other countries where they are needed. Even children fix up their bicycles to help in this great effort.

Reading 2

Scientists and Crows

This reading questions whether animals are smart or if they are just born with instinct. Scientists in this reading study crows. The scientists are trying to figure out if crows use instinct or if they can really solve problems. Scientists still need to do more tests to come up with a conclusion.

Reading 3

Accidental Inventions

This reading tells us that some items people use every day started off as accidental discoveries! The inventors of some toys, treats, and sticky things changed their plans and became successful without reaching their intended goals.

Reading 1

Earth and Beyond

This informational reading asks and answers many questions about the Earth and the sky. In this reading, people learn about the moon, sun, and stars. It talks about the planets and solar system. This reading is very informative.

Reading 2

One Moon, Many Myths

This reading tells of three myths about the sun, moon, and sky. The first myth is about a girl who climbed a rainbow up to the moon. While on the moon, she beat bark until it was soft cloth. She threw the cloth all over the sky, and that is where we get clouds. The Australians tell the myth of the moon. One day Baloo, the moon, tried to get in a canoe with two girls. Baloo fell in the water, and the girls laughed. Baloo was so embarrassed that he hid in the sky. He sometimes shows his face, but then he gets embarrassed and hides again. The last myth tells of the sun and the moon. Mother Earth had two children, whom she loved very much. She sent them to the sky. The son became the sun, and the daughter became the moon.

Reading 3

Franklin's Dream

This is a reading about a man named Franklin Chang-Diaz. After seeing *Sputnik* lift off, he dreamt of becoming an astronaut. With much studying and hard work, his dreams came true. In 1986, he was an astronaut on *Columbia's* flight. Franklin loves looking at Earth from outer space.

Reading 1

Arts Festival!

This reading tells about an Art Festival that is held annually in Red Tree. People make posters to advertise the festival. There is a make-your-own-puppet contest. Parents and their children take art classes together at the festival.

Reading 2

How to Make Puppets

This reading tells how to make a puppet. It tells what you need to make your puppet. It breaks down how to make a puppet into four steps.

Reading 3

Painting for the Public

This reading tells about public artists. Prehistoric cave paintings may be the oldest examples of public art. Today, public artists use art to bring attention to causes. These artists make their creations for the world to see, painting the sides of buildings, storm drains, and fire hydrants.

GRAPHIC ORGANIZERS

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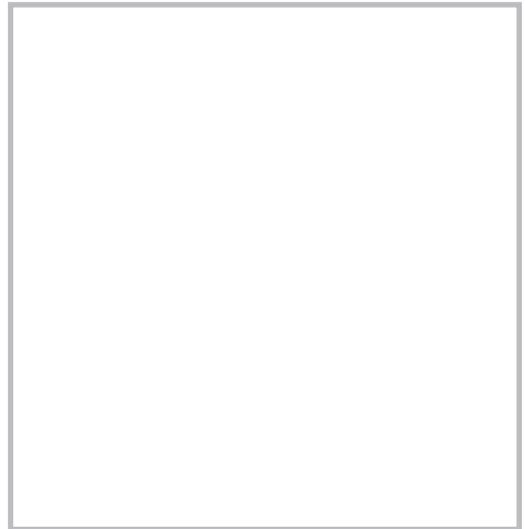
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GO 1: Main Idea and Details Chart

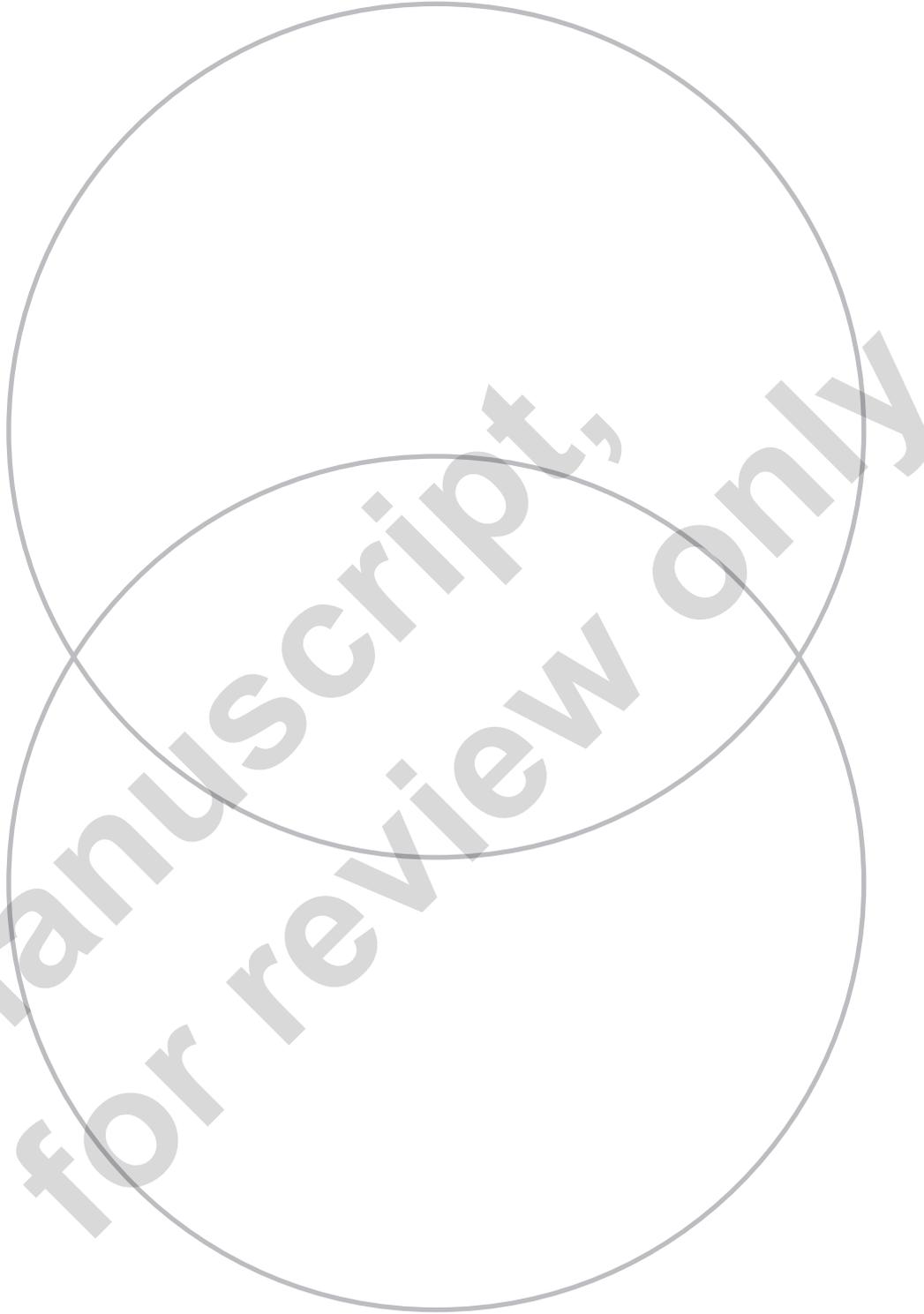
Main Idea



Supporting Details



GO 2: Venn Diagram



GO 3: Prediction Chart

What I Predict	What Happens

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GO 4: Sequence of Events Chart



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GO 5: K-W-L Chart

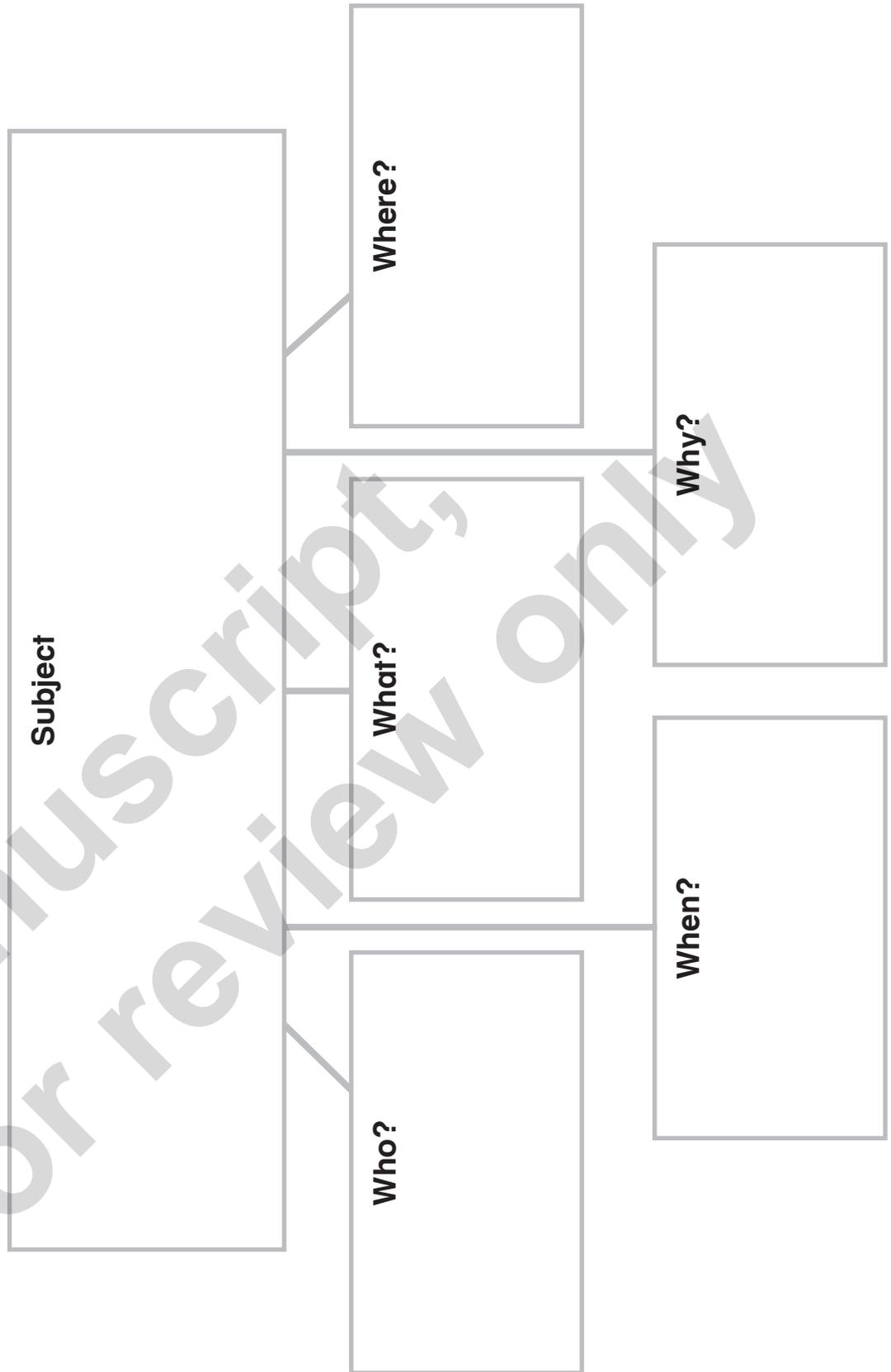
L- What I Learned	
W- What I Want to Know	
K- What I Know	

GO 6: 5 W Chart

Who?
What?
Where?
When?
Why?

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GO 7:5 W Organizer



GO 8: Cause and Effect Chart

CAUSE

EFFECT

<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>
<p>Why did it happen?</p>	<p>What happened?</p>

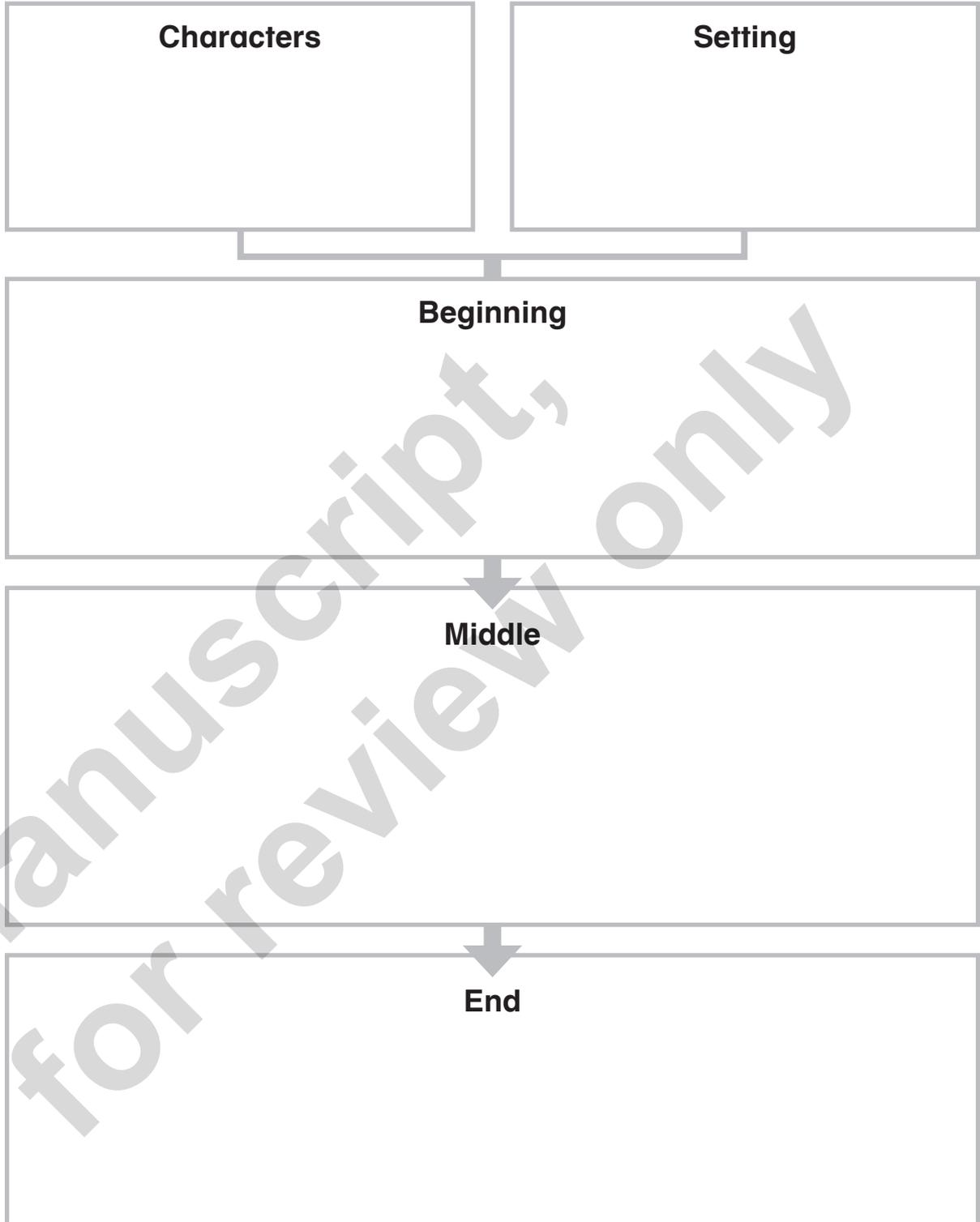
GO 9: T-Chart

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GO 10: Timeline



GO 11: Story Map I

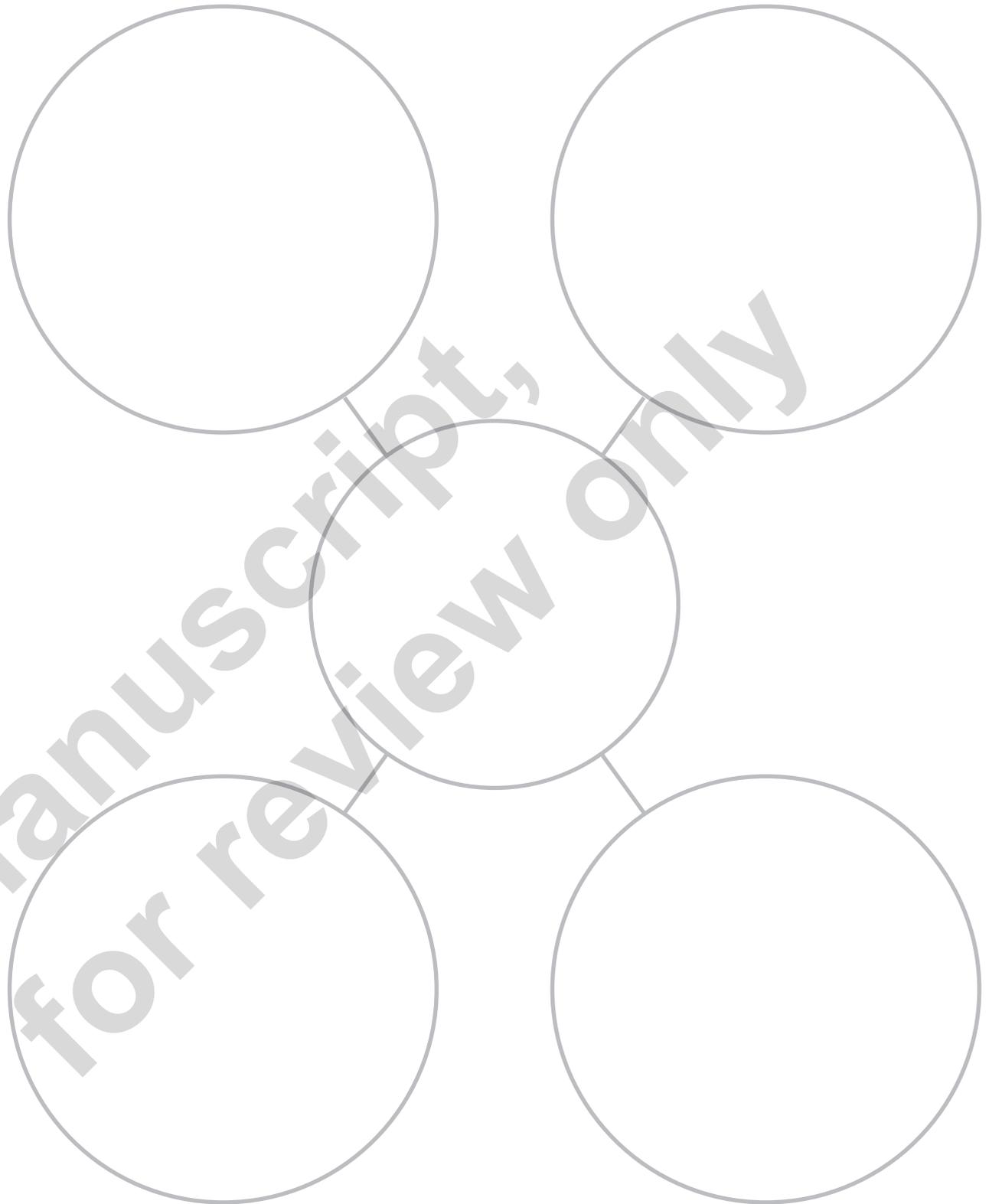


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GO 12: Three-Column Chart

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GO 13: Word Web



GO 14: Character Trait Web

The diagram consists of five circles. A central circle is labeled "Character". Four other circles are arranged around it, each labeled "Trait" at the top and "Example" in the middle. Each of these four outer circles contains three horizontal lines for writing. The circles are connected by lines to form a web structure.

Trait

Example

Trait

Example

Character

Trait

Example

Trait

Example

FLUENCY

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The Development of Reading Fluency

What Is Fluency?

Fluency is one of the five key components of reading proficiency, along with phonemic awareness, phonics, vocabulary, and comprehension. Fluency is generally defined as the ability to read text both quickly and accurately with appropriate expression. Up until the last decade or so, fluency was often addressed sporadically, with most attention directed to the other components of reading proficiency. Now, development of fluency is seen as very important because there is a close relationship among word recognition, comprehension, and fluent reading. Fluent readers, in contrast to nonfluent readers, do not have to focus most on decoding words. Their higher level of automatic word recognition, ability to read in meaningful “chunks,” and sense of prosody allow them to direct their attention to the understanding of the text, to bring to bear their prior knowledge to the ideas in that text, and therefore to construct meaning.

Fluency happens gradually over time, through multiple opportunities for focused practice. It is important to realize that there is no one magic moment when fluency is “done,” as readers’ degree of fluency will change, depending on factors such as the genre they are reading, their familiarity with the words and topics, their amount of accumulated practice in reading text, and whether they are reading aloud or silently.

Most beginning readers of English, because they are just learning to connect sounds to letters and to blend letter sounds into words, read slowly and laboriously. They tend to read word for word with no expression or sense of word and sentence boundaries. Helping readers with words in isolation is important but not sufficient in terms of fluency development. Students need focused instruction and fluency practice using connected text.

What Are the Elements of Fluency Development?

Modeling

In order to become fluent readers, students need exposure to systematic modeling of fluent reading. By demonstrating what fluent reading is, teachers show how the reader’s voice helps make sense of written text. Daily reading aloud to students, with attention to pronunciation, phrasing, and expression, helps them understand what a fluent reader sounds like. For the primary grades, the use of big books, and texts on posters or chart paper helps focus students’ attention on the elements of fluency. As teachers read the words aloud, they use pointers or their fingers to show where and how they pause, and when they raise or lower their voices.

Text Accessibility

It is very important that students interact with texts at a level appropriate for fluency development. *Independent level text* refers to text that is relatively easy for the reader. The reader is in a comfort zone, and has difficulty with no more than one in twenty words (approximately 95% success). *Instructional level text* refers to text that is generally manageable but also somewhat challenging. The reader has difficulty with no more than one in ten words (approximately 90% success). *Frustration level text* refers to text that is too challenging for the reader’s current level of development. The reader has difficulty with more than one in ten words (less than 90% success). For the purposes of fluency, students should have multiple opportunities to read text that is at their independent reading level, text

that they can read with a success rate of approximately 95%. In many classrooms, teachers employ a mix of independent level text and instructional level text work. Students are allowed to self-select material at their independent reading level to read to the teacher, but they work on fluency with instructional level text only after extensive exposure to and work with that text. For example, they may have focused for some time on a combination of vocabulary development, phonics, or comprehension activities related to the instructional level text first.

Repeated Reading Research has consistently shown that repeated reading of the same text is an effective way to foster fluency development. There are several procedures teachers can use to provide these multiple opportunities for oral reading. These include one-on-one student-teacher reading, peer partner reading, choral reading, reader's theater, and recording-assisted reading.

In *student-teacher reading*, the teacher works one-on-one with the student. The teacher models the reading first, and then the student reads the text. As the student reads, the teacher provides help and feedback. The student rereads the text three to four times.

In *peer partner reading*, students work with each other. (1) For paired reading, the teacher may decide to put a more fluent reader together with a less fluent reader. The more fluent student reads the text first, and then the less fluent reader reads it back. The more fluent reader may help with word recognition and phrasing, as well as provide encouragement. (2) In another kind of paired reading, students of the same ability, having heard the teacher model the text, take turns reading the text to each other, up to three times each. They may fill out a short feedback form such as the Peer Partner Checklist on page 160. (3) In yet another form of peer reading, students form small groups and take turns reading to each other. One group member reads a portion of text as the rest of the group listens. Then the group member reads each sentence and has the rest of the group echo-read after each sentence. The procedure is repeated for each group member, with another portion of the text read each time. When everyone has finished their portions of the text, the group reads the whole text together in unison.

In *choral reading*, teachers read from a big book or other text that all students can see at the same time. The teacher chooses a text at the independent reading level of the majority of students, and models the reading. Then the teacher reads the text again as students read aloud at the same time, three to five times.

In *reader's theater*, students use repeated reading of text as a means to an end—the expressive classroom performance of a scene related to a text students have studied earlier. The teacher, with or without student participation, chooses a meaningful dialogue-rich portion of text, and then provides students with scripts for rehearsal. Students prepare for their roles by repeatedly practicing their lines so that they can read them smoothly and expressively in their live performance. See an example of a reader's theater script on page 162.

In *recording-assisted reading*, students first listen to an audio source (e.g., CD, video) and then echo-read or simultaneously read the text along with the recording.

Silent Reading Development of fluency is most effective when teachers spend class time working with nonfluent students directly, engaging in such activities such as those described above. Modeling and explicit instruction in word recognition, phrasing, and reading rate are very important for struggling readers. These students tend to benefit less from independent silent reading in the classroom because they do not yet have the automaticity, phrasing, and reading speed they need to do so. Many teachers, however, have built in time for independent reading using such systems as Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR). During this scheduled independent reading time, students with few reading issues can read independently, and students with reading problems can work directly with the teacher in a separate area of the classroom.

This is not to say that struggling students should never read silently. If they have finished a class activity or a test early, they could certainly take advantage of that time to read something at their independent reading level. Or they could read silently for extra points during lunchtime, or in an after-school reading club. All students should be encouraged to read more as much as possible, especially at home.

How Is Progress in Fluency Development Measured?

Every struggling reader has individual issues. Students from different countries who are just learning English have many adjustments to make that other native but struggling readers do not have. For example, some nonnative speakers may be accustomed to reading from right to left, or vertically rather than horizontally. Some may know different alphabetic systems, or none at all. Some may have difficulty with distinguishing and producing sounds that are not present in their native languages. It is only logical, then, to assume that these students will progress more slowly in fluency development than native speakers do.

Progress in fluency can be measured both informally and formally. For example, for informal assessment, teachers may circulate around the room while students are reading aloud to each other. They may fill in a checklist (p. 160), use a simple rubric (p. 161), or take notes on several readers as they walk around the room. If teachers do this every day, they can consistently cover all of their students, a few at a time. Teachers may also ask students to read text into a tape recorder from time to time. Some teachers use miscue analysis, keep running records, or use an Informal Reading Inventory (IRI).

In formal assessment, teachers look for targeted improvement in reading rate, in phrasing, in expression, and in comprehension while reading aloud. They use timed readings to compare students' performances, calculating the number of words read correctly per minute. These results are often compared to any one of a number of published oral reading fluency norms or standards, such as Deno's Curriculum-Based Measurement/Oral Reading Fluency assessment (CBM/ORF), Good and Kaminski's Dynamic Indicators of Basic Early Literacy Skills (DIBELS), or Johns and Lenski's Basic Reading Inventory (BRI). It is important to remember that these norms are not necessarily a reliable indication of overall performance for nonnative speakers of English, due to their native language backgrounds and developing levels of English. Teachers can more accurately measure the progress of these students by comparing each student's previous performances against the latest performance.

Words Correct Per Minute (WCPM) Calculation This procedure is used with one-minute timed readings. Errors are subtracted from the total number of words read in one minute to arrive at the number of words correct per minute.

1. For formal assessment, choose a passage equal to or slightly above the word counts used on the unit fluency pages in the Student's Book. The passage should be one students have worked with before.
2. Working one-on-one, have the student read the text aloud for exactly one minute. As the student reads, mark the number of errors (substitution of a word, omission of a word, insertion of a new word, reversal of two words, repetition of a word).
3. After one minute, stop the student. Count up the number of words read.
4. Count up the number of errors made during the reading.
5. Subtract the number of errors from the total number of words read during the minute. The result is the number of words correct per minute.
6. Use this procedure several times throughout the year to measure the student's growth in fluency.

Peer Partner Checklist

These checklists can be photocopied and distributed to be used with appropriate Fluency Activities.

I noticed that _____, my partner

After 2nd reading

-
-
-
-

After 3rd reading

- remembered more words
- read faster
- read more smoothly
- read with more expression

I noticed that _____, my partner

After 2nd reading

-
-
-
-

After 3rd reading

- remembered more words
- read faster
- read more smoothly
- read with more expression

Rubric Describing Oral Fluency

Ability Level	Description
4	Student consistently reads with appropriate speed, phrasing, expression, and accuracy
3	Student often reads with close to average speed, phrasing, expression, and accuracy; attends to punctuation
2	Student often reads in short phrases but sometimes word for word; sometimes ignores punctuation; low expressivity
1	Student reads haltingly word for word; frequent long pauses between words; frequently ignores sentence boundaries
0	Student is unable to associate English sounds and spellings; cannot recognize words, word and sentence boundaries, punctuation

Sample Reader's Theater Script

NARRATOR

Jessie came out of the art room as the other girls were talking.

CARLA

Hey, Jessie! Casey wants to ask you something.

CASEY

I need your help.

NARRATOR

Jessie was puzzled.

JESSIE

Why should I help you?

CASEY

I'm sorry I was mean to you.
But if you help me with science, I'll help you with basketball.

JESSIE

Why?

CASEY

Because if I don't do better in science class, I will be off the basketball team.

DAMARIS

Come on. You two can help each other. Everybody will win.

CARLA

It's worth a try. Okay?

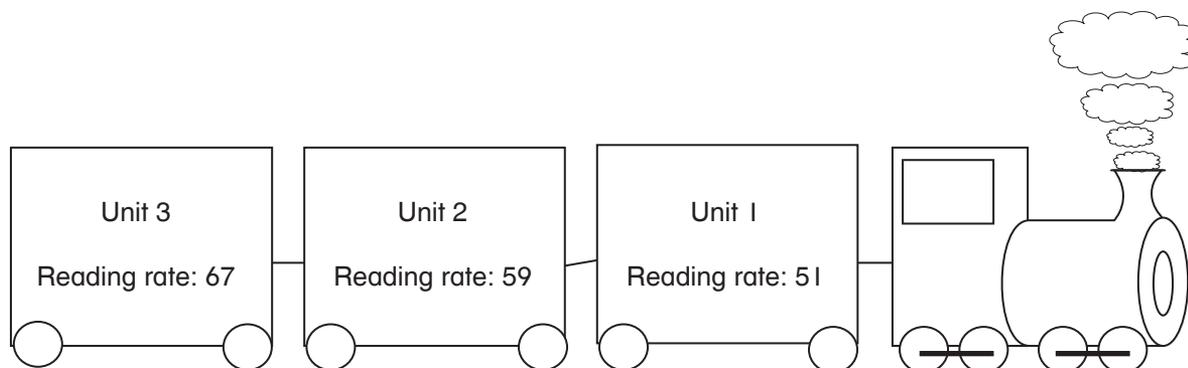
JESSIE

Okay. We can try to help each other.

from *Everybody Wins* by Pamela Walker, © Pearson Education

Sample Graph of Student Progress: Grade 3

Adding on a car to the train each time a student progresses in fluency during evaluation provides evidence of growth.



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Units 1–6

This Activity is to be used for Fluency Activities 5, 8, 11, in all units.

Have students choose and practice reading texts from magazines or books. Then sit with each student to evaluate progress. Do this by listening and timing the student and noting any miscues. Let the student read the passage several times. Note the student's improvement in time and accuracy each time he/she rereads the passage. Let him or her compare the first and last reading to see the improvement.

Students enjoy seeing their progress. You could use a paper "reading train" to visually represent the student's progress. An additional train car is attached to the train engine each time the student advances in reading time and accuracy. See page 127.

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