

# Read

## MAIN SELECTION

- *A Walk in the Desert*
- **Skill:** Main Idea and Details

## PAIRED SELECTION

- Three Cinquains: "Fat Frog," "White Swans," and "Grass Snake"
- **Literary Elements:** Assonance and Metaphor

## SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 69M–69V

# Comprehension

## GENRE:

### INFORMATIONAL NONFICTION

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.

## Comprehension

### Genre

#### Informational Nonfiction

is a detailed composition that sets out to explain something by presenting facts about it.

### Summarize

#### Main Idea and Details

As you read, fill in your Main Idea Chart.

Main Ideas	Details

### Read to Find Out

What characteristics allow desert animals to live in such a hot, dry place?

## 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

# A Walk in the Desert

by Rebecca L. Johnson

with illustrations by Phyllis V. Saroff



49

## Read Together

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 need alternate selections, choose the **Leveled Readers** that match their instructional level.

## Read Independently

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.



## Technology

Story available on **Listening Library Audio CD**



## 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 0, page 10

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

Main Ideas	Details

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



**Approaching Practice Book A**, page 10



**Beyond Practice Book B**, page 10

# Develop Comprehension

## 1 WRITER'S CRAFT: PRECISE WORDS

What word does the author use to tell how the sunbeams look during the sunrise? (*flickering*) Use a thesaurus or a synonym finder, to find synonyms for *flickering*. What other words could you use to describe the look of the sunbeams at dawn? (*Suggested answers: gleaming, glinting, glistening, shimmering, sparkling, twinkling*) Why do you think the author chose *flickering* instead of the other words? (*Answers will vary; possible answer: The word flickering shows that the light was not steady. That makes sense, because the sun is just coming up.*)

## 2 USE ILLUSTRATIONS

Read the first two sentences in the second paragraph. Then use the map key or legend to tell which biomes border the desert biome in North America. (*boreal forest, grassland, chaparral, tropical scrub forest*)

Remind students that map legends can be useful sources of information. Invite small groups to research one biome named in the legend and to share their findings orally, visually, or in writing.

### 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.*)

Biomes of North America



- 1 Sunbeams are flickering over the landscape as the sun rises. A kit fox heads for her den as another day in the desert begins.
- 2 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
- 3 drench a desert with several inches of rain in just a few hours. It might not rain again for months—even years.

50

### Comprehension

#### 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.



51

# 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.

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.

# Develop Comprehension

## 4 USE TEXT FEATURES: CAPTIONS

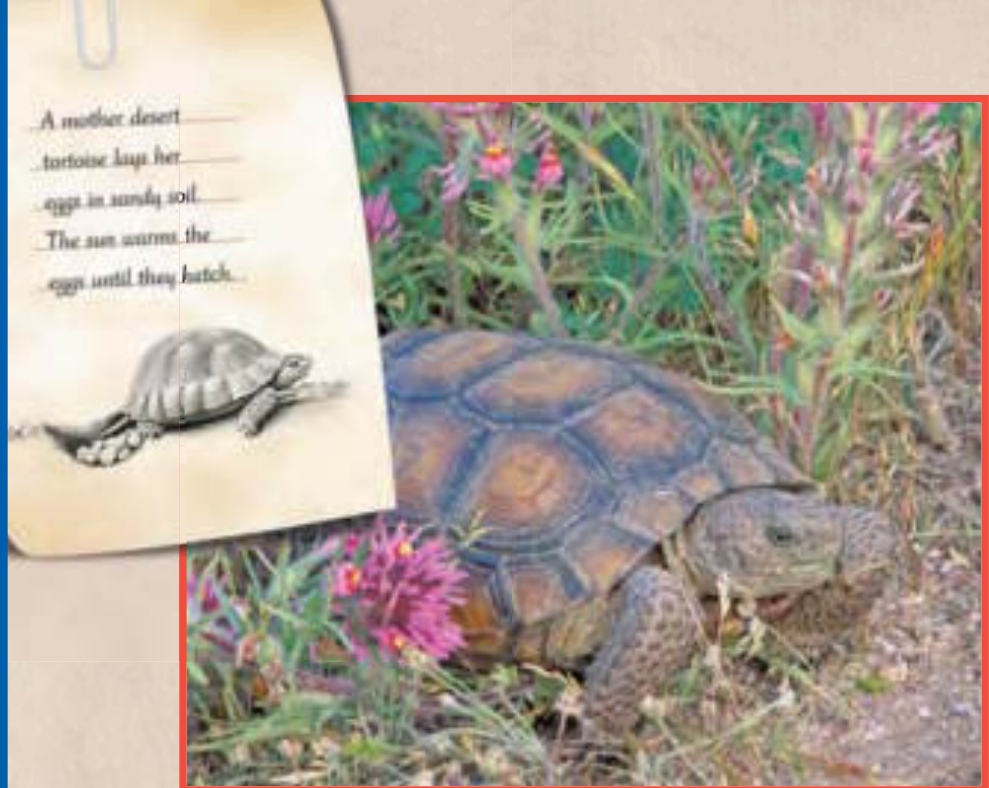
Captions are text features that are often found in nonfiction text. They are usually placed under or next to an illustration or photograph, and help to explain it. Authors sometimes use captions to include additional information that is not found in the text. What information about tortoises do you learn in the caption on this page? (Tortoises lay their eggs in sandy soil. The sun warms them until they hatch.)

## 5 MAIN IDEA AND DETAILS



What is the main idea of the last paragraph on this page? (Other creatures use old woodpecker holes for their homes.) What details support this? (Two flycatchers live in one hole, there is a hive of bees in another hole, and an owl lives in a third hole.) Add this information to your Main Idea Chart.

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.
Other creatures use old woodpecker holes for homes.	Two flycatchers live in one hole. Bees live in another. An owl lives in a third.



A mother desert tortoise lays her eggs in sandy soil. The sun warms the eggs until they hatch.

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.

- 4 Another is home to a hive of honeybees. And peeking out of still another hole is an elf owl. It has white
- 5 eyebrows and fierce yellow eyes.

## Cultural Perspectives

### 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.

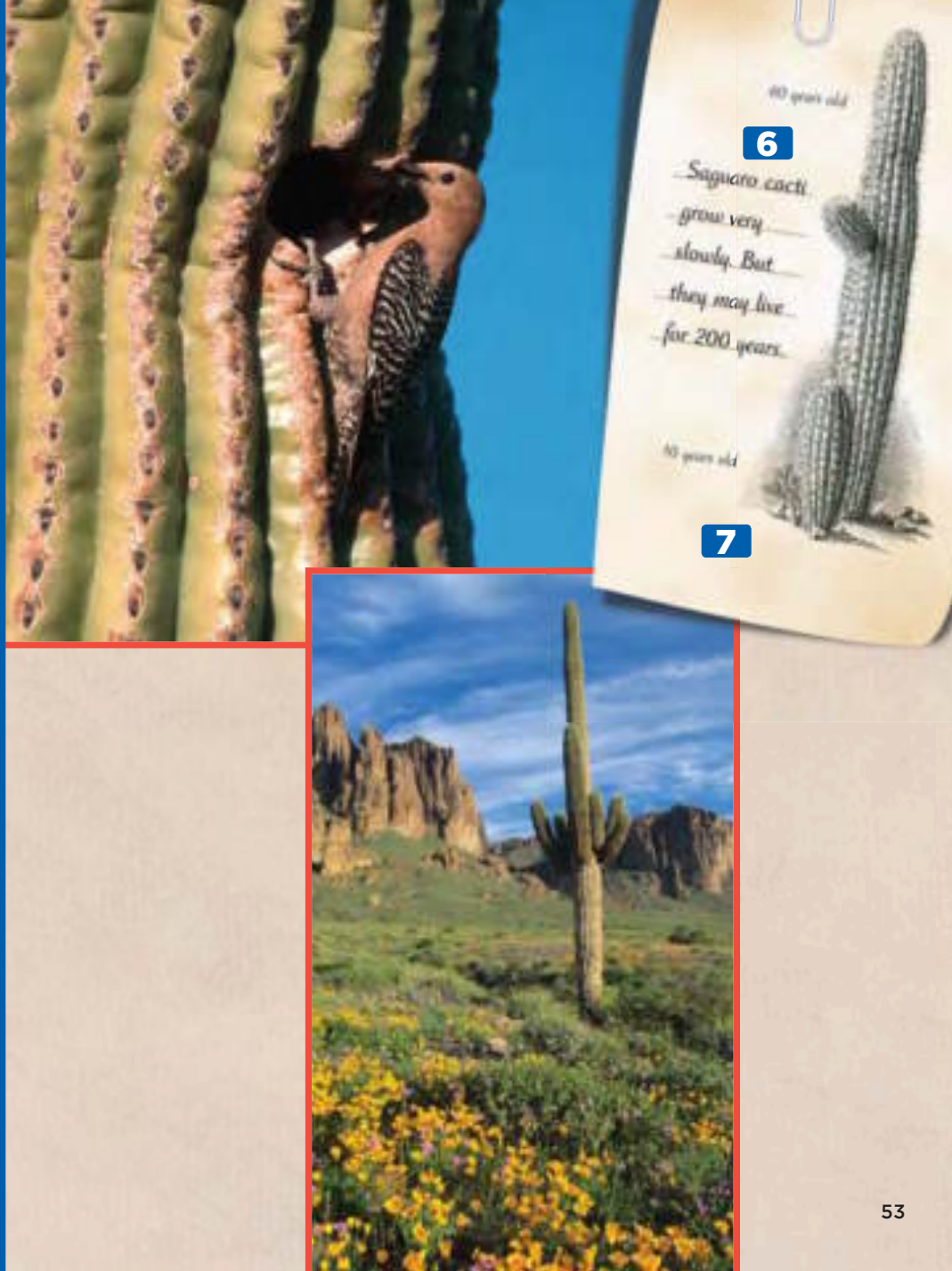
# Develop Comprehension

## 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)



53

## 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.

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.
Other creatures use old woodpecker holes for homes.	Two flycatchers live in one hole. Bees live in another. An owl lives in a third.
Wood rats use various materials to build large nests for protection.	The nests are enormous. They are made of just about anything. They protect the wood rats from predators and heat.



## 8

Not far from the saguaro, you see a very different kind of desert home. Jammed between a dead cactus and a fallen tree is a huge mound of tangled twigs. It's the nest of a wood rat.

Wood rats are also called pack rats. They use anything they can find to build enormous nests. A wood rat's nest might be made of sticks, rocks, leaves, cactus spines, or even bones. It may be as tall as a person and just as wide. The nest protects the wood rat from foxes, hawks, and other predators. It is also a cool place to hide from the hot sun.

## 9

**Main Idea and Details**  
What is the main idea in the second paragraph?



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.

10

Elf owls are the smallest  
owls in the world. They are  
about the size of sparrows.



11

## Develop Comprehension

### 10 STRATEGY CONTEXT CLUES



What **surrounding words** help you figure out the meanings of the words *burrows* and *dens*? (The words *burrows* and *dens* are in a list with the phrase *other sheltered places*, so they must be kinds of shelter. The next two sentences tell the reader that the desert-dwelling kangaroo rat and kit fox stay underground during the day. So, burrows and dens must be underground shelters.)

### 11 MONITOR AND CLARIFY: SEEK HELP

How large are elf owls? (If students are not sure how to answer, suggest that they reread. Suggested answer: The caption says that they are the smallest owls in the world, so other owls are larger. It doesn't say the actual size. The caption also says that they are about the size of sparrows. If I don't know how large a sparrow is, I can ask a librarian to help me.)



Have students respond to the selection by confirming or revising their predictions and purposes. Encourage them to revise or write additional questions to help them understand the selection better.

### Quick Check

Can students identify an unstated main idea by summarizing what they have read? If not, see the **Extra Support** on this page.

Stop here if you wish to read this selection over two days.

STOP



55

### 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

## 12 MAIN IDEA AND DETAILS



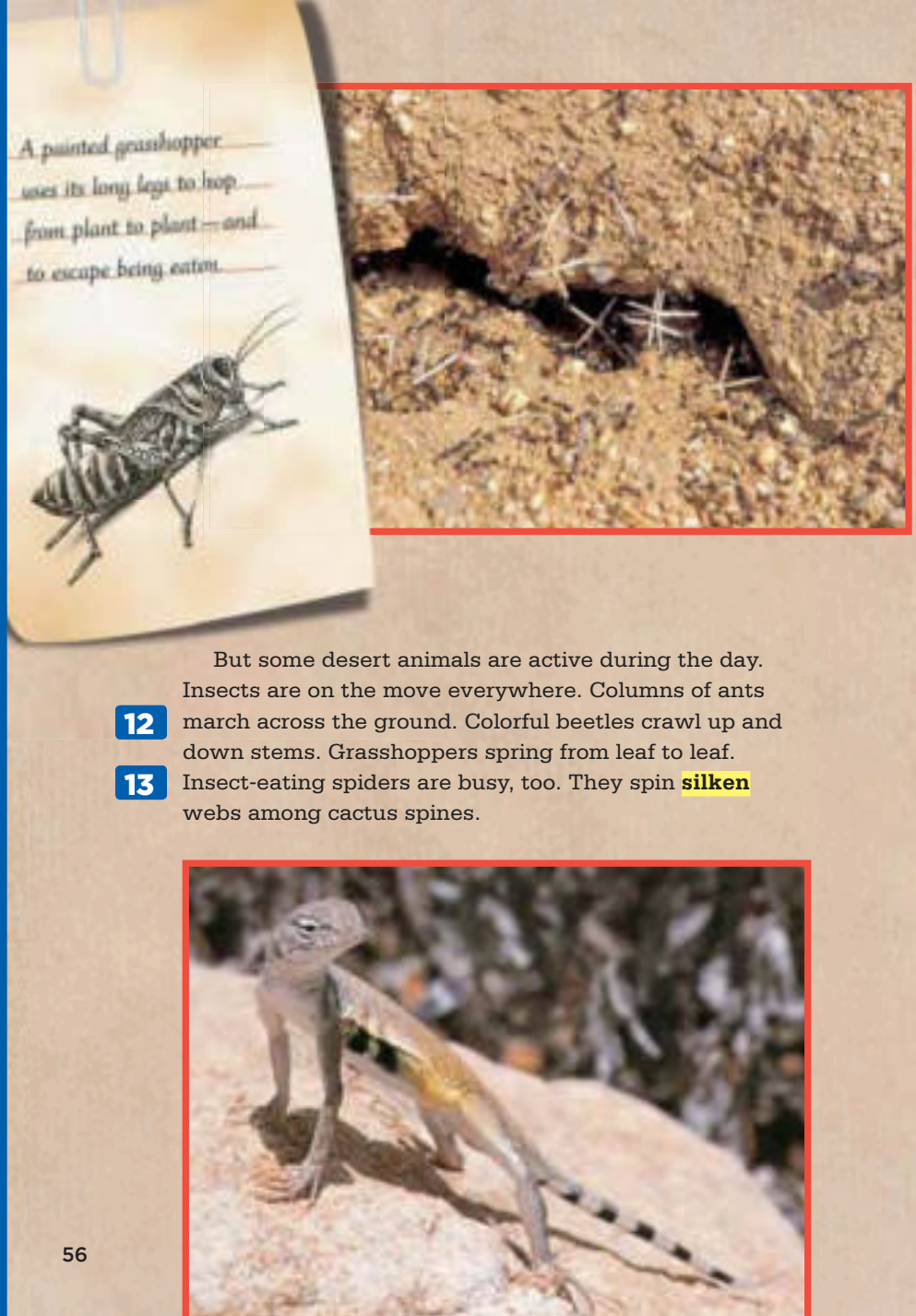
What is the main idea on this page? What are the supporting details? (The main idea is that some desert animals are active during the day. The animals include insects on the move, such as ants, beetles, and grasshoppers, and spiders spinning webs.) Add this information to your Main Idea Chart.

## 13 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.)

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.
Other creatures use old woodpecker holes for homes.	Two flycatchers live in one hole. Bees live in another. An owl lives in a third.
Wood rats use various materials to build large nests for protection.	The nests are enormous. They are made of just about anything. They protect the wood rats from predators and heat.
Some desert animals are active during the day.	Insects, such as ants, beetles, and grasshoppers, are on the move. Spiders spin webs.



But some desert animals are active during the day. Insects are on the move everywhere. Columns of ants march across the ground. Colorful beetles crawl up and down stems. Grasshoppers spring from leaf to leaf.

12

13

Insect-eating spiders are busy, too. They spin **silken** webs among cactus spines.

## ELL

## Access for All

### 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.

14

A horned lizard's spiny scales are a good defense against desert predators.



15

## Develop Comprehension

### 14 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.)

### 15 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

Find the sentence that contains the word **lumbering**. Name three other animals whose walk could be called lumbering. (Sample answers: bear, elephant, hippo)

### 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)



57

# Develop Comprehension

## 16 WRITER'S CRAFT: PRECISE WORDS

Why do you think the author chose the word *streaks* to use in the first sentence on this page? (Suggested answer: It shows that the animals were moving so fast that all you can see is a streak of color as they go by.) What other words could you use that have a similar meaning? (Answers will vary; possible answers: race, charge, bound, zip.)

## 17 STRATEGY CONTEXT CLUES



What **surrounding words** help you recall the meaning of the word *swallows*? (The first paragraph says that roadrunners hunt small lizards, so they must eat them. The phrase *in one gulp* shows that the roadrunner is eating the lizard. Also, *swallows* is a verb here, so I know it does not name another type of bird.)

A roadrunner's feet have two  
toes that point forward and  
two that point backward.  
This shape helps the bird  
grip the ground when it runs.



**16** 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

**17** **swallows** it in one gulp.



# 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.)



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!

18

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.

19

59

## ELL



### STRATEGIES FOR EXTRA SUPPORT

#### Question 19 GENRE: INFORMATIONAL NONFICTION

To elicit the connections among living things in the desert biome, write the words *jackrabbits*, *coyotes*, *berries*, *plants*, *birds*, and *lizards* on the board in a "splash." Have a volunteer use two of the words to make a statement based on the text, e.g., *Coyotes sometimes eat jackrabbits*. Draw a line to connect the words. Continue having students make statements and drawing lines.

# Develop Comprehension

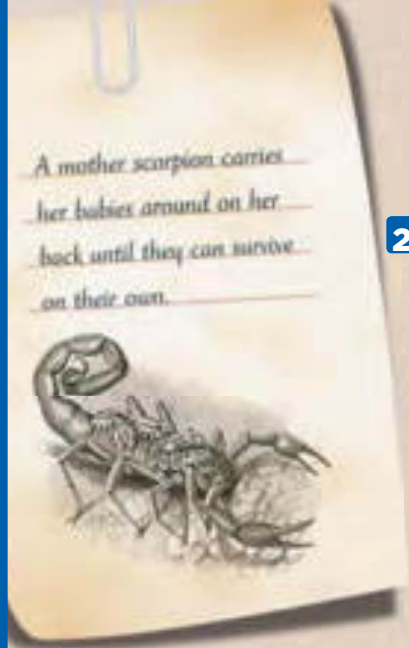
## 20 MAIN IDEA AND DETAILS



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.

Access for All

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.
Other creatures use old woodpecker holes for homes.	Two flycatchers live in one hole. Bees live in another. An owl lives in a third.
Wood rats use various materials to build large nests for protection.	The nests are enormous. They are made of just about anything. They protect the wood rats from predators and heat.
Some desert animals are active during the day.	Insects, such as ants, beetles, and grasshoppers, are on the move. Spiders spin webs.
At midday, it is extremely hot in the desert.	Coyotes pant. It is over 100 degrees. The sun is a fireball. Animals move into shade.



By noon, even the coyotes are panting. It's well over 100 degrees. The sun is a fireball overhead. Nearly all the daytime animals move into the shade of rocks and cacti during the hottest part of the day.

20



60

ELL

Access for All

### 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?*

# 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.)



A rattlesnake's rattle is  
made up of a row of  
large, dry scales.



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.

21

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.

22

61



## Cross-Curricular Connection

### DESERT 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

## 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.

Main Idea	Details
Deserts have a very dry climate.	Deserts get little rain. A single storm might be heavy. Months or years may pass between rains.
Other creatures use old woodpecker holes for homes.	Two flycatchers live in one hole. Bees live in another. An owl lives in a third.
Wood rats use various materials to build large nests for protection.	The nests are enormous. They are made of just about anything. They protect the wood rats from predators and heat.
Some desert animals are active during the day.	Insects, such as ants, beetles, and grasshoppers, are on the move. Spiders spin webs.
At midday, it is extremely hot in the desert.	Coyotes pant. It is over 100 degrees. The sun is a fireball. Animals move into shade.
Plants and animals react to the change in temperature as the sun goes down.	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.

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.



**Main Idea and Details 23**  
Name the main idea on these two pages. Which statements support the main idea? **24**

## Media Literacy

### 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.

# 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.

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.

63

### Quick Check

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



## Author

### TAKE A WALK WITH REBECCA

Have students read the biography of the author.

### DISCUSS

- How might Rebecca L. Johnson have used “walking” in several biomes as ideas for her stories?
- How do actual photographs help you visualize what Rebecca L. Johnson is describing?



### WRITE ABOUT IT

Point out how the author describes some of the features and animals of the desert. Then lead students in a discussion about an environment that can be found near your community, and have them list words that can be used to describe it. Have students write a description of this environment.

### 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.

### LOG ON Technology

Students can find more information about Rebecca L. Johnson at [www.macmillanmh.com](http://www.macmillanmh.com)

# Take a Walk with Rebecca



**Rebecca L. Johnson** grew up in South Dakota. Harsh prairie winters helped her prepare for working with scientists in Antarctica. Ms. Johnson has traveled to Antarctica twice and has written three books on the experience: *Braving the Frozen Frontier*, *Investigating the Ozone Hole*, and *Science on the Ice* (winner of the *Scientific American* Young Readers Award). She has also “walked” in several other biomes—the tundra, the rain forest, the prairie, and others—for the “Biomes of North America” series.

Rebecca studied Biology at Augustana College and has worked as a teacher and a museum curator. She enjoys scuba diving, water color painting, and cross country skiing, and lives in South Dakota with her husband.

**LOG ON** Find out more about Rebecca L. Johnson at [www.macmillanmh.com](http://www.macmillanmh.com)



### Author's Purpose

How do you think the author's own experiences influenced her purpose for writing *A Walk in the Desert*? Did she want to explain, inform, entertain, or persuade?

## 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 peering out of still another hole is an elf owl. It has white eyebrows and fierce yellow eyes.” (p. 52) The words *peering* 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.

Main Ideas	Details

### 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**



## 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.



## Comprehension Check

### SUMMARIZE



Have partners summarize *A Walk in the Desert* in their own words. Remind students to use their Main Idea Chart to help them organize their summaries.

### THINK AND COMPARE

Sample answers are given.



1. **Main Idea and Details:** All of the plants and animals that live in the desert are part of a community and depend on each other. The plants and animals that live there have adapted to the hot and dry environment. Details will vary.
2. **Analyze:** Roadrunners are better at running than flying. They have very strong legs.
3. **Text to Self:** Answers may vary. Students may say they would like to see a big saguaro cactus because they would like to see a plant that is very old. **USE AUTHOR AND ME**
4. **Text to World:** Answers may vary. Students might suggest building homes that are partly underground like animal burrows because the earth will help keep the inside cool during the day and warm at night.

**USE AUTHOR AND ME**



### 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.

**Objectives**

- Read accurately with good tempo
- Rate: 84–104 WCPM

**Materials**

- Fluency Transparency 2
- Fluency Solutions
- Leveled Practice Books, p. 11

**ELL**

**Access for All**

**Develop Comprehension**

Break the passage into smaller phrase units and discuss each paragraph so that students understand what they will read. Use gestures and board sketches to convey meaning. Then read each phrase aloud and have students repeat.

# 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



On Level Practice Book O, page 11

As I read, I will pay attention to tempo.

10 The Sahara is the world’s largest desert. It is nearly  
11 the size of the United States. The Sahara extends over  
12 10 countries in northern Africa. Like all deserts, it gets  
13 fewer than 10 inches (24 cm) of rain a year.  
14  
15 In parts of the Sahara, you can see nothing but sand for  
16 miles. A sand dune forms when wind carries sand over a  
17 large rock. The sand drops, and gradually a hill of sand  
18 grows.  
19 However, about 80 percent of the world’s deserts are  
20 not sandy. This is true within the Sahara as well. Deserts  
21 begin as rock. The rock is worn away and broken apart by  
22 wind, rainstorms, and changing temperatures. Over time,  
23 the rock is broken into smaller and smaller pieces. The  
24 rock breaks down first into boulders, then into stones, and  
25 finally into sand. In some places, the Sahara is made up of  
26 huge rocks and gravel. 146

**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.

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

- ★ Approaching Practice Book A, page 11
- ◆ Beyond Practice Book B, page 11



**Access for All**

**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.

**Quick Check**

Can students read accurately with good tempo?

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

# Comprehension



## MAINTAIN SKILL MAIN IDEAS AND DETAILS

### 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?



### Objective

- Use important details to summarize the main idea of a story



### Skills Trace

Main Ideas and Details	
<b>Introduce</b>	47A–B
<b>Practice / Apply</b>	49–65; Leveled Practice, 9–10
<b>Reteach / Review</b>	69M–T; 73A–B, 74–77; 81M–T; Leveled Practice, 16–17
<b>Assess</b>	Weekly Tests; Unit 1 Test; Benchmark Tests A, B
<b>Maintain</b>	65B, 77A; 215A; 337A

# 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.

### Poetry

A **Cinquain** has five lines of two, four, six, eight, and two syllables. The first line may also be the title.



#### Literary Elements

**Assonance** is created by repeating similar vowel sounds in two or more words.

A **Metaphor** is a figure of speech in which two very different objects or ideas are said to be alike.

1

## FAT FROG

Fat frog  
Murky as mud  
Hides all but his high eyes.  
Flash! Flick! Flies cannot flee from that  
Fast tongue.

You can hear assonance in the words "high eyes," which both have the long *i* sound.

## White Swans

White swans,  
Awkward on land,  
Glide through water with ease.  
Wide webbed feet grant them the grace of  
Dancers.

2

The poet creates a metaphor by comparing swans to dancers.

## GRASS SNAKE

Grass snake  
Graceful and quick  
Slithers, slips, slides away —  
Disappears quietly as a  
Daydream. **3**

### 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**



Find out more about cinquains at [www.macmillanmh.com](http://www.macmillanmh.com)

67



### Technology

**Internet Research and Inquiry Activity** Students can find more facts about cinquains at [www.macmillanmh.com](http://www.macmillanmh.com)

### 1 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*)

### 2 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.*)

### 3 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.*)

## Connect and Compare

### 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**

#### TEXTS

## Connect Language Arts

### WRITING

- Poem
- **Writer's Craft:** Precise Words

### WORD STUDY

- Words in Context
- **Dictionary:** Unfamiliar Words
- **Phonics:** Words with Long *a*
- Vocabulary Building

### SPELLING

- Words with Long *a*

### GRAMMAR

- Compound Predicates

### SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 69M–69V

## Writing

### Precise Words

#### READ 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.

### Writer's Craft

#### Precise Words

Good writers choose just the right words to create a clear and accurate picture for readers. Use **precise words** to describe your topic and show how you feel about it.



I wanted to describe zebras with precise words.

I used a thesaurus to find just the right words, such as “steady.”

## Write a Cinquain

### Striped Horse

by Joshua M.

Zebra.

A horse with stripes,  
Grazing on grassy plains.

Steady stallions watch over foals.

They sleep.



### 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.

**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?

69

**Writing Student pages 68–69****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.



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

**Transparency 5****Cinquain Graphic Organizer**

Line	Syllables	Contains	Possible Words
1	2	subject	zebra
2	4	description of subject	horse, stripes
3	6	description of action	munching, grazing, plains, grassy
4	8	description of feeling	strong, steady, watch, baby
5	2	conclusion	sleep, rest, shut eyes

Writing Transparency 5

© Macmillan/McGraw-Hill



## Publishing Options

Students can share their cinquain orally. See Speaking and Listening tips below. They can also use their best cursive to write their cinquain. (See **Teacher's Resource Book** pages 168–173 for cursive models and practice.) If students prefer, they can type their cinquain on a computer. They can also draw a picture of the animal they chose, using their cinquain to create a caption that describes this animal.

### Speaking and Listening

#### SPEAKING STRATEGIES

- Practice reading your cinquain beforehand.
- Use appropriate voice and gestures as you speak.

#### LISTENING STRATEGIES

- Face and look at the speaker.
- Focus on the speaker's descriptions of a particular animal.
- Ask questions.

## 4- and 6-Point Scoring Rubrics

Use the rubrics on pages 147G–147H to score published writing.

## Writing Process

For a complete lesson, see Unit Writing on pages 147A–147H.

# 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			
Writing Transparency 8	Word Choice		
	Vague Words	Precise Words	New Precise Words
	nice	polite	friendly
	mean	ferocious	savage
	goes down	tumbles	topples
	cries	whimpers	whines
	looked	peeked	gazed
	bright	dazzling	shining
	eats	gobbles	nibbles

Writing Transparency 8

## 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.

**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****Access for All**

**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.

## 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*.

**Transparency 3**

**eerie lurk climate swallows shimmer lumbering silken**

1. The lizard eyes the insect, chews it, then swallows it.
2. The desert climate can be hard on plants and animals.
3. We heard the eerie call of the coyote in the night.
4. As we took a nocturnal walk, we sensed that animals could lurk in the nearby shrubs.
5. At dawn, the sunlight made the clouds shimmer.
6. Weighted down by our packs, we began our lumbering walk across the landscape.
7. The dew-covered spider web had a silken look.

Vocabulary Transparency 3

**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.



**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**

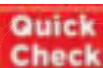
**Surrounding Words**

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)

Vocabulary Strategy Transparency 4

**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

**ELL**



**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.*

**On Level Practice Book O, page 13**

Sometimes **surrounding words** can provide the context you need to figure out the meaning of an unfamiliar word.

Read the following sentences. Circle the answer with the words that best fits 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** of \_\_\_\_\_ 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 wrens      b. such as full-grown hawks
7. **Nocturnal** animals, \_\_\_\_\_, look for food between dusk and dawn.  
a. like bats and owls      b. like whales and dolphins
8. Western farmers plant **orchards** full of \_\_\_\_\_.  
a. orange and lemon trees      b. chickens



**Approaching Practice Book A, page 13**



**Beyond Practice Book B, page 13**

## Objectives

- Decode words with long *a*
- Recognize and practice using homographs

## Materials

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

### ELL

### Access for All

#### Practice Spelling

**Patterns** After students have sorted the words by their spelling patterns, put them in pairs. Assign a number to each pattern: 1 = *a\_e*; 2 = *ay*; 3 = *ai*. One partner says a word. The other holds up fingers to indicate the word’s spelling pattern.

### On Level Practice Book O, page 14

The long *a* sound can be spelled the following ways:  
*ay* today, *stray*      *ai* rail, *drain*      *a\_e* slate, *graze*  
*ei* neigh, *sleigh*      *ea* break, *great*

Read the following sentences. Write the words in the sentences that have a long *a* sound on the lines below.

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

- ★ **Approaching Practice Book A, page 14**
- ◆ **Beyond Practice Book B, page 14**

# Phonics

## Decode Words with Long *a*

**EXPLAIN/MODEL** In words with /ā/ sounds, the /ā/ sound can be spelled several different ways. Examples of words with /ā/ spelled with *a*-consonant-*e* include *face*. Words with /ā/ spelled as *ay* include *clay*. Words with /ā/ spelled *ai* include *sail*. Write *graze*.



**Think Aloud** When I look at this word, I see *a*-consonant-*e*, so I know that the vowel sound is probably long *a*. When I sound it out, I get /grāz/ *graze*. I know that word.

**PRACTICE/APPLY** Write these words on the board: *pale, claim, crate, gray, bail, and stray*. Have students underline the spellings for /ā/. Then have them read the words aloud.

### Access for All

**Decode Multisyllabic Words** Explain that word parts, such as *-ing* and *-ed*, are added at the end of a base word. The *-ing* ending shows an act happening in the present, and the *-ed* ending shows an act happening in the past. Write the endings and the word *remained* on the board. Point to and say the base word *remain* and then the ending *-ed*. Draw a line between them, and read the word aloud. Tell students the *-ed* in *remained* means the act happened in the past. Display *playing, proclaimed, and operating*. Together with students decode *playing*. Then have them decode the remaining words. For more practice, see the decodable passages on page 6 of the **Teacher’s Resource Book**.



**Long *a* Tic-Tac-Toe** Have partners play tic-tac-toe with Spelling Words or other words. Each partner chooses a long *a* pattern, such as *a*-consonant-*e*, *-ay*, or *ai*. Players take turns writing words on a tic-tac-toe grid until one player gets three words with the same pattern in a row.

### Quick Check

Can students decode words with long *a*?

During **Small Group Instruction**

**If No** → **Approaching Level** Phonics, p. 69M

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

**Beyond Level** Options, pp. 69S–69T

# 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.

Animals	Adapting to Survive
Woodpeckers	lay eggs in cactus



## 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.



## Vocabulary Building

**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.



## 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](http://www.macmillanmh.com)

# 5 Day Spelling

## Spelling Words

pale	today	flame
face	bail	claim
crate	rail	steak
clay	break	neigh
stray	ache	mane
cane	drain	graze
slate	faint	

**Review** grim, plum, cash

**Challenge** neighbor, railway

## Dictation Sentences

- The kitten is a pale shade of gray.
- She has the cutest little **face**!
- We packed our dishes in a crate.
- Myra made a clay pot in art class.
- Our family took in a stray kitten.
- The woman leaned on her cane.
- I wrote in chalk on a slate.
- The special for **today** is meatloaf.
- Use a bucket to bail out the water.
- The fence rail needed to be fixed.
- I wonder what else she will break!
- The ache in her ankle worsened.
- The drain was clogged with peas.
- I listened carefully for a faint sound.
- The torch's flame lit up the night.
- They claim to make the best pie.
- I prefer a steak over a burger.
- I heard the horse's neigh.
- I stroked his shaggy mane as he munched on the treat.
- The sheep graze in the pasture.

## Review/Challenge Words

- The **grim** news made her cry.
- He baked a plum cake.
- I'll pay for that with cash.
- My neighbor is moving away.
- We walked under a railway.

Words in **bold** are from the main selection.

# Words with Long a

## 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](http://www.macmillanmh.com)

## 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.

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

Review Words

Challenge Words

### Spelling Practice Book, page 9

ache	pale	slate	flame	steak
stray	today	drain	claim	break
neigh	faint	crate	cane	mane
rail	clay	graze	bail	face

Write the spelling words with these spelling patterns.

- |                    |                     |
|--------------------|---------------------|
| Long a spelled a-e | Long a spelled ay   |
| 1. <u>ache</u>     | 15. <u>today</u>    |
| 2. <u>pale</u>     | 16. <u>stray</u>    |
| 3. <u>slate</u>    | 17. <u>clay</u>     |
| 4. <u>crate</u>    |                     |
| 5. <u>graze</u>    | Long a spelled eigh |
| 6. <u>flame</u>    | 18. <u>neigh</u>    |
| 7. <u>cane</u>     |                     |
| 8. <u>mane</u>     | Long a spelled ea   |
| 9. <u>face</u>     | 19. <u>steak</u>    |
|                    | 20. <u>break</u>    |
| Long a spelled ai  |                     |
| 10. <u>rail</u>    |                     |
| 11. <u>faint</u>   |                     |
| 12. <u>drain</u>   |                     |
| 13. <u>claim</u>   |                     |
| 14. <u>bail</u>    |                     |

**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 flaim. (**steak, flame**)
2. The aych in her back felt better todai. (**ache, today**)
3. The clai was too thick to go down the drane. (**clay, drain**)
4. The walls are payle gray with a feint touch of blue. (**pale, faint**)
5. Most cows liked to graiz over by 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.

Spelling Practice Book, page 10

ache	pale	slate	flame	steak
stray	today	drain	claim	break
neigh	faint	crate	cane	mane
rail	clay	graze	bail	face

**It Takes Three**

Write a spelling word that belongs with the other two words.

1. cat, lost, **stray**
2. grey, stone, **slate**
3. limp, walk, **cane**
4. sore, muscles, **ache**
5. bright, fire, **flame**
6. yesterday, tomorrow, **today**

**What Does It Mean?**

Write the spelling word that matches the meanings.

7. what pottery is made of **clay**
8. two make a train track **rail**
9. this can be cooked on a grill **steak**
10. something to pack things in **crate**
11. buffalo eat this way in a field **graze**
12. where water goes down in a sink **drain**
13. the sound a horse makes **neigh**
14. fair-skinned **pale**

Spelling Practice Book, page 11

There are six spelling mistakes in the letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Kaysha,

We saw plants of the desert at the zoo. They live in sandy soil, not in **clai** soil. We learned that some people of the desert live in mud huts. They don't use **clayte** for the roofs of their houses.

We saw zebras and lions. Both live in different desert areas of the world. The zebras look like horses, but they don't **uay** like them. They have a **main** like a lion. They **grai** on plants that look like sugar **can**.

Write soon!

Your friend,  
Sally

1. **clay**
2. **slate**
3. **neigh**
4. **mane**
5. **graze**
6. **cane**

**Writing Activity**

Write a travel advertisement describing the desert. Use at least four spelling words in your description.

---

---

---

---

---

---

---

---

---

---

Spelling Practice Book, page 12

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

- A brayd
- B brad
- C brade
- D braid

**Sample B:**

- E gray
- F grai
- G greay
- H grae

- |                                  |                                   |                                   |                                   |
|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. <input type="radio"/> A aiche | 6. <input type="radio"/> E today  | 11. <input type="radio"/> A crate | 16. <input type="radio"/> E beal  |
| 2. <input type="radio"/> B strai | 7. <input type="radio"/> A fant   | 12. <input type="radio"/> E graiz | 17. <input type="radio"/> A stak  |
| 3. <input type="radio"/> A noigh | 8. <input type="radio"/> E cley   | 13. <input type="radio"/> A flame | 18. <input type="radio"/> E braek |
| 4. <input type="radio"/> E rail  | 9. <input type="radio"/> A slait  | 14. <input type="radio"/> E clame | 19. <input type="radio"/> A mayn  |
| 5. <input type="radio"/> A payl  | 10. <input type="radio"/> E drean | 15. <input type="radio"/> A caen  | 20. <input type="radio"/> E face  |



## Subjects and Predicates

## Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Transparency 2**.

## DAY 1

Did you give your report today. I gave mine? my special report was about desert animals and their homes. (1: today?; 2: mine.; 3: My)

## DAY 2

Help me carry this? All these things. Are for my report about cold places. How heavy this crate is. (1: this.; 2: things are; 3: crate; 4: is!)

## DAY 3

My whole group. Is going to report about adaptations. Jack Ron and Sue are in my group. (1: group is; 2: Jack, Ron,)

## DAY 4

Today is the day? What are we waiting for! Let's read the report answer questions. (1: Today; 2: day.; 3: waiting for?; 4: report and)

## DAY 5

My group, and I finished the report about grazing animals. The class clapped shouted and cheered. (1: group and I; 2: grazing; 3: clapped, shouted,)

## ELL

## Access for All

**Practice Language** Help students understand subjects and predicates. In one column on the board write a list of subjects. (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.

## 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.*



See Grammar Transparency 6 for modeling and guided practice.

## Grammar Practice Book, page 7

- The **subject** of a sentence is the person, place, or thing the sentence tells 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.

Turn these sentence fragments into complete sentences by adding a subject. Write each complete sentence on the line.

- are very dry. **Possible answers are given.**  
*Hot, sandy deserts are very dry.*
- live for 200 years!  
*Some cacti live for 200 years!*
- come out at night.  
*The kangaroo rat and the kit fox come out at night.*
- come out during the day.  
*Many insects come out during the day.*
- are reading about deserts.  
*Cathy and Jamal are reading about deserts.*
- caught the lizard.  
*The speedy roadrunner caught the lizard.*
- are eaten by coyotes.  
*Birds and lizards are eaten by coyotes.*
- is dangerous.  
*The scorpion is dangerous.*

## 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*.



See Grammar Transparency 7 for modeling and guided practice.

## 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 or linking verb in the complete predicate.
- A **compound predicate** has two or more verbs.

**Possible answers are given.**

Turn these fragments into complete sentences by adding a predicate. Write each complete sentence on the line.

- Plants in the deserts  
*Plants in the deserts are very interesting.*
- Most spiders  
*Most spiders spin webs.*
- Dangerous scorpions  
*Dangerous scorpions sting their prey.*
- A quick coyote  
*A quick coyote caught a lizard.*
- Hungry lizards  
*Hungry lizards catch insects.*
- The spines of a cactus  
*The spines of a cactus are very sharp.*
- On their field trip, the students  
*On their field trip, the students watched tortoises.*
- Animals that come out at night  
*Animals that come out at night are called nocturnal animals.*


**Day 3** 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: Tonight we will eat, read, and play games.

 See Grammar Transparency 8 for modeling and guided practice.

**Grammar Practice Book, page 9**

- The subject of a sentence tells whom or what the sentence is about.
- The predicate of a sentence tells what the subject does or is.
- You can sometimes correct a sentence fragment by adding a subject or a predicate.

Read these sentence fragments and turn them into complete sentences by adding a subject or predicate. **Possible answers are given.**

- This desert  
**This desert is hot.**
- Walked a long way  
**Sarah walked a long way.**
- Heard the wind in the distance  
**Sarah heard the wind in the distance.**
- The coyote on the hill  
**The coyote on the hill was howling.**
- Was very thirsty  
**Everyone was very thirsty.**
- A scorpion  
**A scorpion stung the lizard.**
- The kids and their parents  
**The kids and their parents did not lose their way.**
- Looked for water  
**Tito and I looked for water.**

**Day 4** Review and Proofread


**REVIEW SUBJECTS AND PREDICATES**

Review the differences among simple, complete, and compound subjects and predicates.

**PROOFREAD**

Have students correct the errors in the following sentences.

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

 See Grammar Transparency 9 for modeling and guided practice.

**Grammar Practice Book, page 10**

- A complete sentence contains both a subject and a predicate.
- You can sometimes correct a sentence fragment by adding a subject or a predicate.

Rewrite the advertisement. Correct the sentence fragments, punctuation, and capitalization.

A brand new video "Desert Adventure" must find water in the desert. Scorpions and coyotes will be after you. Is there water behind the mesquite trees. Watch out for A rattlesnake can you escape them all? Enjoy the excitement of This game



**Possible answers are given**

**A brand new video is in the stores. "Desert Adventure" is a challenge. You must find water in the desert. Scorpions and coyotes will be after you. Is there water behind the mesquite trees? Watch out for poisonous insects! A rattlesnake is following you. Can you escape them all? Enjoy the excitement of "Desert Adventure." This game is the best.**

**Day 5** Assess and Reteach


**ASSESS**

Use the Daily Language Activity and page 11 of the **Grammar Practice Book** for assessment.

**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.

 See Grammar Transparency 10 for modeling and guided practice.

**Grammar Practice Book, pages 11–12**

**A. Draw a line separating the complete subject from the complete predicate in each sentence. Then write the simple subject and the simple predicate on the line.**

- example: A cactus | stores water. cactus, stores
- Desert weather|is very dry. **weather, is**
  - Wood rats in the desert|build huge nests. **rats, build**
  - The skin of a lizard|seals water inside it. **skin, seals**
  - The mother|carried her babies. **mother, carried**
  - Deserts|get cooler at night. **deserts, get**

**B. Write the subject and predicate in each sentence below.**

- John packed some snacks and drank lots of water.  
Simple Subject: **John**  
Compound Predicate: **packed and drank**
- Roadrunners and scorpions live in the desert.  
Compound Subject: **Roadrunners and scorpions**  
Simple Predicate: **live**
- The spider spun a web and caught the insect.  
Simple Subject: **spider**  
Compound Predicate: **spun and caught**
- Rabbits and coyotes run very fast.  
Compound Subject: **Rabbits and coyotes**  
Simple Predicate: **run**
- The darkness and cool air refresh me at night.  
Compound Subject: **darkness and air**  
Simple Predicate: **refresh**

## Monitoring Progress

### Administer the Test



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

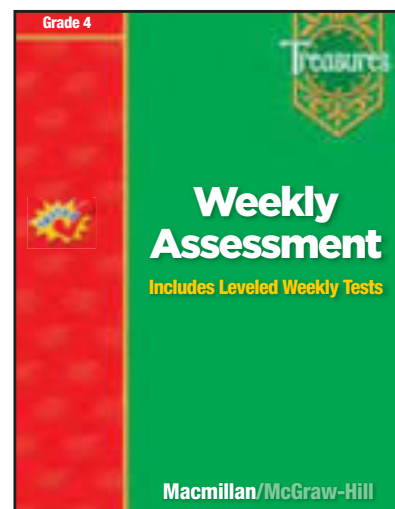
##### ASSESSED SKILLS

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



##### Assessment Tool

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



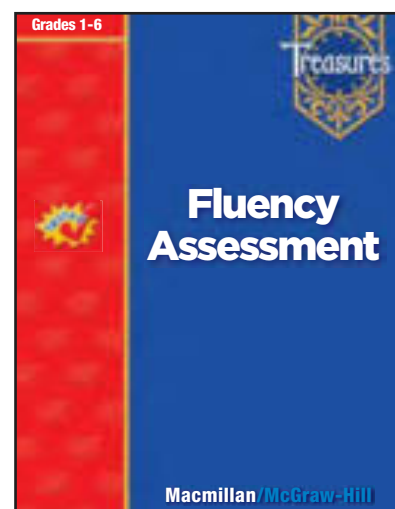
Weekly Assessment, 21–28



#### 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).**

<b>Approaching Level</b>	Weeks 1, 3, 5
<b>On Level</b>	Weeks 2, 4
<b>Beyond Level</b>	Week 6

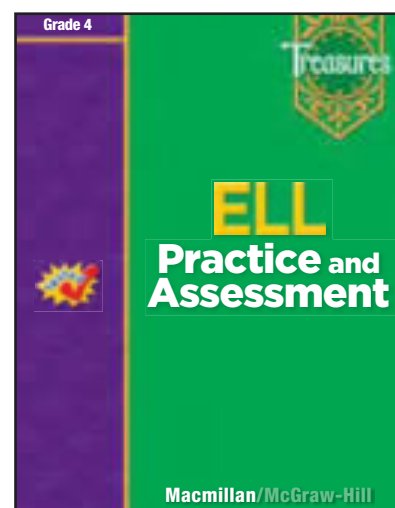


Fluency Assessment



#### Alternative Assessments





- **ELL Assessment**, pages 36–37



ELL Practice and Assessment, 36–37



# End-of-Week Assessment

Diagnose		Prescribe
<b>VOCABULARY WORDS</b> <b>VOCABULARY STRATEGY</b> Context Clues: Surrounding Words Items 1, 2, 3, 4	<b>IF...</b> 0–2 items correct . . .	<b>THEN...</b> Reteach skills, using the <b>Additional Lessons</b> page T5.  Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>  Vocabulary PuzzleMaker Evaluate for Intervention.
<b>COMPREHENSION</b> Skill: Main Idea and Details Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills, using the <b>Additional Lessons</b> page T2. Evaluate for Intervention.
<b>GRAMMAR</b> Subjects and Predicates Items 9, 10, 11	0–1 items correct . . .	Reteach skills: <b>Grammar Practice Book</b> page 12.
<b>SPELLING</b> Words with Long <i>a</i> Items 12, 13, 14	0–1 items correct . . .	 Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>
<b>FLUENCY PASSAGE</b>	79–83 WCPM  0–78 WCPM	 Fluency Solutions Evaluate for Intervention.

READING  
**Triumphs**  
 AN INTERVENTION PROGRAM



To place students in the Intervention Program, use the **Diagnostic Assessment** in the Intervention Teacher's Edition.



### Constructive Feedback

Isolate the error sound and repeat with the group. If students say /a/ instead of /ā/ in *made*, for example, point to the letters *a* and *e* and say:

Look at the CVCe pattern in the word. The final *e* is silent, but it makes the *a* stand for its name, the long *a* sound. Say it with me: /ā/. Let's sound out the word again: /mmmāād/, *made*.

Repeat as needed with other sound/spellings of /ā/: *ay, ai, ei, ea*.

### Additional Resources

For each skill below, additional lessons are provided. You can use these lessons on consecutive days after teaching the lessons presented within the week.

- Main Idea and Details, T2
- Context Clues: Surrounding Words, T5

### Decodable Text

To help students build speed and accuracy with phonics patterns, see the additional decodable text on **Teacher's Resource Book** page 6.

## Skills Focus

### Phonics

**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.

**Skills Focus** **Fluency**

**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.

**Constructive Feedback**

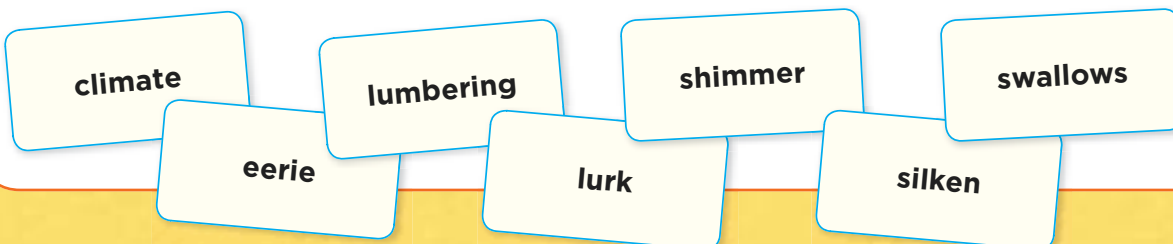
Have students pause after each paragraph and correct any miscues. Review any words they found difficult. If students read too quickly or too slowly, model back how they sounded. Then have them echo-read with the proper tempo.

**Skills Focus** **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.



**Approaching Practice Book A**, page 11

**As I read I will pay attention to tempo.**

Animals have many adaptations that help them survive in a hot, dry **climate**. An adaptation may have to do with an animal’s body. A desert animal’s feet may be built in a way that keeps it from sinking into the sand. An adaptation may have to do with an animal’s behavior. For example, many desert animals are active at night when the air is cool. One such animal is a lizard called the thorny devil. The thorny devil drinks dew that falls on its back. Grooves extend along its body. The grooves lead water into the thorny devil’s mouth. It catches rain the same way. 105

- 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’ bodies have adaptations for this, and many animals adapt by being active at night when the air is cooler.**
  2. Name some details about the adaptation of the thorny devil. **Main Idea and Details** **The thorny lizard has grooves in its back to collect dew or rain and lead the water to its mouth.**

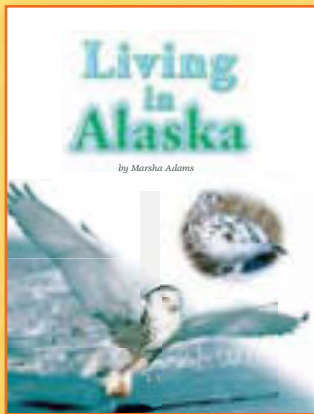
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

# Approaching Level Options

## Small Group

### Vocabulary

Review last week's words (**allergies, accuse, assignments, suspicious, consideration, consume, evidence**) and this week's words (**climate, eerie, lumbering, lurk, shimmer, silken, swallow**). Have students write a cloze sentence with context clues for each word.



Student Book, or  
Transparencies 2a and 2b

### RESEARCH Why It Matters



**Vocabulary** 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)

### Skills Focus

## 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.

### Skills Focus

## 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"?



## Leveled Reader Lesson

**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.

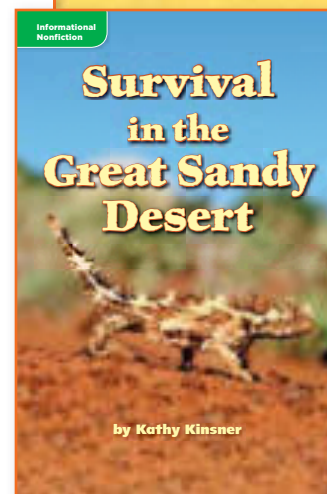
### READ AND RESPOND

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.



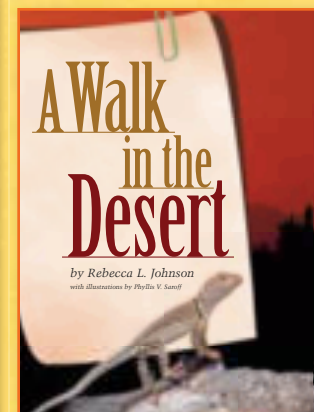
Leveled Reader

### ELL

### Access for All

#### Main Idea and Details

Explain that details give more information about a main idea. Say, *If the main idea tells about plants people eat, what details might an author use?* Encourage students to name as many plants people eat as possible.



Student Book



# On Level Options

Small Group

Skills Focus

## Vocabulary

- Objective** Apply vocabulary words  
**Materials** • **Vocabulary Cards** • **Student Book** *A Walk in the Desert*

### VOCABULARY WORDS

Divide students into two teams. Display the **Vocabulary Cards**. Each team chooses half of the words and uses a dictionary to create two definitions for each word—one that is correct, and one that is incorrect. Team 1 writes a word and the two definitions on the board. Team 2 chooses the correct definition. A correct choice is worth one point. Teams take turns until all words have been used. The team with the most points wins.

### CONTEXT CLUES: SURROUNDING WORDS

Remind students that they can look for context clues in surrounding text for hints about a word's meaning. Have students find vocabulary words in *A Walk in the Desert* and point out any helpful context clues.

Skills Focus

## Literary Elements

- Objective** Read poems to identify assonance and metaphor  
**Materials** • **Student Book** *Cinquains*

### ASSONANCE AND METAPHOR

Discuss assonance and metaphor in "Fat Frog," "White Swans," and "Grass Snake." Choose several poems that have assonance and/or metaphor. Read the poems aloud. Have students reread the poems, identify examples of assonance and metaphor, and tell how each enhances the poems.

Skills Focus

## Fluency

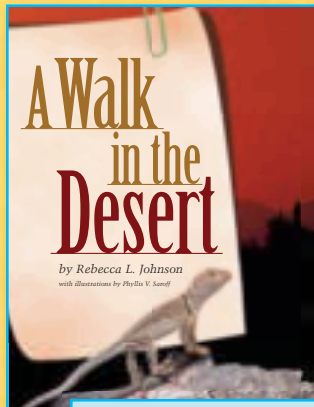
On Level Practice Book O, page 11

- Objective** Read fluently with good tempo at a rate of 84–104 WCPM  
**Materials** • **On Level Practice Book O**, p. 11

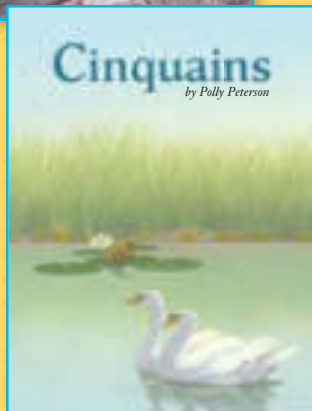
### REPEATED READING

Model reading the Fluency passage on page 11 of **Practice Book O**. Remind students to pay close attention to the tempo as you read. Afterward, have one student read a sentence. Invite the next student to join in, and then a third. Repeat until all students are reading together. During independent reading time, partners can take turns echo-reading. Have students list unfamiliar words and ask for help with pronunciation.

**Timed Reading** At the end of the week, have students do a one-minute timed reading of the passage and record their WCPM (words correct per minute) rate. Note miscues and offer support as needed.



Student Book



Student Book

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. The Sahara extends over 10 countries in northern Africa. 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 by wind, rainstorms, and changing temperatures. Over time, the rock is broken into smaller and smaller pieces. The rock breaks down first into boulders, then into stones, and finally into sand. In some places, the Sahara is made up of huge rocks and gravel. 146

#### Comprehension Check

- 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.**
- 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.**

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



## 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.

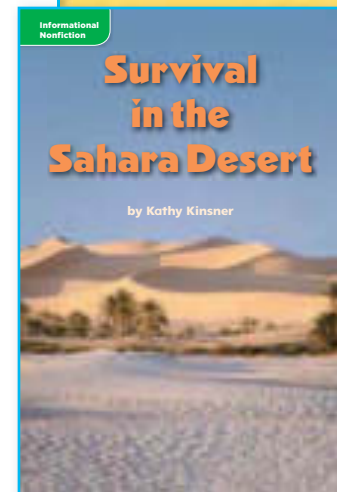
### VOCABULARY WORDS

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.



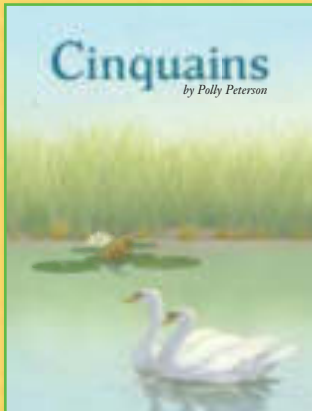
Leveled Reader

**ELL**  
**Leveled Reader**

Go to pages  
69U–69V.

# Beyond Level Options

Small Group



Student Book

Skills Focus

## 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.

Skills Focus

## 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.

Skills Focus

## Fluency

- 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.

ELL

Access for All

**Poetic Language** Tell students that assonance occurs when words close together in a text have the same vowel sounds. Write this example on the board: *My child lies on her side.* Ask: What vowel sound do the words *my, child, lies,* and *side* all have? (long i) Have student pairs brainstorm two examples of assonance and share them with the class.

Beyond Practice Book B, page 11

As I read, I will pay attention to tempo.

Welcome to the Great Basin Desert. It's one of four deserts in North America. The Great Basin Desert is the coldest of the four North American deserts.  
 The Great Basin is an area in the western United States that lies between the Sierra Nevada Mountains and the Rocky Mountains. The land is like a big bowl that spreads across several states. The Sierra Nevada and Rocky Mountains are the high places that make the edges of the bowl.  
 Rain or snow that falls in the Great Basin remains there. The water evaporates or drains into the dry ground. Like all deserts, the Great Basin Desert gets less than 10 inches (25 cm) of rain or snow each year.  
 The Great Basin Desert covers most of Nevada and Utah, as well as parts of nearby states. There are many smaller mountain ranges between the Sierra Nevada Mountains and the Rocky Mountains. There are valleys between these mountain ranges. Geologists call this landscape a basin-and-range pattern. 162

**Comprehension Check**

- 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.**
- 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.**

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



## 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

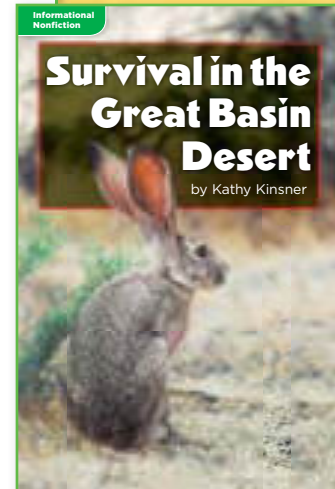
Ask a volunteer to explain what the terms *main idea* and *details* mean and why they are important for understanding a selection. Explain that students will read *Survival in the Great Basin Desert* together and identify the main idea of the story.

### 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.



Leveled Reader

Skills  
Focus

## 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.



## 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.

### LOG ON Technology

For additional language support and oral language development, use the lesson at [www.macmillanmh.com](http://www.macmillanmh.com)



### Strategies to Reinforce Academic Language

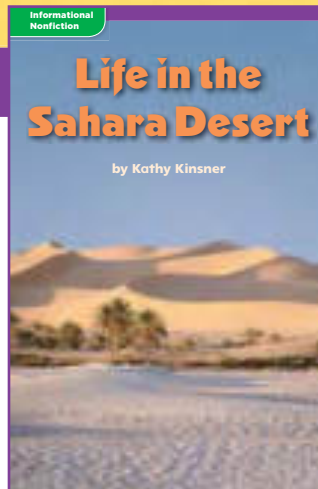
- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.
- **Use Visuals** Use charts, transparencies, and graphic organizers to explain key labels to help students understand classroom language.
- **Model** Demonstrate the task using academic language in order for students to understand instruction.

### Academic Language Used in Whole Group Instruction

Content/Theme Words	Skill/Strategy Words	Writing/Grammar Words
adapting (p. 44)	summarize (p. 47A)	precise words (p. 68)
survive (p. 44)	main ideas (p. 47A)	descriptive words (p. 68)
surroundings (p. 44)	supporting details (p. 47A)	syllables (p. 68)
predators (p. 46)	nonfiction (p. 47A)	vague word (p. 69A)
	cinquain (p. 66)	subjects and predicates (p. 69I)
	assonance (p. 66)	compound subject/ compound predicate (p. 69I)
	metaphor (p. 66)	



# ELL Leveled Reader Lesson



## 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.

### Objective

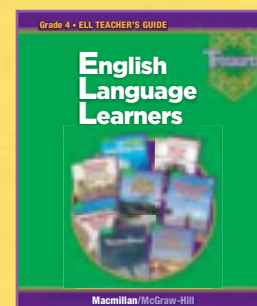
- To apply vocabulary and comprehension skills

### Materials

- ELL Leveled Reader

### ELL 5 Day Planner

DAY 1	<ul style="list-style-type: none"> <li>Academic Language</li> <li>Oral Language and Vocabulary Review</li> </ul>
DAY 2	<ul style="list-style-type: none"> <li>Academic Language</li> <li>ELL Leveled Reader</li> </ul>
DAY 3	<ul style="list-style-type: none"> <li>Academic Language</li> <li>ELL Leveled Reader</li> </ul>
DAY 4	<ul style="list-style-type: none"> <li>Academic Language</li> <li>ELL Leveled Reader</li> </ul>
DAY 5	<ul style="list-style-type: none"> <li>Academic Language</li> <li>ELL Leveled Reader Comprehension Check and Literacy Activities</li> </ul>



**ELL Teacher's Guide** for students who need additional instruction