GENRE: INFORMATIONAL NONFICTION

Comprehension

Have a student read the definition of Informational Nonfiction on Student Book page 48. Students should look for facts, definitions of words or concepts, and pictures with captions.

STRATEGY

SUMMARIZE

Remind students that a summary is a retelling of the most important facts, ideas, or events in a text. Students should summarize using their own words.

SKILL

MAIN IDEA AND DETAILS

Explain that the main idea is the most important point of a paragraph or an entire nonfiction text. Supporting details are statements that help prove the point or explain the main idea.

Vocabulary

Vocabulary Words  Review the tested vocabulary words: climate, silken, lumbering, swallows, lurk, shimmer, and eerie.

Selection Words  Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

- **biome** (p. 50): a community of living things
- **survival** (p. 50): life
- **saguaro** (p. 53): a type of cactus that is tall and has few branches
- **nocturnal** (p. 55): staying awake at night and sleeping during the day
- **crevices** (p. 61): narrow cracks
Preview and Predict

Ask students to read the title, preview the map and graphics, and make predictions about the story. What different kinds of desert creatures will be discussed? Have students write about their predictions and anything else they want to know about the story.

Set Purposes

FOCUS QUESTION Discuss the “Read to Find Out” question on Student Book page 48. Remind students to look for the answer as they read.

Point out the Main Idea Chart in the Student Book and on Practice Book page 10. Explain that students will fill it in as they read.

Read A Walk in the Desert

Use the questions and Think Alouds to support instruction about the comprehension strategy and skill.

On Level Practice Book O, page 10

As you read A Walk in the Desert, fill in the Main Idea Chart.

<table>
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How does the information you wrote in the Main Idea Chart help you to summarize A Walk in the Desert?

If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer. Encourage students to read aloud.

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Suggest that they use their purposes to choose their reading strategies.

If your students need alternate selections, choose the Leveled Readers that match their instructional level.

Story available on Listening Library Audio CD
Sunbeams are flickering over the landscape as the sun rises. A kit fox heads for her den as another day in the desert begins.

Deserts are surrounded by other kinds of landscapes. Scientists call these different land zones biomes. All the plants and animals in a biome form a community. In that community, every living thing depends on other community members for its survival. A biome’s climate, soil, plants, and animals are all connected this way.

Deserts have a very dry climate. They do get a little rain, but it doesn’t come regularly. One storm might drench a desert with several inches of rain in just a few hours. It might not rain again for months—even years.

Monitor and Clarify: Seek Help
Explain Tell students that if they still don’t understand a passage after rereading it or asking themselves questions about it, they can seek help. They should ask a teacher, librarian, or classmate to help them find the answers to their questions.

Discuss Ask students where they might find more information about what the author means by a “land zone” or biome? (Ask a librarian for reference books.)

Apply As students read the selection, have them make note of other questions they have that may require some help to answer.

Vocabulary
Read the sentence that contains the word climate. Use climate in a different sentence. (Sample answer: Moisture-loving plants grow well in Seattle’s rainy climate.)
Develop
Comprehension

3 STRATEGY
SUMMARIZE

Teacher Think Aloud I can tell there will be many facts in this selection. I will understand what I’m reading better if I summarize information as I read. For example, I can summarize the information in the last paragraph on page 50 by identifying the main idea of that paragraph. The main idea is usually stated, so let me try the first sentence. If the fact that deserts have a very dry climate is the main idea, the other sentences should have details about that. The second sentence says deserts get only a little rain. The third sentence says one storm might bring several inches of rain. And the fourth says it may not rain for months or years. Yes, the other sentences support the main idea that the desert is dry. I can show this information in the Main Idea Chart.

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Desert plants provide many animals with food and water. Here comes a desert tortoise. It shuffles slowly along and stops often to rest. The tortoise stretches its long neck to nibble a wildflower. Tortoises rarely drink. They get nearly all the water they need from the plants they eat.

Cacti also provide homes for desert animals. Halfway down a nearby saguaro’s thick stem, a Gila woodpecker pecks a hole in the juicy flesh. It is making a nest for its eggs. Woodpeckers have nested in this cactus for many years, so they’ve made many holes in it.

Other creatures have moved into some of the old woodpecker holes. A pair of flycatchers lives in one. Another is home to a hive of honeybees. And peeking out of still another hole is an elf owl. It has white eyebrows and fierce yellow eyes.

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LIVING IN THE WORLD’S DESERTS

Just as the plants and animals described in this selection have adapted to challenging desert conditions, so have many humans. Point out that deserts are home to many different peoples around the world. This is not surprising when you consider the enormous size of some deserts, such as the Sahara, which covers 3.5 million square miles in northern Africa. A desert like the Gobi, which makes up most of Mongolia and part of China, even has mountains and forests. Ask students to select one of the world’s deserts and to research a group of people who live there. Have students develop questions, identify resources to use, and evaluate whether the information is applicable to the theme of adapting to desert life. Have students choose an oral, written, or visual method of presentation to share their findings with the class.
Develop Comprehension

6 MONITOR AND CLARIFY: SEEK HELP

How many years can a saguaro cactus live? (Suggested answer: I’m not sure, so I can try rereading. The author talks about how woodpeckers make nests in the saguaro for many years, but she doesn’t say how many. The cactus is probably already grown when the birds make their holes in it. When I ask a classmate to help me, she says the answer is next to the drawing of the cactus on page 53. Now I see. A saguaro cactus can live as long as 200 years.)

7 USE ILLUSTRATIONS

What information does the drawing of the two cacti show you? (the difference in size and appearance between a 10-year-old saguaro and a 60-year-old saguaro)

Comprehension

Literary Devices

Explain Authors use special techniques called literary devices to focus the reader’s attention on certain things. For example, figurative language—including simile, metaphor, imagery, and personification—is used to describe objects, people, or ideas in unusual ways. Devices such as alliteration, onomatopoeia, and rhythm affect the way writing sounds when read aloud.

Discuss Using sensory words and details helps authors appeal to our senses of sight, hearing, smell, taste, and touch. Ask students to list some of the sensory words and details on page 52. Have them tell how these increase our understanding of life in the desert. (Sample answer: Juicy flesh suggests why a saguaro is a good nest in the hot desert.)

Apply Have students brainstorm sensory words and details that describe the landscape, plants, or animals of their local area.
Develop Comprehension

8 COMPARE AND CONTRAST
How is the wood rat’s home different from the woodpecker’s home? (A wood rat’s home is a big mound of twigs on the ground. The woodpecker’s home is a small hole inside a cactus. It is above the ground.)

9 MAIN IDEA AND DETAILS
What is the main idea in the second paragraph? (Suggested answer: Wood rats use various materials to build large nests for protection from predators and heat.) How did you find your answer? (Suggested answer: I read the entire paragraph to find all the supporting details. Then I used the details to draw a conclusion about the main idea.) Add this information to your Main Idea Chart.

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Many desert animals are nocturnal. They are active only at night, when it is cooler. Nocturnal desert-dwellers spend their days in burrows, dens, and other sheltered places. The kangaroo rat and the kit fox are nocturnal. They stay underground until the sun goes down.

Extra Support

Main Idea and Details

Guide students who need help in identifying an unstated main idea. Use the second paragraph on page 54 as an example. Ask, Does either the first or second sentence in the paragraph state the main idea? (no) How do you know? What information is missing? (The first sentence talks about the animals’ names. The second sentence says they use anything to build their nests. Neither sentence talks about all the other details we learn about the nests.) Is the main idea stated or unstated? (unstated) How would you state the main idea of this paragraph? (Answers may vary.)
Develop Comprehension

**MAIN IDEA AND DETAILS**

What is the main idea on this page? What are the supporting details? (The main idea is that some desert animals are active during the day. The animals include insects on the move, such as ants, beetles, and grasshoppers, and spiders spinning webs.) Add this information to your Main Idea Chart.

**MAIN IDEA AND DETAILS**

Reread the caption for the picture of the painted grasshopper. Explain whether or not you think this fact would be useful as a supporting detail for the main idea on this page. (Suggested answer: The fifth sentence is also about grasshoppers, so adding the caption would be unnecessary. The fifth sentence could be replaced with the caption, because the caption tells why the grasshoppers jump.)

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**ELL**

**ACT IT OUT**

Write the following phrases on the board: ants *march*, beetles *crawl*, grasshoppers *spring*, and spiders *spin*. To help students appreciate the author’s choice of precise action verbs, invite students to act out each phrase.
The sun has climbed higher in the clear blue sky. Can you feel the heat? Desert lizards don’t seem to mind. Their tough, scaly skin seals water inside their bodies and keeps them from drying out. Lizards rest on rocks, hunt insects, and cling to cactus stems. In one small patch of desert, you could see tiny skinks, chunky chuckwallas, spiny horned lizards, and **lumbering** Gila monsters.

**Develop Comprehension**

**AUTHOR’S PURPOSE**

Why do you think the author asks the reader a question here? (She grabs our attention by focusing on what we would sense if we were in the desert as the sun rose higher. She also helps to point out the differences between a person and a lizard.)

**STRATEGY**

**SUMMARIZE**

**Teacher Think Aloud** I can better understand the selection if I summarize main ideas as I go along. The first main idea is that, though deserts are hot and dry, many plants and animals live there. Another is that animals build their houses inside of cacti by making nests, or by digging holes underground. What are other main ideas in the selection? (Encourage students to apply the strategy in a Think Aloud.)

**Student Think Aloud** I know that some of the animals, such as foxes, are active mostly at night, when it is cooler. That is one main idea. Another is that other animals, such as insects and lizards, are able to move around in the hot sun.

**Vocabulary**

**Word Structure Clues: Suffixes**

**Explain/Model** Explain that suffixes are word parts that are added to the end of a base word. Suffixes change a word’s meaning and often change its part of speech. Identifying a suffix in a word can help the reader figure out its meaning. The suffix *-ful* means “having the quality of,” “full of,” or “likely to.” Write **hopeful** on the board.

**Think Aloud** I see the base word **hope** with the suffix **-ful** added. I know that **-ful** can mean “full of.” When I put the meaning of the suffix and the base word together, I get “full of hope.”

**Practice/Apply** Display the words **tasteful** and **successful**. Have students identify the suffix and tell what the words mean. Then have students find the word with the suffix **-ful** on page 56 and tell what it means. (**colorful, full of color**)

**Vocabulary**

Find the sentence that contains the word **lumbering**. Name three other animals whose walk could be called lumbering. (**Sample answers: bear, elephant, hippo**).
Suddenly, something streaks across your path. It’s a speedy lizard, and right on its heels is a roadrunner. Roadrunners can fly. But these desert birds prefer to run after lizards and the other small animals they hunt.

Roadrunners have long, strong legs. They can run as fast as many lizards can. In fact, this time the bird is faster. The roadrunner catches the lizard by its tail and swallows it in one gulp.
Nearby, a jackrabbit looks for plants to nibble. Jackrabbits are even faster than roadrunners. They can outrun almost everything in the desert. They can even outrun coyotes—most of the time! Coyotes eat rabbits when they can catch them. But they will eat just about anything, from birds and lizards to berries. To find underground water, they dig holes in dry streambeds. Coyotes can survive almost anywhere.

Develop Comprehension

18 MAIN IDEA AND DETAILS
Which sentence in the first paragraph is not a supporting detail of the paragraph’s main idea? Explain your answer. (“Nearby, a jackrabbit looks for something to nibble.” The other sentences all provide details for the main idea that jackrabbits can run fast.)

19 GENRE: INFORMATIONAL NONFICTION
What facts on page 59 show that the biome’s climate, plants, and animals are all connected? (Suggested answer: The jackrabbit survives by eating plants and outrunning most of the animals that want to eat it. The coyote can eat plants and other animals. It is also smart enough to dig for water. This gives some examples of how plants and animals are all connected to one another in the desert landscape.)
Develop Comprehension

**MAIN IDEA AND DETAILS**

What is the main idea on page 60? Is it stated or unstated? Explain how you found your answer. *(Suggested answer: The details all describe what it feels like to be out in the heat of the desert, but the main idea is not stated. I need to draw a conclusion about the main idea by summarizing the details. Main idea: At midday, it is extremely hot in the desert.)* Add this information to your Main Idea Chart.

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**ELL**

**Strategies for extra support**

**Question** 20 **MAIN IDEA AND DETAILS**

Explain that sometimes the main idea is not always said in words. Have students tell you what they learn about the desert in the paragraph on page 60. Ask questions, such as, *What are the coyotes doing at noon? Why? Where do the animals go? Why?* Explain vocabulary as needed. Ask, *Does one sentence tell us the main idea? What do all these sentences describe?*
Take a tip from the animals. Find a place out of the sun to rest. Just be careful where you sit. Scorpions often lurk in crevices or under rocks during the day. A scorpion’s tail has a stinger filled with poison. Few kinds of scorpions can kill a person. But the sting of any scorpion is very painful.

Watch out for hiding rattlesnakes and coral snakes, too. Their poison is deadly. You don’t want to get within striking distance of either one.

Cross-Curricular Connection

DESSERT SURVIVAL

Share with students the fact that temperatures in the desert may vary from extremely hot to quite cold. In some deserts, temperatures may even dip below freezing. Point out that a desert’s lack of trees or other protection from sun and wind is often the reason why temperatures rise and fall so much.

 Invite students to consider advantages and disadvantages of living in the desert. What special supplies or kinds of energy might they need? Have them write a paragraph about what it would be like to live in a desert. You might also invite students to conduct research about ways scientists study what is necessary for desert survival. Have them use visuals to report their findings.

Develop Comprehension

21 STRATEGY

CONTEXT CLUES

How can you use context clues to help you find the meaning of lurk? (Suggested answer: The previous sentence warns people to be careful where they sit. This sentence says the scorpions are in cracks and under rocks. The following sentences talk about the scorpion’s poisonous sting. Lurk must mean something like “hide and be ready to attack.”)

22 WRITING TRAIT: PRECISE WORDS

In the last sentence on this page, what phrase helps create a picture in your mind of the snakes’ behavior? Explain how this adds to your understanding of the text. (Suggested answer: The phrase within striking distance brings to life the way that snakes coil up and spring toward their prey.)
Heat waves shimmer above the landscape. The leaves of the mesquite trees curl up. Curled leaves lose less water to the hot, dry air. The desert is very quiet. Most of the birds are silent. They seem to be waiting for the sun’s fierce heat to fade.

Gradually, the sun moves lower in the sky. As shadows grow longer, the temperature starts to drop. Desert birds begin to sing again. At sunset, coyotes call to each other, barking and yelping. They join voices in an eerie wailing song.

23 MAIN IDEA AND DETAILS

Name the main idea on these two pages. Which statements support the main idea? (Main idea: Plants and animals react to the change in temperature as the sun goes down. Details: Leaves curl up and birds are quiet in the fierce heat. As the sun begins to go down, so does the temperature. The birds sing again, and the coyotes call to each other. Then the animals go into their shelters for the night.) Add this information to your Main Idea Chart.

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<td>Leaves are curled and birds are silent in the heat. Birds sing and coyotes bark as the sun goes down. Daytime animals return to their shelters at sundown.</td>
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Advertisements

Discuss  Travel companies use advertisements to persuade people to visit special or far-away places. Talk about print and television ads. Ask students to listen to and critique them. Which ones work best?

Ask  What have students learned about things to see and do in the desert? How could they persuade people to take a desert vacation? What words or pictures could they use to describe the desert?

Apply  Have students write an advertisement that will persuade people to visit the desert. It can be a print ad, a script for a TV commercial, or a brochure for a trip to the desert. Have students identify a target audience, research sources for visuals, and present their ads to the class. Then have students critique each other’s ads for clarity and effectiveness.
The hot desert day is over. The cool night is about to begin. Birds, lizards, and other daytime animals retreat to snug nests and safe hiding places. There they will sleep the night away.

Can students identify the main idea and details?

During Small Group Instruction

If No → **Approaching Level**  Leveled Reader Lesson, p. 69P

If Yes → **On Level**  Options, pp. 69Q–69R

**Beyond Level**  Options, pp. 69S–69T

**Develop Comprehension**

**24 STRATEGY: SUMMARIZE**

Look at your completed Main Idea Chart. Use the main ideas to help you summarize the most important information in the selection.

**Student Think Aloud**

Deserts have a dry climate. Some animals are active during the day while others are nocturnal. They build different kinds of homes. Many birds nest in cacti. Mammals make nests and burrows. Both plants and animals react to the temperature at midday, and when the sun goes down.

**RETURN TO PREDICTIONS AND PURPOSES**

Were students’ predictions correct? Did they discover how desert animals can live in such a hot climate? (They have different survival adaptations.)

**REVIEW READING STRATEGIES**

- In what ways did summarizing by identifying the main ideas help you to understand the selection?
- When else might you use the strategy of seeking help when you cannot answer your questions on your own?
- What strategies did you use when you came to difficult words?

**PERSONAL RESPONSE**

Ask students to use what they have learned about deserts to tell whether they would enjoy visiting one.
Author's Purpose

Remind students that the author’s purpose may be implicit, or not directly stated in the text. Students may say that the author loves to be in nature. She may want to inform readers of what she sees so they will be interested in the desert.

Author’s Craft

Sensory Images

We experience sensory images through our five senses: hearing, seeing, tasting, smelling, or touching.

- These images usually are shown with descriptive adjectives and adverbs. Example: “And peeking out of still another hole is an elf owl. It has white eyebrows and fierce yellow eyes.” (p. 52) The words peeking and fierce help create sensory images.
- Ask students how sensory images help readers see the plants and animals of the desert in their minds. Ask how this helps the author achieve her purpose.
- Have students skim the selection and find other examples of sensory images, such as “Their tough, scaly skin seals water inside . . . .” (p. 57) Discuss the descriptive words.
Comprehension Check

**Summarize**

Use your Main Idea Chart to summarize *A Walk in the Desert*. State the main ideas and the details that support those main ideas.

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**Think and Compare**

1. What is the main idea of the selection? Find two details that support that main idea. **Summarize: Main Idea and Details**

2. Reread the information about roadrunners on page 58. If roadrunners can fly but prefer to run, what can you conclude about their flying skills? **Analyze**

3. If you were taking a walk in the desert, which of the plants and animals described in this selection would you most want to see? Why? **Apply**

4. How do you think people who live in the desert might adapt to the climate? **Apply**

5. Read “Living in Alaska” on pages 46-47. Compare the plants and animals in Alaska’s environment with those in the desert. How are they similar? Use details from both selections in your answer. **Reading/Writing Across Texts**

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**Strategies for Answering Questions**

**Author and Me**

Model the Author and Me strategy with questions 3 and 4. The answer is not in the selection. Link what you learn in the text with what you already know.

**Question 3 Think Aloud:** When I read the selection, I learned:

- about many interesting desert plants and animals. I can make a list of things that I would like to see and then pick one that interests me the most.

**Question 4 Think Aloud:** I read that the desert climate is:

- hot during the day, but cools off at night. I also learned how the desert animals get along. I think people could copy desert animals by building underground homes and by sleeping during the heat of the day and going out at night.

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**Focus Question**

5. **Text to Text:** Animals in both places do not need to drink much water because they hibernate or eat plants that have water. Plants in both places have adapted too. In Alaska, the plants grow close to the ground to keep heat from the sun. In the desert, the plants curl leaves to keep water during the heat of the day.
**Fluency**

**Repeated Reading: Tempo**

**EXPLAIN/MODEL** Tell students that they will be doing a choral reading. Model reading Transparency 2 for them at a moderately slow tempo. This tempo is appropriate to use when reading narrative nonfiction, when there may be unfamiliar words presented in the passage.

**Transparency 2**

Sunbeams are flickering over the landscape as the sun rises. A kit fox heads for her den as another day in the desert begins.

Deserts are surrounded by other kinds of landscapes. Scientists call these different land zones biomes. All the plants and animals in a biome form a community. In that community, every living thing depends on other community members for its survival. A biome’s climate, soil, plants, and animals are all connected this way.

Deserts have a very dry climate. They do get a little rain, but it doesn’t come regularly. One storm might drench a desert with several inches of rain in just a few hours. It might not rain again for months—even years.

Fluency Transparency 2
from *A Walk in the Desert*, page 50

**PRACTICE/APPLY** Have one student read a sentence. Then have another student join in, and a third. Repeat until all students are reading together. When the students reach the end of the passage, tell them to go back to the beginning and repeat until every student has been included in the reading. Students will practice fluency using Practice Book page 11 or Fluency Solutions Audio CD.

**Comprehension Check**

1. What makes the Sahara a desert? *Main Idea and Details*
   - The Sahara is a desert because it gets fewer than 10 inches of rain a year.

2. State the details of how a desert is formed. *Main Idea and Details*
   - A desert begins as rock. The rock is worn away and broken apart—first into boulders, then into stones, and finally into sand.

**During Small Group Instruction**

If No ➞ **Approaching Level** Fluency, p. 69N

If Yes ➞ **On Level** Options, pp. 69Q–69R

**Beyond Level** Options, pp. 69S–69T
Objective
- Use important details to summarize the main idea of a story

EXPLAIN/MODEL
- A summary briefly states the most important ideas in a story.
- The main idea is the point the author makes about a topic. Remember that the main idea is not necessarily what the reader finds most important or interesting.

Discuss how to summarize the main idea in “Living in Alaska.”

PRACTICE/APPLY
Then discuss the main idea and supporting details of A Walk in the Desert with students.

Have students use the following questions for discussion. Tell students to use their answers for the third bulleted question to rewrite the end of the story. Ask students to work with a partner, then share with the class.

- What is the main idea of this story? What important details does the author use to support this idea?
- What are some non-supporting details in this story?
- Could this story be told using a similar main idea, but a different setting (a different biome, for example)? How would the details change? What might stay the same?
Poetry

**GENRE: CINQUAIN**

Have students read the bookmark on **Student Book** page 66. Explain that a cinquain

- has a format of five lines, each with a specific number of syllables;
- contains phrases that describe and express feelings about the subject;
- uses words that appeal to the senses.

**Literary Elements:**

**Assonance and Metaphor**

**EXPLAIN** Tell students that literary elements, such as assonance and metaphor, add to the special sound and emotion of poetry.

- **Assonance** is best appreciated when you read a poem aloud and listen to the sounds.

- **Metaphors** are comparisons that help readers understand how the poet thinks about something.

Ask students to complete this sentence to create a metaphor: The frog’s tongue is a _____. (Possible answers: whip, fishing line, bolt of lightning)

**Read “Fat Frog,” “White Swans,” and “Grass Snake”**

As you read, remind students to apply what they have learned about assonance and metaphor.
**Connect and Compare**

1. Besides “high eyes,” find another example of assonance in one of these cinquains. **Assonance**

2. Which cinquain do you think best captures the animal it describes? Explain. **Analyze**

3. How are the animals in these poems well adapted to their environments? Compare them with animals from *A Walk in the Desert*. **Reading/Writing Across Texts**

**LITERARY ELEMENTS: ASSONANCE**

To create assonance in the second line of “Fat Frog,” which words might the poet have used—*murky as dust, murky as earth, murky as moss? (murky as earth)*

**LITERARY ELEMENTS: METAPHOR**

What are the white swans being compared to? Why might the author make this comparison? **(The swans are compared to dancers. Both swans and dancers are graceful.)**

**COMPARE AND CONTRAST**

How are the frog and the snake alike? How are they different? **(They are both fast. The frog does not seem to be quiet because it is described by words like flash and flick, but the snake is graceful and quiet.)**

**SUGGESTED ANSWERS**

1. The poet uses assonance in “Grass Snake,” with the short *i* in *quick*, *slithers*, *slips*, and *disappears*. **ASSONANCE**

2. Answers will vary. Students should support their answers with references to the poems. **ANALYZE**

3. **FOCUS QUESTION** The snake slithers quickly to survive in grass, the frog uses a fast tongue to catch flies, and the swan’s webbed feet help it move easily in water. In *A Walk in the Desert* tortoises get water from the plants they eat, grasshoppers use their long legs to escape being eaten, and other animals avoid the hot desert sun by hunting at night. **READING/Writing Across Texts**
Features of a Cinquain

A cinquain is a five-line poem that describes one subject with these specific rules:

- It states the subject on line one in two syllables.
- It describes the subject on line two in four syllables.
- It has action words on line three in six syllables.
- It describes a feeling on line four in eight syllables.
- It concludes on line five in two syllables.

WRITE THE STUDENT MODEL

Have students read the bookmark. Explain that writers use colorful, precise words to communicate a stronger message.

Have students turn to page 66. Point out the precise words “flee” and “flick” and how they help paint a verbal picture.

Then have the class read Joshua M.’s cinquain and callouts. Tell students that they will write a cinquain describing their favorite animal. They will also learn how to use precise words.
Your Turn
Write a cinquain to describe an animal. Think about how the animal survives. Choose colorful, precise words that paint a picture. Use the Writer’s Checklist to check your writing.

Writer’s Checklist

✔ Ideas and Content: Do my details tell how I feel and what I want to say?
✔ Organization: Does the organization of ideas in my poem make sense?
✔ Voice: Can the reader tell that I care about the message in my poem?
✔ Word Choice: Did I choose precise words to paint a picture of the animal?
✔ Sentence Fluency: Does my poem sound pleasing?
✔ Conventions: Have I used the right punctuation?

Transparency 5: Cinquain Graphic Organizer
Transparency 6: Draft
Transparency 7: Revision

PREWRITE
Read and discuss the writing prompt on page 69. Have students brainstorm ideas about their favorite animals. Ask them to choose the animal they would most like to describe.

Display Transparency 5. Point out that the first three columns have the guidelines for writing a cinquain. Joshua wrote his word ideas in the last column. Then have students use the cinquain graphic organizer to plan their writing.

DRAFT
Display Transparency 6. Discuss how Joshua used the cinquain graphic organizer to write his draft. He used his favorite animal to write a description of the subject, the action, and the feeling. Talk about ways to improve the draft, such as choosing more precise words to show a feeling.

Before students begin writing, present the lesson on Precise Words on page 69A. Then have students use their cinquain graphic organizers to write their poems. Remind them to use precise words to fit the syllable count.

REVISE
Display Transparency 7. Discuss the revisions. Point out that Joshua replaced general words with precise words that are more descriptive.

If students revise, have pairs use the Writer’s Checklist on page 69. Ask them to proofread their writing. For Publishing Options, see page 69A.

For lessons on Ideas and Content, Writing Resources, Subjects and Predicates, and Spelling, see page 69B and 5-Day Spelling and Grammar on pages 69G–69J.
Precise Words

EXPLAIN/MODEL

Writers work to find precise words to add color to their writing. Explain that writers often do this as they revise. Writers select words from the draft that are not precise and come up with words that would be stronger. Display Transparency 8. Do the first word with students.

Think Aloud Look at the first Vague Word, nice. I first ask myself, What do I mean by nice? Perhaps I mean polite, so that is one possibility. Another way to think about a nice person is to say that person is friendly. Friendly is a more precise word than nice.

Transparency 8

<table>
<thead>
<tr>
<th>Vague Words</th>
<th>Precise Words</th>
<th>New Precise Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>polite</td>
<td>friendly</td>
</tr>
<tr>
<td>mean</td>
<td>ferocious</td>
<td>savage</td>
</tr>
<tr>
<td>goes down</td>
<td>tumbles</td>
<td>topples</td>
</tr>
<tr>
<td>cries</td>
<td>whimpers</td>
<td>whines</td>
</tr>
<tr>
<td>looked</td>
<td>peeked</td>
<td>gazed</td>
</tr>
<tr>
<td>bright</td>
<td>dazzling</td>
<td>shining</td>
</tr>
<tr>
<td>eats</td>
<td>gobbles</td>
<td>nibbles</td>
</tr>
</tbody>
</table>

PRACTICE/APPLY

Work with students to choose more precise words than the others on the list. Ask volunteers to say which words they chose and to tell how that word is more precise. Then ask students to point out precise words in other writings they have read.

As students write their cinquains, remind them to list precise words that would help them describe their subject, an action, and a feeling.
Writer’s Toolbox

Writing Trait: Ideas and Content

**Explain/Model** A cinquain has one subject and precise descriptions. Because of the form, students will have to limit their ideas and keep their content specific. Have students read Joshua M.’s cinquain on page 68. Point out how each line follows the strict form and how each detail relates to the subject.

**Practice/Apply** As students draft their cinquains, have them look often at the rules of the form. They should also make sure that the ideas and content of the poem relate to the subject.

Subjects and Predicates

**Explain/Model** Point out that complete sentences are made of subjects and predicates. The subject tells who or what the sentence is about. The predicate tells what the subject is or does. Write on the board: *Pelicans live by the ocean*. Tell students *Pelicans* is the subject and *live* is the simple predicate. Point out that poems such as cinquains often do not contain subjects and predicates.

**Practice/Apply** Ask students to write the subject of their cinquain on a separate sheet of paper and add a predicate. Then have students discuss how this would change the poem. For a complete lesson on subjects and predicates, see pages 69I–69J.

Writing Resources

**Explain/Model** Writers have many tools available to help them find just the right word. Explain that print and electronic dictionaries, thesauruses, and encyclopedias are resources they can use to find precise words.

**Practice/Apply** Ask students to try using one of the available resources to substitute a vague word for a precise word in their own writing.

Spelling Words with Long a

Point out the word *Grazing* in the third line of the student model on page 68. The long a sound in the base word *graze* is spelled with the *a*-consonant-*e* pattern. The long a sound can also be spelled *ai*, as in *plains* in the same line, or *ay*, as in *clay*. Remind students to pay attention when they spell words with the long a sound. They can use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with long a, see pages 69G–69H.

Technology

Suggest that students print their work and proofread it. Have them also proof it on the screen. They may want to use the spell check function. Then have them tell which way works best. Discuss limitations of spell check.
Review Vocabulary

Words in Context

EXPLAIN/MODEL

Review the meanings of the vocabulary words. Display Transparency 3. Model how to use word meanings and context clues to fill in the first missing word with students.

Think Aloud The first sentence is about a lizard eating a bug.

• I know that swallows has to do with eating. If I put the word swallows in the sentence, it makes sense. I think that the missing word is swallows.

PRACTICE/APPLY

Help students complete item 2. Then have students use context clues to write the missing words for items 3–7 on a separate sheet of paper. Students can exchange papers, check answers, and explain the context clues they used to figure out the missing words.

Five-Senses Simile Web Select a vocabulary word. Write it in the center of a word web with surrounding ovals labeled: smells like, tastes like, feels like, looks like, and sounds like. Have partners complete each of the senses’ ovals. Later, students can use the web to write a poem about a vocabulary word.

Objectives

• Apply knowledge of word meanings and context clues
• Use surrounding words to find the meaning of an unfamiliar word

Materials

• Vocabulary Transparencies 3 and 4
• Leveled Practice Books, p. 13

Vocabulary

climate (p. 50) the average weather conditions at a place or region throughout the year
silken (p. 56) soft, smooth, and shining
lumbering (p. 57) moving about in a clumsy way
swallows (p. 58) takes in food or liquid through the mouth and passes it down the throat into the stomach
lurk (p. 61) to lie hidden
shimmer (p. 62) to shine with a soft light
eerie (p. 62) strange in a scary way

ELL

Expand Vocabulary For lurk, write on the board: The foxes _____ behind the trees. Have students guess the missing word and explain their guesses. Have pairs of students create sentences for the other words. Help as necessary.
STRATEGY

CONTEXT CLUES: SURROUNDING WORDS

EXPLAIN/MODEL

Remind students that sometimes a writer gives clues about the meaning of unfamiliar words by the other words in the sentence. Read the first sentence on Transparency 4 and model how to figure out the meaning of the underlined word. Then have students find the clues in sentences 2–4 that help define the underlined words.

Transparency 4

Surrounding Words

1. The nest protects the wood rat from foxes, hawks, and other predators. (foxes, hawks)
2. Many desert animals are nocturnal and come out of their shelters when the sun goes down. (when the sun goes down)
3. The flickering light of the campfire casts unsteady shadows around camp. (unsteady)
4. In some climates, land becomes so drenched in summer that grassy areas turn into swamps. (swamps)

PRACTICE/APPLY

Have students write their own context sentences for each vocabulary word. Students can leave blanks where the words belong and exchange papers with a partner.

Do students understand word meanings? Can students find word meanings using surrounding words?

During Small Group Instruction

If No → Approaching Level Vocabulary, pp. 69N–69O
If Yes → On Level Options, pp. 69Q–69R
Beyond Level Options, pp. 69S–69T

Check Comprehension

Make sure that students understand the following words on the transparency so that they can use the words as context clues: desert, shelters, campfire, casts, shadows, climates, and swamps.

Read the following sentences. Circle the answer with the words that best fit in the blank.

1. A border ___ often separates one country from another.
   a. of green flowers  b. such as a river
2. Venomous snakes ___ kill prey with their poisonous bite.
   a. including rattlesnakes  b. in the zoo
3. In the west, the open range ___ gradually became fenced in.
   a. empty plains  b. deep lakes
4. Many desert animals hide from predators ___
   a. like cows  b. such as foxes
5. At high elevations ___ there are fewer trees and plants.
   a. under the ocean  b. near the top of mountains
6. Fledglings ___ hatch from eggs in the spring.
   a. such as baby snakes  b. such as full-grown hawks
7. Nocturnal animals ___ look for food between dusk and dawn.
   a. like bats and ocelas  b. like whales and dolphins
8. Western farmers plant orchards full of ___
   a. orange and lemon trees  b. Chickens

Sometimes surrounding words can provide the context you need to figure out the meaning of an unfamiliar word.
The long \textit{a} sound can be spelled the following ways: \textit{ay} today, stray; \textit{ai} rail, drain; \textit{a_e} slate, graze; \textit{ei} neigh, sleigh; \textit{ea} break, great.

Read the following sentences. Write the words in the sentences that have a long \textit{a} sound on the lines below.

1. The baby wood rats played outside today.
2. Does it take long to make a crate for a rattlesnake?
3. Rain in the desert can cause a great flood.
4. Desert sunsets paint the sky bright colors.
5. Did you see the snake that just slithered across the trail?
6. Don’t break away from the trail when walking in the desert.
7. We heard the stray horses neigh as they grazed on desert bushes.
8. We hiked in the desert until my legs ached and I felt faint.

\textbf{Objectives}

- Decode words with long \textit{a}
- Recognize and practice using homographs

\textbf{Materials}

- Leveled Practice Books, p. 14
- Teacher’s Resource Book, p. 6
Vocabulary Building

Oral Language

Expand Vocabulary  Draw a two-column chart on the board. The left column should be labeled Animals, and the right column should be labeled Adapting to Survive. Work with students to fill in the chart with as many animals and their adaptations as they can think of from the selection, weekly reading, prior knowledge, and leveled readers.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Adapting to Survive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodpeckers</td>
<td>lay eggs in cactus</td>
</tr>
</tbody>
</table>

Homographs  Explain that homographs have two or more dictionary entries, each with a different meaning. Have students look up the meanings of the following homographs: desert, swallows, kind, jam, rock, seal, and lumber. They should use resources to check the meanings, parts of speech, and pronunciations, and then use each word in a sentence. Partners can guess which meaning is being used in each sentence. Add homographs to a word wall in the classroom.

Apply Vocabulary

Write a Descriptive Paragraph  Have students use the Vocabulary Words to write a description of a desert plant or animal. Students may refer to A Walk in the Desert or use another source for information. They should choose descriptive words and use metaphors, if possible. Ask students to read their descriptions aloud in front of a small group.

Spiral Review

Vocabulary Game  On the board, draw a desert landscape with many of the details missing. Have students write vocabulary words from the first two weeks on one side of index cards. On the other side, have students draw items that would be found in the desert. Divide the class into teams, giving each an equal number of cards. Have students select a card, define the word, and use it in a sentence. Students who successfully give the definition and a sentence can tape the other side of their card on the landscape. If students do not complete both parts of the task, the card is returned to that team’s pile. The team who gets rid of all their cards first wins.

Technology

Vocabulary PuzzleMaker

For additional vocabulary and spelling games go to www.macmillanmh.com
Words with Long ‹a›

**Pretest**

**Day 1 Pretest**

**ASSESS PRIOR KNOWLEDGE**

Use the Dictation Sentences. Say the underlined word, read the sentence, and repeat the word. Have students write the words on **Spelling Practice Book** page 7. For a modified list, use the first 12 Spelling Words and the 3 Review Words. For a more challenging list, use Spelling Words 3–20 and the 2 Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on **Teacher’s Resource Book** page 67 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 8 for more practice with this week’s Spelling Words.

For leveled Spelling Word lists, go to www.macmillanmh.com.

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**Day 2 Word Sorts**

**TEACHER AND STUDENT SORTS**

- Review the Spelling Words, pointing out the long ‹a› vowel spellings. Use the cards on the Spelling Word Cards BLM. Attach the key words *stray, rail,* and *crate* to a bulletin board. Model how to sort words by long ‹a› spellings. Place one or two cards beneath the correct key words.

- Have students take turns sorting cards and explaining how they sorted them. When students have finished the sort, discuss any oddballs that have unexpected vowel spellings. (*break, steak, neigh*). Then invite students to do an open sort in which they sort all the Spelling Words any way they wish, for example, by rhyming words or by syllables. Discuss students’ various methods of sorting.

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**Spelling Practice Book, page 7**

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. pale
2. face
3. clay
4. stray
5. drain
6. cane
7. slate
8. claim
9. bail
10. rail
11. break
12. ache
13. mane
14. steak
15. flame
16. faint
17. steak
18. drain
19. mane
20. grass
21. grim
22. plum
23. cash
24. neighbor
25. railway

---

**Spelling Practice Book, page 9**

Write the spelling words with these spelling patterns.

**Long ‹a› spelled with a ‹e›**

1. ache
2. slate
3. clay
4. stray
5. drain
6. mane
7. drain
8. mane
9. face

**Long ‹a› spelled with ‹ay›**

10. today
11. stay
12. clay
13. break
14. steak
15. stay
16. break
17. rail
18. rail
19. rail
20. rail

---

**Dictation Sentences**

1. The kitten is a **pale** shade of gray.
2. She has the cutest little **face**!
3. We packed our dishes in a **crate**.
4. Myra made a **clay** pot in art class.
5. Our family took in a **stray** kitten.
6. The woman leaned on her **cane**.
7. I wrote in chalk on a **slate**.
8. I heard the horse’s **neigh**.
9. I prefer a **steak** over a **burger**.
10. They **claim** to make the best pie.
11. I wonder what else she will **break**!
12. The **ache** in her ankle worsened.
13. I **munched** on the treat.
14. I listened carefully for a **faint** sound.
15. The torch’s **flame** lit up the night.
16. They **claim** to make the best pie.
17. I prefer a **steak** over a **burger**.
18. I heard the horse’s **neigh**.
19. I stroked his shaggy **mane** as he **munched** on the treat.
20. The sheep **graze** in the pasture.

**Review/Challenge Words**

1. The **grim** news made her cry.
2. He baked a **plum** cake.
3. I’ll pay for that with **cash**.
4. My **neighbor** is moving away.
5. We walked under a **railway**.

Words in **bold** are from the main selection.
Day 3  Word Meanings

CONTEXT CLUES
Have students copy the sentences below into their word study notebooks. Say the sentences aloud and ask students to fill in the missing blanks with a Spelling Word.
1. Yesterday is the day before ______. (today)
2. You hear a bark from a dog, but a ______ from a horse. (neigh)
3. If a color is faint, you could also say it’s ______. (pale)
Challenge students to come up with other sentences for Spelling Words, Review Words, or Challenge Words.
Have students do a word hunt for the words in weekly reading or other materials. They should identify the definition of the spelling word being used in context.

Day 4  Review and Proofread

SPIRAL REVIEW
Review short vowel sounds in the words grim, cash, and plum. Have students identify other words with the same short vowel sounds.

PROOFREAD AND WRITE
Write these sentences on the board. Have students proofread, circle each misspelled word, and write the word correctly.
1. He cooked a stake over a flame.  
   (steak, flame)
2. The aych in her back felt better today.  
   (ache, today)
3. The clai was too thick to go down the drain.  
   (clay, drain)
4. The walls are pale gray with a feint touch of blue.  
   (pale, faint)
5. Most cows liked to graize over the fence rale.  
   (graze, rail)

Day 5  Assess and Reteach

POSTTEST
Use the Dictation Sentences on page 69G for the Posttest.
If students have difficulty with any words in the lesson, have students place them on a list called Spelling Words I Want to Remember in a word study notebook.
Challenge student partners to look for words that have the same long a vowel patterns they studied this week.
Subjects and Predicates

Day 1 Introduce the Concept

INTRODUCE SUBJECTS AND PREDICATES

- Every sentence is made up of two parts. The subject names the person or thing the sentence is about. A simple subject is the main noun or pronoun.

- The complete subject includes all the words that identify the person or thing the sentence is about: My Aunt Mary has a cat.

- The predicate tells what the subject is or does. The simple predicate is the main verb or verb phrase.

- The complete predicate includes all the words that tell what the subject of the sentence is or does: Tim took three marbles from the pile.

Day 2 Teach the Concept

REVIEW SUBJECTS AND PREDICATES

Review how to recognize subjects and predicates. Have students explain the differences between simple and complete subjects and predicates.

INTRODUCE TYPES OF SUBJECTS AND PREDICATES

- Sentences can have more than one subject or predicate. A compound subject is two or more subjects with the same predicate. The subjects are usually joined by and or or.

- A compound predicate is two or more predicates with the same subject. The simple predicates in a compound predicate are usually joined by and, but, or or.

Grammar Practice Book, page 7

- The subject of a sentence is the person, place, or thing the sentence talks about.

- The complete subject includes all the words in the subject.

- The simple subject is usually a noun or a pronoun—the main word or words in the complete subject.

- A compound subject has two or more nouns that make up the subject.

Grammar Practice Book, page 8

- The predicate tells what the subject does or did.

- The complete predicate includes all the words in the predicate.

- The simple predicate is the verb—the action word or words in the complete predicate.

- A compound predicate has two or more verbs.

See Grammar Transparency 6 for modeling and guided practice.

See Grammar Transparency 7 for modeling and guided practice.

Practice Language Help students understand subjects and predicates. In one column on the board write a list of subjects. In another column write a list of predicates. (The cat, The little girl) In another column write a list of predicates. (sang a song, ate a bug) Help students pair up a subject and a predicate to create sentences.
Review and Practice

** REVIEW TYPES OF SUBJECTS AND PREDICATES**

Review how to identify compound subjects and predicates.

**MECHANICS AND USAGE: PUNCTUATE TYPES OF SUBJECTS AND PREDICATES**

- If a compound subject has two subjects, the subjects are not separated by a comma. If it has three or more subjects, they are separated by commas: Josh, Carrie, and Meg went fishing.
- If a compound predicate has two predicates, the two predicates are not separated by a comma. If it has three or more predicates, they are separated by commas: Josh, Carrie, and Meg went fishing.

**PROOFREAD**

Have students correct the errors in the following sentences.

1. Jennifer, Anthony, David and May went for a walk? (1: David, 2: walk.)
2. they searched for desert plants or animals? (1: They 2: animals.)
3. We sorted named and filed away all the types of plants they found. (sorted, named)
4. There were many odd colors, and shapes. (colors and)

**ASSESS**


**RETEACH**

Separate students into groups. One member of each group goes to the board as a sentence from the corrected Daily Language Activities is read. Students must write the sentence and draw a line between subject and predicate. All groups with the correct answer get a point. Repeat for all sentences or until all have had a turn.

Use page 12 of the Grammar Practice Book for additional reteaching.
Administer the Test

**Weekly Reading Assessment, Passage and questions, pages 21–28**

**ASSESSED SKILLS**
- Main Idea and Details
- Vocabulary Words
- Context Clues: Surrounding Words
- Subjects and Predicates
- Words with Long a

Administer the **Weekly Assessment** from the CD-ROM or online.

**Fluency**

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goal for all students: **84–104 words correct per minute (WCPM).**

- **Approaching Level**
  - Weeks 1, 3, 5
- **On Level**
  - Weeks 2, 4
- **Beyond Level**
  - Week 6

**Alternative Assessments**

- **ELL Assessment,** pages 36–37
### End-of-Week Assessment

#### Diagnose

<table>
<thead>
<tr>
<th><strong>VOCABULARY WORDS</strong></th>
<th><strong>IF...</strong></th>
<th><strong>THEN...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY STRATEGY</strong></td>
<td>0–2 items correct . . .</td>
<td>Reteach skills, using the Additional Lessons page T5.</td>
</tr>
<tr>
<td>Context Clues: Surrounding Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items 1, 2, 3, 4</td>
<td></td>
<td>Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a> Vocabulary PuzzleMaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMPREHENSION</strong></th>
<th><strong>IF...</strong></th>
<th><strong>THEN...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill: Main Idea and Details</strong></td>
<td>0–2 items correct . . .</td>
<td>Reteach skills, using the Additional Lessons page T2. Evaluate for Intervention.</td>
</tr>
<tr>
<td>Items 5, 6, 7, 8</td>
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<th><strong>IF...</strong></th>
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<td>Reteach skills: Grammar Practice Book page 12.</td>
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<td><strong>Words with Long a</strong></td>
<td>0–1 items correct . . .</td>
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<tr>
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<tr>
<td><strong>0–78 WCPM</strong></td>
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<td>Evaluate for Intervention.</td>
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**Triumphs**

**AN INTERVENTION PROGRAM**

To place students in the Intervention Program, use the Diagnostic Assessment in the Intervention Teacher’s Edition.
**Objective**
Decode one-syllable and multisyllabic words that include long a

**Materials**
- Decodable Passages, Teacher’s Resource Book, p. 6
- Student Book A Walk in the Desert

### WORDS WITH LONG a

**Model/Guided Practice**
- Write the letters s, c, r, a, p on the board. Say the sound that each letter stands for. Then blend the sounds: /skrap/. Say the word with me: scrap.
- Write e after scrap. The e at the end is silent, but listen to how it changes the sound of the vowel a. The new word is scrape. Say it with me: /skrāp/.
- Now you do it. Start with the word mad. Say the word with me. Now add e. What is the new word? Yes, let’s say it again together: /mād/. Have students repeat the process with tap/tape, plan/plane, slat/slate. Provide constructive feedback. Then ask students to provide their own examples, including real and nonsense words.
- Extend the activity to include other spellings of long a: ay (stray, play), ai (pail, train), ei (neighbor, weigh), and ea (break, steak).

### MULTISYLLABIC WORDS WITH LONG a

- Write the word suitcase on the board and have students identify the second syllable as containing the long a. Have student pairs practice decoding longer words with long a. Write the following words on the board or provide copies of the list. Choose a word with your partner and say the word. Draw a line to show where syllables begin and end. Then draw a line under the syllable with long a.
  - shapeless
  - snowflake
  - teenage
  - classmate
  - female
  - cupcake
  - fireplace
  - locate
  - telltale
  - lampshade
  - playmate
  - lemonade
- Check each pair or group’s accuracy. Provide support as needed.

### WORD HUNT: WORDS WITH LONG a IN CONTEXT
- Review the different spellings of long a: a_e, ay, ai, ei, or ea. Have students search A Walk in the Desert to find words containing any of these long a spellings. Have them write the words and point to the letters in each word that spell long a.
- Tally the words to see if students have found the following:
  - a_e: escape, shade, scales, place, made, rattlesnake
  - ay: daytime, away
  - ai: tail, wailing, waiting, painful, painting, painted, rain
- Repeat the activity with the decodable text on Teacher’s Resource Book page 6.
Objective
Read with increasing prosody and accuracy at a rate of 84–94 WCPM

Materials
• Index cards
• Approaching Practice Book A, page 11

**WORD AUTOMATICITY**

Have the group create flash cards for the following long a words: always, away, eight, gave, made, say, take, today. Display the cards one by one and have students say the words. Repeat twice more, displaying the words more quickly each time.

**REPEATED READING**

Model reading the Fluency passage in Practice Book A, page 11. Tell students to pay attention to your tempo. Then read one sentence at a time and have students echo-read each sentence, copying your tempo. During independent reading time, have students work with a partner. Have one student read aloud while the other repeats each sentence. Ask students to write down words they felt were difficult to pronounce.

**TIMED READING**

At the end of the week, have students do a timed reading of the passage from Practice Book A, page 11. Tell each student:

- Place the passage facedown.
- When I say “Go,” begin reading the passage aloud.
- When I say “Stop,” stop reading the passage.

As students read, note any miscues. Stop each student after one minute. Help students record the number of words they read correctly.

**Vocabulary**

Objective
Apply vocabulary word meanings

Materials
• Vocabulary Cards
• Transparencies 2a and 2b

**VOCABULARY WORDS**

Display the Vocabulary Cards for climate, eerie, lumbering, lurk, shimmer, silken, and swallows. Help students locate and read these words in “Living in Alaska” on Transparencies 2a and 2b. Review each word’s meaning. Have students underline context clues for each word on the transparency and then use the words orally in meaningful sentences.

**Comprehension Check**

1. What is the main idea of the first paragraph? Main Idea and Details
   - The desert is very hot during the day. Some animals and plants adapt to being active at night when the air is cooler.

2. Name some details about the adaptation of the thorny devil. Main Idea and Details
   - Thorns help the thorny devil hide from predators. The thorny devil has grooves on its back to collect dew or rain and lead the water to its mouth.

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<thead>
<tr>
<th>Word</th>
<th>First Read</th>
<th>Second Read</th>
<th>Correct Guess</th>
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</tr>
<tr>
<td>eerie</td>
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<td>–</td>
<td>2</td>
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<td>lumbering</td>
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<td>lurk</td>
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<td>shimmer</td>
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<td>silken</td>
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<td>–</td>
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<tr>
<td>swallows</td>
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</tbody>
</table>
**Vocabulary**

**Objective**
Use context clues to find meanings of unfamiliar words

**Materials**
- Student Book *A Walk in the Desert*

**CONTEXT CLUES: SURROUNDING WORDS**

Review with students how to find the meaning of an unfamiliar word using clues from surrounding words. Find *taproot* on page 54 of *A Walk in the Desert*. Have students identify context clues that help them figure out the meaning of the word. Then have students use surrounding clues to figure out the meaning of *burrows* on page 57.

**Comprehension**

**Objective**
Identify main idea and details

**Materials**
- Student Book “Living in Alaska”
- Transparencies 2a and 2b

**STRATEGY**
**SUMMARIZE**

Remind students that a summary briefly tells the most important ideas in a passage or text.

**SKILL**
**MAIN IDEA AND DETAILS**

**Explain/Model**
- The main idea is the most important idea of a paragraph, passage, or book.
- Relevant details give more information about the main idea.

Display Transparencies 2a and 2b. Reread the first paragraph of “Living in Alaska,” and model identifying its main idea.

**Think Aloud**
I learn that animals in Alaska have special ways to adapt to the cold climate. That is the first main idea.

Ask a volunteer to circle the main idea on the transparency. Then have another student underline details that support that idea.

**Practice/Apply**
Reread the rest of “Living in Alaska” with students and have them continue circling main ideas and underlining supporting details. After reading, invite students to summarize the article by restating the main idea and relevant details. Then ask students:
- What is the main idea of the first section, “Another World”?
- What relevant details in the first section support the main idea?
- What is the the main idea of the last section, “A Low Profile”? 

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**Vocabulary Research**

Research cites that repeated exposure to vocabulary is important for learning gains. The best gains were made with instruction that extended beyond a single day and that involved many exposures to the words in and out of context.

*Timothy Shanahan*

Go to [www.macmillanmh.com](http://www.macmillanmh.com)
Objective
Read to apply strategies and skills

Materials
• Leveled Reader *Survival in the Great Sandy Desert*
• Student Book *A Walk in the Desert*

PREVIEW AND PREDICT
Have students read the title, look at the cover and preview pages 2–3. Then have them predict what the book is about, using the map, the photographs, and captions to help them. Students should list any questions they have.

VOCABULARY WORDS
Before reading, review the vocabulary words as needed. As you read together, discuss how each word is used in context.

STRATEGY
SUMMARIZE
Remind students that a summary tells the most important ideas in a passage or text.

SKILL
MAIN IDEA AND DETAILS
The main idea tells what a section is about. A main idea may be explicit (stated) or implied (unstated). Supporting details give information about the main idea. Model finding the main idea and details on pages 2–3.

Think Aloud If I summarize the first two pages, I realize they are telling about the climate and environment of the Great Sandy Desert. I don’t see a main idea sentence, so I think this is the unstated main idea. The supporting details are those that tell about the temperature, rainfall, rocks, and sand.

READ AND RESPOND
Have students state the main ideas and supporting details of each chapter. Then have them compare the Great Sandy Desert with where they live.

MAKE CONNECTIONS ACROSS TEXTS
Have students compare *A Walk in the Desert* and *Survival in the Great Sandy Desert*.

- Point out that *Survival in the Great Sandy Desert* is about a desert in Australia. Ask if *A Walk in the Desert* is about a specific desert. Then have students describe what the selection is about.
- Ask students to identify details that tell how animals described in both selections survive the desert’s hot climate.
As I read, I will pay attention to tempo.

The Sahara is the world’s largest desert. It is nearly the size of the United States. Like all deserts, it gets fewer than 10 inches (24 cm) of rain a year. In parts of the Sahara, you can see nothing but sand for miles. A sand dune forms when wind carries sand over a large rock. The sand drops, and gradually a hill of sand grows.

However, about 80 percent of the world’s deserts are not sandy. This is true within the Sahara as well. Deserts begin as rock. The rock is worn away and broken apart—first into boulders, then into stones, and finally into sand. In some places, the Sahara is made up of huge rocks and gravel.

Comprehension Check
1. What makes the Sahara a desert? Main Idea and Details
   - The Sahara is the world’s largest desert. It is nearly the size of the United States.
   - Like all deserts, it gets fewer than 10 inches of rain a year.

2. Date the development of a desert. Main Idea and Details
   - A desert begins as rock. The rock is worn away and broken apart—first into boulders, then into stones, and finally into sand.

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Leveled Reader Lesson**

**Objective**
Read to apply strategies and skills

**Materials**
- Leveled Reader Survival in the Sahara Desert

**PREVIEW AND PREDICT**
Have students preview *Survival in the Sahara Desert*. Ask students to predict what the selection is about. Have students use their own knowledge and experience to predict what kinds of plants and animals live in the Sahara Desert.

**STRATEGY**
**SUMMARIZE**
Remind students that a summary tells the most important ideas in a passage or text.

**SKILL**
**MAIN IDEA AND DETAILS**
Review the following with students:
- The main idea tells what a paragraph, passage, or selection is about.
- Supporting details give additional information about the main idea.

Point out that the main idea may be explicit (stated) or implied (unstated). Explain that students will read the selection and then fill in information about the main idea and supporting details in a main idea chart.

**READ AND RESPOND**
Read the Introduction and Chapter 1. Have students identify the main idea and the supporting details for each. At the end of Chapter 1, fill in the Main Idea Chart. Have students tell how each detail supports the main idea. They should complete the chart and share questions as they continue reading.

**VOCABULARY WORDS**
After students finish reading, have them use the vocabulary words in questions and answers related to the selection, such as *What is eerie about the Sahara Desert? Rock formations in the desert are eerie.*

**MAKE CONNECTIONS ACROSS TEXTS**
Have students summarize and compare the main ideas and details in *A Walk in the Desert* and *Survival in the Sahara Desert*.

Ask students to give the main idea of each selection. Have them refer to their Main Idea Charts and any other notes they may have made. Have them use details from their charts to explain why they would or would not want to live in the desert.
Vocabulary

Objective
Apply vocabulary words

Materials • Vocabulary Cards

EXTEND VOCABULARY

Review the vocabulary words using the Vocabulary Cards. Ask students to write riddles for the week’s vocabulary words. Possible clues include rhyming words, definitions, synonyms, antonyms, and homographs. For example, How would you describe a giant walking?

Students can then take turns asking each other the riddles. Have the student who answers the riddle use the word in a sentence and then ask his or her own riddle.

Literary Elements

Objective
Recognize assonance and metaphor in a poem

Materials • Student Book Cinquains

ASSONANCE AND METAPHOR

Ask students to tell what assonance is and identify an example in “Fat Frog,” “White Swans,” or “Grass Snake.” Have them do the same with metaphor.

Have students work with partners to create a short poem about a topic of their choice using both assonance and metaphor. Then have students read their poems to their classmates.

Objective
Read fluently with good tempo at a rate of 94–104 WCPM

Materials • Beyond Practice Book B, p. 11

REPEATED READING

Work with students to begin reviewing the Fluency passage on page 11 of Practice Book B. Remind them that paying close attention to tempo will help them read with more expression and confidence. Have one student read a sentence, then tell the next student to join in. Then have a third student join in. Repeat until all students are reading together. When the students reach the end of the passage, tell them to go back to the beginning and repeat until every student has been included in the reading.

During independent reading time, partners can take turns echo-reading the passage they have practiced together. Remind students to use what they have learned about tempo and expression to monitor one another. Circulate and provide constructive feedback as needed.

Comprehension Check

1. What is the main idea of the second paragraph? Main idea and Details The main idea is where the Great Basin is and what it looks like.

2. What is the main idea of the fourth paragraph? Main idea and Details The landscape of the Great Basin desert is a basin-and-range pattern.

<table>
<thead>
<tr>
<th></th>
<th>First Read</th>
<th>Second Read</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Words Correct Score</td>
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</tbody>
</table>
**Leveled Reader Lesson**

**Objective**
Read to apply strategies and skills

**Materials**
- Leveled Reader *Survival in the Great Basin Desert*

**PREVIEW AND PREDICT**

Have students preview *Survival in the Great Basin Desert*, predict what it is about, and set a purpose for reading.

**SKILL**

**MAIN IDEA AND DETAILS**

Ask a volunteer to explain what the terms *main idea* and *details* mean and why they are important for understanding a selection. Explain that students will read *Survival in the Great Basin Desert* together and identify the main idea of the story.

**READ AND RESPOND**

As students read, they should identify the main idea and supporting details for the introduction and for each chapter and write them on a main idea chart. Then have student partners compare charts and discuss the main idea and details they would use to summarize the story. Discuss students’ personal responses to the story. Would they like to visit the desert?

**VOCABULARY WORDS**

Have students identify vocabulary words as they are used in the selection. Discuss the meanings of the words. Then have students write their own dictionary entries for vocabulary words.

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**Self-Selected Reading**

**Objective**
Read independently to identify the main idea and supporting details of a selection

**Materials**
- Leveled Readers or informational trade books at students’ reading level

**READ TO IDENTIFY MAIN IDEA AND DETAILS**

Have students choose an informational book for independent reading. Remind them that the main idea is supported by relevant details. Have students read their books and record main ideas and relevant details. Then have students exchange with a partner and write a summary using their partner’s main idea and details. Later, hold a literature circle in which students share and compare what they have read.
English Language Learners

Academic Language

Throughout the week the English language learners will need help in building their understanding of the academic language used in daily instruction and assessment instruments. The following strategies will help to increase their language proficiency and comprehension of content and instructional words.

**Strategies to Reinforce Academic Language**

- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.

- **Use Visuals** Use charts, transparencies, and graphic organizers to explain key labels to help students understand classroom language.

- **Model** Demonstrate the task using academic language in order for students to understand instruction.

**Academic Language Used in Whole Group Instruction**

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
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<td>summarize (p. 47A)</td>
<td>precise words (p. 68)</td>
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<tr>
<td>survive (p. 44)</td>
<td>main ideas (p. 47A)</td>
<td>descriptive words (p. 68)</td>
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<td>supporting details (p. 47A)</td>
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<td>nonfiction (p. 47A)</td>
<td>vague word (p. 69A)</td>
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<td>cinquain (p. 66)</td>
<td>subjects and predicates (p. 69I)</td>
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<td></td>
<td>assonance (p. 66)</td>
<td>compound subject/compound predicate (p. 69I)</td>
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<tr>
<td></td>
<td>metaphor (p. 66)</td>
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</tbody>
</table>

For additional language support and oral language development, use the lesson at www.macmillanmh.com
**Objective**
• To apply vocabulary and comprehension skills

**Materials**
• ELL Leveled Reader

**ELL 5 Day Planner**

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**Before Reading**

**DEVELOP ORAL LANGUAGE**

**Build Background** Write the word desert on the board and have students brainstorm related words. Then ask, Suppose you are in a desert. What do you see? How do you feel? You are thirsty. What do you do? There’s a sandstorm coming. What do you do?

**Review Vocabulary** Write the vocabulary and story support words on the board and discuss the meanings. Use each word in a sentence. To stay alive, or survive, we need air and water. Check comprehension by asking questions. What else do we need for survival?

**PREVIEW AND PREDICT**
Point to the cover illustration and read the title aloud. What do you think we will learn about? What do we need to know to survive in the desert? Read the Table of Contents and ask students to make further predictions.

**Set a Purpose for Reading** Show the Main Idea Chart and remind students they have used it before. Encourage them to use both picture and text clues to help them identify the main idea and supporting details.

**During Reading**
Choose from among the differentiated strategies below to support students’ reading at all stages of language acquisition.

**Beginning**

**Shared Reading** As you read, pause to point out information and pictures that help identify the main idea. Where does the acacia tree live? Have students help find at least two details. Model filling in the chart.

**Intermediate**

**Read Together** Read the first chapter and model identifying the main idea and details. Continue reading, taking turns with students. Help them identify the main idea and details to fill in the chart.

**Advanced**

**Independent Reading** After reading each chapter, ask students to use the strategy to fill in the chart with a partner. Have them use pictures and captions as a reference. Encourage using new vocabulary to summarize the story.

**After Reading**
Remind students to use the vocabulary and story words in their whole group activities.