



# Comprehension Skill

**Objective:** Understand author's purpose

## Author's Purpose

### Intervention/Remediation

**Materials** Student Book pp. 150–151

**Explain** Tell students that the author's purpose is the reason he or she wrote a selection. To find the author's purpose, make inferences and analyze the text. An author might write to persuade, to entertain, or to inform the reader.

**Model** Read aloud "Women Pick up the Ball" on **Student Book** pages 150–151. Say, *On page 150, I began to think about why the author wrote this passage. At first, I thought it was a story. As I kept reading, I began finding information. I am getting information about how the girls' league started.*

**Guided Practice** Have students list three things they learned from the selection on pages 150–151. Have students listen as you read aloud the text on Student Book page 150. Ask: *What did you learn on this page? Is this passage giving information? What is the author's purpose in writing this passage?*

#### Constructive Feedback

If students have trouble identifying the author's purpose, have them ask themselves, *Did the author teach me something or did the author let me have fun reading? Did the author want me to do something after reading?*

**Practice** Have students choose two selections from their book and identify the author's purpose for writing each.

#### Constructive Feedback

Tell students that sometimes authors write for more than one purpose, but they always have one purpose that is most important.

### Author's Purpose

**Explain** Write the following on the board and read it aloud: *Skiing is fun, but snowboarding is the best winter sport. It may cost more than some sports, but it's worth it. You get speed and excitement. You can snowboard even if you can't ski! Go snowboarding. You won't regret it!* Discuss the passage and ask questions, such as *Do you learn how to snowboard in this passage? Is this a story about snowboarding?* Then have students identify the author's purpose for writing the passage. (to persuade the reader to try snowboarding)

**Practice** Read this text aloud to students and have them listen for the purpose: *Where I used to live, the train ran by my house twice a day. At five in the morning and five at night, a horrid blast would knock books off the shelves and rattle the windows. It always woke me up, no matter how tired I was. I think that's why I'm an early riser today.* Ask students to tell the author's purpose. (to entertain)

### What Do You Think?

**Materials** pencils, papers, small slips of paper

**Explain** Tell students that they will write a paragraph and have their classmates guess their purpose.

**Guided Practice** On small slips of paper, write *entertain, inform, or persuade*. Fold the slips and put them in a box and have each student choose one. Then write a subject that students know a lot about, such as *Dogs* or *Baseball*. Have students write a paragraph using the subject and the purpose that he or she drew out of the box. After writing, have students read aloud their paragraphs and have classmates guess the purpose. **Auditory**



# Comprehension Skill

**Objective:** Make inferences about text

## Make Inferences

### Intervention/Remediation

**Materials** Student Book pp. 178–179

**Explain** Remind students to use what the author tells them, along with what they know, to ask questions about characters. This helps them make inferences.

**Model** Say, *Paul says that he was scared when they left Maine. The text says that all his friends were there. That’s a clue. I think that Paul is afraid that he will not like Mexico and that he will not make new friends.*

**Guided Practice** Read aloud page 179. Have students make inferences by asking, *Why do you think Paul is liking Mexico better now? (He likes the food and fairs.) What clues tell you this? (He says that he would like to take his grandpa to the feria; he talks about the food as if he enjoys it.)*

**Practice** In small groups, have students reread the second paragraph on page 179 and discuss why they think strikes help workers.

#### Constructive Feedback

If students have difficulty making inferences, guide them in locating and underlining clues to help them.

**Practice** Read to students: *Tenesha shared a cabin with five other girls. Their days were filled with canoe rides, hiking, and arts and crafts. The summer passed quickly, and before she knew it, she was boarding the bus for the city. Ask, How do you know Tenesha liked camp? (the summer passed quickly) Where does Tenesha live? (the city) Where was the camp? (the country)*

#### Constructive Feedback

If students have difficulty making inferences, have them ask themselves, *What do I already know that can help me answer this question?*

### Make Inferences

**Explain** Write on the board: *The sun shone down hard and no shadows fell on the broiling sand. Even the smallest lizards had disappeared. The truck moved slowly down the road. Renzo took a sip of water and sprinkled a few drops on his face.* Read the sentences aloud. Say, *I think that this story happens in a very dry, hot place like a desert. I know this from the clues in the story.*

**Guided Practice** Ask, *What time of day is it? What clues make you think so? (It is noon, because there were no shadows, which means the sun is directly overhead.) What clues tell you that Renzo feels too hot? (He takes a sip of water and sprinkles water on his face.)*

**Practice** Read this paragraph aloud and have students listen carefully: *“Don’t do that,” his father warned. “We have many more miles to go!” He pointed to the left, where Renzo could just make out the foothills. By nightfall, they would be at a much higher elevation, and this heat would be just a memory. Ask, Why does Renzo’s father tell him, “Don’t do that?” (He tells him not to use too much water, because they need to save it.) Where are they going next? (They are going up into the mountains.)*

### Follow the Clues

**Materials** construction paper footprints

**Explain** Tell students they will brainstorm inferences that can lead to a conclusion.

**Guided Practice** Write statements that students might make from everyday observations. Have students read the statements, then invite the class to brainstorm inferences that stem from the observations. For example, *Observation: There are muddy footprints inside the door. Inference: It’s raining outside.* Repeat with other situations, such as *A dog broke away from his leash.* **Auditory**



# Comprehension Skill

**Objective:** Tell the difference between fact and opinion

## Fact and Opinion

### Intervention/Remediation

**Materials** Student Book pp. 212–213

**Explain** Remind students that facts are statements that can be proved true. An opinion is a belief that does not have to be supported by facts. Read the first two sentences on **Student Book** page 212. Have students listen to see if the statements are facts or opinions.

**Model** Say, *The first sentence is a fact. I know this because we can actually go to Xiaoli and see for ourselves whether the statement is true.*

**Guided Practice** Have students listen as you read aloud the last paragraph on Student Book page 212. Ask, *Which sentences are facts? How do you know? Which can be proven true?* (All are facts.)

**Practice** Have students read the first paragraph on Student Book page 213 and tell which sentence is an opinion and why they think so. (the first sentence)

#### Constructive Feedback

If students have trouble identifying facts, have them ask themselves, *How might I prove this to be true? Can I read about this and find out whether it is true or not?*

**Practice** Have students identify a statement of fact from Student Book pages 212–213. Then have them identify an opinion.

#### Constructive Feedback

If students are unable to identify opinions, frame and call attention to clue words, such as *glorious, major, believes, and essential*, that may signal statements of opinion.

### Fact and Opinion

**Explain** Write on the board: *Turtles make great pets. My turtle understands everything I say. He greets me each morning with a happy smile. He doesn't bark. He doesn't shed on the furniture. He doesn't even pull his head in anymore.* Read the text with students. Explain that the last three sentences are facts because they can be proven by watching the turtle.

**Guided Practice** Discuss the other sentences with students and ask them to circle the words or phrases that show that the sentences express opinions. (*great, understands everything, happy smile.*)

**Practice** Have students read a selection from their books and find one statement of fact and one of opinion.

### Listen Carefully

**Materials** nonfiction library book

**Explain** Tell students they will listen and raise their hands when they hear a statement of opinion.

**Guided Practice** Read aloud a passage from a nonfiction book that interests students. Pause after each sentence and have students tell if the statement is a fact or opinion. Then have them explain their answers. If it is a statement of fact, ask them how they would prove it to be true. If it is a statement of opinion, ask them which word or words signaled that the statement is an opinion. **Auditory**



# Comprehension Skill

**Objective:** Identify the problem and solution in a text

## Problem and Solution

### Intervention/Remediation

**Materials** Student Book pp. 222–223

**Explain** Remind students that, in many stories they read, characters face problems and look for ways to solve them. Finding the solution, or the event that solves the problem, often brings the story to a close. Ask students to identify the problem as you read the first paragraph on **Student Book** page 222.

**Model** Say, *To identify the problem, I think about where that character is and what he or she wants. To find the solution, I think about what the character does to get out of the difficult situation. The problem is that Thomas Edison was a poor student in school. The solution was for his mother to teach him at home.*

**Guided Practice** Have students listen for a problem as you read aloud “Edison’s Greatest Challenge” on Student Book page 223. Ask, *What was the problem that people had with lighting? What did Edison do to solve the problem?*

**Practice** Have students write other problems from this passage that Edison faced.

#### Constructive Feedback

If students have trouble identifying the problem, guide them to ask these questions, *Who is the main character? What does the character need or want?*

**Practice** Have students choose a story from their Student Book and identify the problem and solution.

#### Constructive Feedback

To help students identify the problem, have them retell the story in their own words. In the retelling, lead them to include the problem.

### Problem and Solution

**Explain** Write on the board: *Mrs. Kwan stopped the car and looked all around. None of the streets had names she recognized. She was truly lost. Ahead, she saw the lights of a gas station. She decided go inside and buy a map.* Read the text with students. Explain that the problem is that Mrs. Kwan is lost. She solves the problem by going to a gas station to buy a map.

**Guided Practice** Read this text aloud to students: *The prince looked around, but there seemed to be no way out of the locked room. Having no choice, he pulled a magic key from his pocket. He cried, “Open now!” The walls creaked, and a small passageway opened before him.* Have students listen again and raise their hands when they hear the problem and again when they hear the solution.

**Practice** Have students take turns identifying the problem and solution from a storybook they have previously read.

### A Dramatic Solution

**Materials** chart paper, classroom props

**Explain** Tell students that they will identify other solutions to problems in stories they have recently read.

**Guided Practice** On chart paper, list several story titles and the problems the characters faced in the stories. Divide the class into three teams. Ask each team to select a story and dramatize the solution to the problem in the story. Then have them think of another solution to the problem and dramatize that. Schedule time for teams to present their two dramatizations to the class.

**Kinesthetic**



# Vocabulary Strategy

**Objective:** Use description clues to find the meaning of an unfamiliar word

## Context Clues: Descriptions

### Intervention/Remediation

**Materials** Student Book p. 150

**Explain** Remind students that they can find the meaning of an unfamiliar word by paying close attention to descriptions. Read aloud the last sentence on page 150. Ask students to listen for words that describe *snickering*.

**Model** Say, *The phrase “laughed in a mean way” is a good descriptive clue that tells me what snickering means.*

**Guided Practice** Read this sentence and have students listen for clues to the meaning of *gaped*. *The spectators opened their mouths wide and gaped as they watched the woman hit the baseball.* Ask, *What words describe the meaning of gaped?* (*opened their mouths wide*) Then have students read this sentence and tell the meaning of the underlined word: *Mickey Mantle was a famous or well-known star, what some people call legendary.* (*famous, well-known*)

#### Constructive Feedback

If students have trouble using context clues, ask, *What words in this sentence tell us things about the unfamiliar word?*

**Practice** Have students use context clues to find the meaning of the underlined word: *My grandmother gave me a large wooden box that she called a chest.* (*large wooden box*)

#### Constructive Feedback

If students cannot find context clues, frame the clues and have students use them to tell what the word means.

### Description Clues

**Explain** Write on the board: *My mother tells me that when I have friends over, I need to be a good host. That means I have to let my friends choose what game to play.* Ask, *When does the speaker have to be a good host?* (*when friends are over*) *What does a good host do?* (*let his friends choose what game to play*) *What is a host?* (*Someone who has people over to his or her house.*)

**Guided Practice** Write this sentence on the board and have students use context clues to figure out the meaning of *stamped*: *The teacher stamped our hands with an ink mark to show that we paid for the trip.* (*put a mark on*)

**Practice** Write this sentence on the board and have students circle the describing words that give clues to the underlined word's meaning: *I would never insult a friend because it's not nice to say awful things about a pal.* *Visual*

### Crossword Creations

**Materials** pencil, paper, vocabulary words

**Explain** Tell students they will use describing words to make a crossword puzzle.

**Guided Practice** Have students make a list of describing words for the vocabulary words in Unit 2. Then have them draw empty boxes for the letters in each word and number the words. Have pairs of students exchange puzzles and solve them. *Visual*



# Vocabulary Strategy

**Objective:** Use word origins to find the meaning of an unfamiliar word

## Dictionary: Word Origins

### Intervention/Remediation

**Materials** Student Book, dictionaries

**Explain** Explain that word origins are how words were formed. You can find word origins in a dictionary. Read aloud the third paragraph on page 179 in the **Student Book**. Then have students think about the word origin of *boycotts*.

**Model** Say, *The dictionary tells me that boycott comes from Charles Boycott, who was shunned by Irish farmers for his harsh actions against them.*

**Guided Practice** Write on the board and read aloud: *A bird swallows its food. Ask, How can we find out more about the word swallows? (in the glossary) What is the word origin of the word swallows? (It comes from the old English word swelgan with the same meaning.)*

#### Constructive Feedback

If students have trouble understanding word origins, then repeat the meaning of word origins. Point out that sometimes the original word has many of the same letters.

**Practice** Have students find the meanings and word origins for the words *evaporate* and *electrical*.

#### Constructive Feedback

If students have difficulty understanding words that have more than one origin, have them think about the different origins and how they all are linked together.

### Word Origins

**Materials** dictionaries

**Explain** Write on the board: *What did you mean to show in your picture?* Read the sentence aloud and say, *The word picture comes from the Latin word pictus, which means "paint."*

**Guided Practice** Write *geo = earth* and *logo = science* on the board. Then write *geology* on the board and tell students that these word origins can help them figure out the meaning of *geology*, the study of \_\_\_\_\_. (the earth)

**Practice** Write *tele = far* and *skopein = to see* on the board. Have students use the two roots to figure out the meaning of *telescope*, an instrument used to \_\_\_\_\_. (see far away) **Visual**

### Science Origins

**Materials** dictionaries, science textbooks or other reference books, pencils, paper

**Explain** Tell students that they will locate words with interesting word origins and use them in sentences.

**Guided Practice** Write the following word parts and their meanings on the board:

*logy*—"study of"

*bio*—"life"

*geo*—"earth"

Have students use a dictionary, science book, or other source to locate words that contain these roots. Have them write a sentence with each found word. **Kinesthetic**



# Vocabulary Strategy

**Objective:** Identify and create word plurals

## Word Parts: Plural Endings

### Intervention/Remediation

**Materials** Student Book

**Explain** Remind students how we make nouns into plurals, or more than one. Point to different objects in the classroom and say the word and then say its plural form. Write each word on the board and circle the ending for the word.

**Model** Say, *Sometimes we add -s to the end of words. If a word ends in a consonant and y, we take out the y and add -ies.*

**Guided Practice** Read aloud the first two paragraphs on **Student Book** page 210. Write *temple* on the board. Ask students how to form its plural. (add -s) Write *dynasty* on the board. Ask students how to form its plural. (take off the y and add -ies) Write the words *family* and *king* on the board. Have students write the plural forms of each word. (families, kings)

#### Constructive Feedback

If students have trouble forming plurals with words that end in y, use letter cards and show them how to remove the y and add -ies.

**Practice** Have students look in their Student Books for plurals ending in -s and -es. Then have them write the singular form.

#### Constructive Feedback

If students confuse verb forms ending in -s or -es, remind them that plurals are nouns that mean more than one.

### Plural Endings

**Explain** Write on the board: *I saw the painting at the gallery.* Underline the nouns in the sentence. Tell students you will make the nouns into plurals. Then add -s to the end of *painting*. Erase the y in *gallery* and add -ies to the end. Then have students read aloud the sentence.

**Guided Practice** Write this sentence on the board and read it aloud: *China is a country that has a rich heritage.* Ask students to give the plural form of *country* (countries) and *heritage*. (heritages)

**Practice** Write these words on the board and have students form their plurals: *bounty, tradition, valley, baby, pony, soldier*. Then have them use each word in its plural form in a sentence.

Auditory/Visual

### Plural Card Game

**Materials** index cards

**Explain** Tell students that they will match words to the correct endings.

**Guided Practice** Prepare cards with nouns with different endings, including those that end in -s, -ss, -x, -ch, and -sh. Make an equal amount of cards with the endings -s and -es. Mix the cards and then deal them to students. Have students study their cards and match endings to make plurals. If all their cards match to make new words, they win the game. If not, have them choose a card from their partner's hand. If they choose a match, they draw another card from their partner. If they do not, their partner gets a turn. The game is over when one player matches all his or her cards. Visual



# Vocabulary Strategy

**Objective:** Understand and use idioms

## Dictionary: Idioms

### Intervention/Remediation

**Materials** Student Book

**Explain** Remind students that idioms are phrases that have a special meaning that has little or nothing to do with the actual words in the idiom. One example is when someone “eats his words.” It does not mean the person ate anything. It means that the person admits his or her mistake. Read the first paragraph on **Student Book** page 223 and have students listen for an idiom.

**Model** Say, *The words come in handy are an idiom. This idiom means that the electric vote recorder would make things easy.*

**Guided Practice** Reread the first paragraph on page 222. Have students find the idiom in this sentence: *Thomas Alva Edison couldn't cut the mustard when he was in school.* Ask, *What does mustard have to do with Edison? Knowing what you know about Thomas Edison, what do you think cut the mustard means?* (do well)

#### Constructive Feedback

If students have difficulty figuring out the meaning of the idioms, point out the context clues that will help them.

**Practice** Write this sentence on the board and read it aloud. *I don't believe you! You are pulling my leg!* Then have students tell what they think the phrase *pulling my leg* means. Help them use the context clues from the first sentence to understand that *pulling my leg* means “fooling.”

#### Constructive Feedback

If students have difficulty finding the meaning of idioms, have them use a dictionary to look up a key words.

### Idioms

**Explain** Write on the board: *After we won the game, we went out and painted the town red.* Read it aloud and help them understand that *painted the town red* means that they celebrated in some way by going places and having fun.

**Guided Practice** Write on the board: *When I tell Mom what you did, you won't have a leg to stand on.* Ask, *What phrase makes the idiom? (won't have a leg to stand on) What does the idiom mean? (won't believe you)*

**Practice** Write this sentence on the board and have students use context clues to determine the meaning of the underlined phrase: *I couldn't believe it when my brother told my mother a lie and she believed him hook, line, and sinker.* (totally, without a question or doubt)

### Picture This

**Materials** paper, crayons or colored markers

**Explain** Tell students that they will illustrate funny idioms and then explain what they mean. Show them a picture of a literal interpretation of “pulling one’s leg.”

**Guided Practice** Write the idioms listed below on the board and discuss the actual meaning for each.

- shake a leg
- egg on her face
- gets under my skin

**Practice** Have students draw a picture for each idiom above. They should also use each idiom in a sentence.

Visual





# Vocabulary Strategy

**Objective:** Identify base words and use them to decode unfamiliar words

## Word Parts: Base Words

### Intervention/Remediation

**Materials** Student Book

**Explain** Say: *When you know the meaning of a base word, you can usually figure out a word's meaning.* Write *harmful*. Ask students what they think the base word is in *harmful*.

**Model** Say, *When I encounter an unfamiliar word, one thing I can do is look for a base word. I see the word harm in harmful. I know that harm means "hurt" or "injury." That helps me figure out the meaning of harmful.*

**Guided Practice** Read the last sentence on **Student Book** page 257. Ask, *What is the base word in genuinely? How can genuine help you figure out the meaning of genuinely?* Then have students read the second sentence on page 257 and identify the base word in *allowance* (*allow*) and tell what the word means.

#### Constructive Feedback

If students have trouble figuring out a base word, ask, *What part of the word reminds you of a word you already know?*

**Practice** Have students underline the base words in *slowly*, *dangerous*, and *dirty*. Have them think of other words that contain similar endings and underline the base words in those words as well.

#### Constructive Feedback

If students have trouble finding base words, remind them that suffixes like *-y*, *-ly*, *-able*, and *-ness* are added to base words to make new words. If they cover up the suffix, they can find the base word.

### Base Words

**Materials** board, paper, pen or pencil

**Explain** Write on the board: *The baseball game was exciting and enjoyable.* Frame *enjoyable* and identify the base word as *enjoy*. Say, *The context clues help me to figure out what enjoyable means—something that is enjoyed.*

**Guided Practice** Write on the board: *I think the book on the high shelf is reachable.* Ask, *What is the base word in the underlined word? (reach) What do you think reachable means? (able to be reached)*

**Practice** Write sentences like these on the board: *Please be careful when you climb the ladder. That meal is healthy.* Have students copy the sentences and circle the base words in the underlined words. Then have students write what the underlined words mean.

### Base Word Collage

**Materials** poster board, glue, magazines

**Explain** Tell students that they will make a collage out of words that contain base words.

**Guided Practice** Have students work together in small groups to make a base word collage. Have partners look through magazines for words that have base words and cut them out. Also have them cut out a photograph or illustration from that page. Then have them glue the art and picture on the poster board. After the poster is filled, have group members take turns reading the words and identifying the base word.

Kinesthetic



# Study Skills

**Objectives:** Understand features and purpose of tables and recognize and use primary sources

## Tables and Primary Sources

### Intervention/Remediation

**Materials** Student Book

**Explain** Remind students that a table can give them information that is organized in a row or column, or cells. A table gives a lot of information in a compact way. Have students look at the table at the top of page 171. Point out how the information in the left column shows what the numbers mean. The information in the other columns gives specific information. *Say: If I want to find how many home runs Babe Ruth made, I would look at the first column, find Home Runs, and then read the number.*

**Guided Practice/Practice** Look at the second table at the bottom of the page. Ask: *What information can you find on this table? Who ranks fourth in home runs? Where does Babe Ruth rank? How many home runs has Sammy Sosa hit?* Then have students use the chart to ask a partner questions about batters, their rankings, and the number of home runs they have made.

#### Constructive Feedback

If students have difficulty reading the table, isolate columns or rows to help them answer questions.

### Primary Sources

**Materials** Student Book p. 203, social studies or science textbook

**Explain** Remind students that primary sources are first-person accounts of historical events in letters, journals, or oral histories. Explain that if you wrote an account of what the school day was like today and put the book in the desk, and someone found it 100 years from today, your writing would be a primary source. It would help people know what life was like in your classroom today.

**Guided Practice/Practice** Call students' attention to **Student Book** page 203. Point out the primary source on the page and read it aloud. Then display history textbooks, newspaper articles, photographs, written interviews, diaries, magazine articles, or other handwritten sources. Have students identify those that are primary sources.

#### Constructive Feedback

If students have difficulty figuring out whether or not a source is primary, ask them: *Do you think the person who created this document was a witness to the event?* If so, the source is a primary source.



# Study Skills

**Objectives:** Identify parts of a book and identify features of toolbars

## Parts of a Book and Toolbars

### Intervention/Remediation

**Materials** Student Book, poster board

**Explain** Review with students the parts of a book: title page, table of contents, glossary, index, headings, and subheadings. Books have different parts to help organize them and make their contents clear to the reader.

**Guided Practice/Practice** Hold up the **Student Book** and guide students through each part of the text. Ask, *What is a title page for? How do you use a table of contents? How is a glossary like a dictionary? Why would you need an index? Which parts go in the beginning of a book? The end?*

Hand out poster board and have students draw samples of each part of a book in large letters. Now have them write a sentence indicating the purpose of each book part.

#### Constructive Feedback

Check students' work. For those having trouble, repeat the definition of the book part and its function. Point out the part in the Student Book. Ask the student to restate its placement and function in his or her own words. Then guide students through another part of the book.

### Toolbars

**Materials** Student Book

**Explain** Remind students that a toolbar helps you find more information or move to a different area in an electronic encyclopedia. Look together with students at pages 266–267 in the Student Book and identify the different parts of the toolbar. Show how you can click on *Related Articles* and select the subject about which you want to learn more.

**Guided Practice/Practice** Have students look at page 267 and locate *Coral Snakes* at the top. Let them follow the red dotted line down to *Coral Snake* and read the information they find there. Ask: *How did you find the information about coral snakes?* Then have students tell what they found when they click on *Emerald Tree Boa* and *Skeletons*.

#### Constructive Feedback

If students have difficulty using the toolbar in print, have them practice using an actual encyclopedia page from the World Wide Web.

## Objectives

- Generate questions
- Identify problems and solutions
- Make inferences and analyze
- Distinguish fact from opinion
- Share self-selected texts from a variety of genres.

**Genre** Biography



Approaching Level

## Summary

This book describes the life of Satchel Paige, a famous African American baseball player, from his early years in Mobile, Alabama, to his historic induction into the Baseball Hall of Fame.

## FYI for your information

Andrew "Rube" Foster formed the first successful Negro League in 1920. The Negro Leagues operated for several decades, but began to decline as the major and minor leagues recruited the most talented African American players, luring them away from the Negro Leagues. Historians mark the early 1950s as the end of Negro League baseball.

# Satchel Paige

by Lesa Cline-Ransome

## Before Reading

### BUILD BACKGROUND

Explain that in the past, African Americans were not allowed to play major-league baseball. African Americans created their own leagues and called them the Negro Leagues. Brainstorm a list of famous baseball players of the past with students. Ask students:

- Have you seen baseball in person, or played baseball?
- What do you know about baseball today?

### PREVIEW AND SET PURPOSES

Ask students to look at the illustrations throughout the book. Have them formulate questions based on the images they see. Invite students to set a purpose for reading, such as to find answers for one or more of their questions.

## During Reading

### APPLY COMPREHENSION SKILLS AND STRATEGIES

The following are suggestions for dividing the reading into manageable sections. For each section, think alouds and discussion questions are provided. Use these to review comprehension strategies and skills taught in this unit.

Pages  
1-10

### STRATEGY

#### GENERATE QUESTIONS

**Teacher Think Aloud** I have questions as I read. Generating questions about what I have read will help me clarify meaning, understand the author's purpose, and recognize problems and solutions in the text. First, what's a satchel? Is it a suitcase? Also, why does Satchel steal? Does he have plans for the future? I am going to read on to see if my questions are answered.



**Problem and Solution** What problems does Satchel encounter in this section of the book? How does he solve them? (Possible responses: Satchel's family is poor, so he collects bottles and works at the depot to earn money. Satchel is sent to reform school for stealing, and he uses his time there to become a better baseball player.)

Pages  
11–20

## STRATEGY GENERATE QUESTIONS

**Teacher Think Aloud** I have questions as I read this section.  
 · Asking questions helps me keep track of whether I am  
 · understanding what the author tells me. The author said  
 · Satchel wanted to stop traveling, so why did he return to  
 · baseball so soon after getting married? I think he might have  
 · missed the excitement of traveling, or maybe the fans. I'll  
 · keep reading to see if my question is answered.



**Problem and Solution** How did Satchel use baseball to bring in money for his family? (He was paid to play for the Mobile Tigers and win bets with feats of pitching. Soon he played in the Negro major leagues.)

Pages  
21–end

## STRATEGY MAKE INFERENCES AND ANALYZE

**Teacher Think Aloud** Authors do not always tell readers directly everything that takes place in a story. I have to make inferences. I know that Satchel was a great baseball player, but he didn't like to follow rules. I can infer that this probably upset his teammates and coaches.



**Fact and Opinion** The author says that Satchel's teammates loved the game so much that they became players "better than anyone could ever dream." Is this a fact or an opinion? How can you tell? (It is an opinion; it cannot be proved.)

## After Reading

### LITERATURE CIRCLES

Use page 174 in the Teacher's Resource Book to review Listening and Speaking guidelines for a discussion. Have students discuss the book in small groups using questions such as these:

- What was your favorite part of the book?
- How did the illustrations help you understand more about Satchel Paige?
- Why is Satchel Paige one of baseball's greatest players?
- Why do you think the Negro Leagues no longer exist?



### Write About It

Explain to students that in Satchel Paige's day, baseball games were broadcast on the radio. Pretend Satchel Paige is coming to your town with his team. Have each student write a radio ad that convinces fans to buy tickets to the game. Students can use details from the book to write their ads. Remind students to use commas in a series, in dates, and between a city and state.



### Cross-Curricular Connection

#### Maps

Satchel Paige traveled quite a bit as a ball player. Give each student a blank outline map of the United States. Ask students to plot Satchel's travels on the map using numbers for each location mentioned in the book. Start with Mobile, Alabama. Have students create a corresponding key. Suggest students use atlases or a detailed United States map as they plot Paige's travels.



### Cross-Curricular Connection

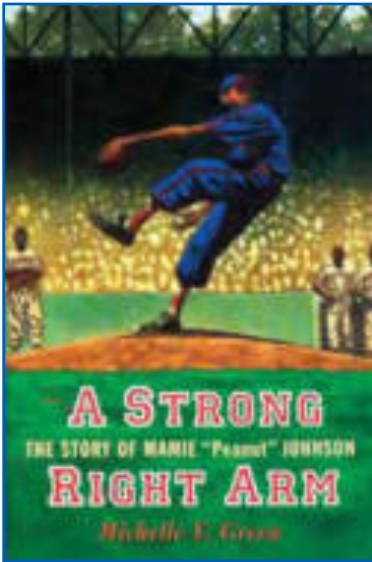
#### The Art of Pitching

Satchel Paige threw different types of pitches, some of which he invented. Have students make a list of the pitches mentioned, then pick one to learn about. Sources of information include books, the Internet, and a gym teacher or coach. Invite students to explain how certain balls are thrown. Plan time outside so that students can demonstrate their pitches.

## Objectives

- Make inferences and analyze
- Generate questions
- Distinguish fact from opinion
- Identify problems and solutions
- Be familiar with titles and authors of well-known grade-level texts.

**Genre** Biography



On Level

## Summary

This biography tells about the life of Mamie “Peanut” Johnson and describes how she became one of the only women ever to play major-league baseball.

## FYI for your information

This book uses a first-person narrative to tell of the obstacles Mamie Johnson overcame to realize her dream of playing baseball. The book’s upbeat tone and positive voice convey Mamie’s determination to succeed. Students will also learn about baseball’s often-overlooked Negro Leagues.

# A Strong Right Arm

by Michelle Y. Green

## Before Reading

### BUILD BACKGROUND

Explain that in the past, in some parts of the country, there were laws that separated African Americans from whites. For example, in many states, African Americans attended separate schools from whites, were supposed to drink from different water fountains, and could only sit in the back seats of public buses. Ask students:

- What do you think growing up in a segregated town would be like?
- Could segregation keep people from doing the best they can? How do you think that could happen?

### PREVIEW AND SET PURPOSES

After students look at the chapter titles in the table of contents, ask what they think the book might be about. Then have students set a purpose for reading, such as to find out what Mamie’s life was like.

## During Reading

### APPLY COMPREHENSION SKILLS AND STRATEGIES

The following are suggestions for dividing the reading into manageable sections. For each section, think alouds and discussion questions are provided. Use these to review comprehension strategies and skills taught in this unit.

Pages  
3–21

### STRATEGY

#### MAKE INFERENCES AND ANALYZE

**Teacher Think Aloud** I know that I have to use what I read and what I know to infer what the author doesn’t tell me. As I read about Ridgeway, South Carolina, the town where Mamie lives, I can infer that people in the town think it is fine that Mamie plays baseball. Even though Mamie’s grandmother says baseball is not for girls, she allows her granddaughter to play baseball in the yard.



**Fact and Opinion** Read the fourth paragraph on page 20. Which sentences are facts? Which is an opinion? (All sentences are facts, except the final one, which is Bones’s opinion.)

**STRATEGY**  
**GENERATE QUESTIONS**

**Teacher Think Aloud** Asking questions about what I have read will ensure that I understand. Why do the boys on the baseball field tell Mamie she can't play? Why is Mamie's friend afraid at the tryouts? I'm going to read on to find out.



**Problem and Solution** When Mamie goes to try out for the All-American Girls' League, what problem does she face? What is her solution at the time? (The man in charge says she can't try out because she's colored. To prove how good she is, she throws the ball right where she wants it, behind home plate.)

**STRATEGY**  
**GENERATE QUESTIONS**

**Teacher Think Aloud** Asking questions can help me understand parts of the book that might be confusing. Earlier in the book, it seemed as if being a female baseball player was a disadvantage, so why did Mr. Downs, the owner of the Clowns, make Mamie his star pitcher? I will read on to see if my question is answered.



**Problem and Solution** There are racial problems in many cities where the Indianapolis Clowns play. What problems does Mamie encounter? How does she deal with them? (Possible response: A fan says mean things to Mamie before a game. Mamie's solution is to try to ignore his insults.)

**After Reading**

**LITERATURE CIRCLES**

Use page 174 in the Teacher's Resource Book to review Listening and Speaking guidelines for a discussion. Use these questions to discuss the book in small groups.

- What was your favorite part of the book? Why?
- What was it like to be an African American girl who wanted to play baseball?
- Do you think Mamie achieved her dream? Why or why not?
- What lessons can we learn from Mamie's experience?



**Write About It**

Point out that the only monument to Mamie's achievement is in Milwaukee. Have students pretend they live in Mamie's home town of Ridgeway, South Carolina. Ask students to write a persuasive letter to the town council in favor of erecting a statue of Mamie Johnson. Have them use facts from the book to support their opinions. Tell students to consider their audience when writing the letter.



**Cross-Curricular Connection**

**Mamie's Timeline**

Students can work in small groups to create a time line of events in Mamie's life. Suggest that they include events in Mamie's life as well as any important national or world events. Have groups scan the text for dates and record what happened on those dates. Then, ask them to select the most important ideas to include on a time line.



**Cross-Curricular Connection**

**Field Impressions**

Mamie first played baseball in her grandma's yard. What did the "field" look like? Have students reread the description on pages 5 and 6 and use their imaginations to draw or paint a scene that matches their impression of the description.

## Objectives

- Generate questions
- Identify problems and solutions
- Make inferences and analyze
- Distinguish fact from opinion

Genre Biography



Beyond Level

## Summary

Waterhouse Hawkins spent his career working to bring dinosaurs to life once again. He was the first person to create full-size models of dinosaurs.

## FYI for your information

The fanciful illustrations will give readers insight into how Waterhouse Hawkins' mind worked as he sketched dinosaurs and made life-size models. Many of the illustrations are based on original sketches made by Hawkins.

# The Dinosaurs of Waterhouse Hawkins

by Barbara Kerley

## Before Reading

### BUILD BACKGROUND

Remind students that dinosaurs lived on Earth millions of years ago, but scientists didn't start to study their fossils until a few hundred years ago. Brainstorm a word web around the word *dinosaur*. Ask students:

- Where have you seen dinosaur sketches, skeletons, or models? What do they show us about these creatures?
- Why do you think people today are excited about dinosaur discoveries?

### PREVIEW AND SET PURPOSES

Have students preview the cover and the illustration on the first two pages. Ask students when and where they think this story might take place. Then have students set a purpose for reading, such as to find out who Waterhouse Hawkins was.

## During Reading

### APPLY COMPREHENSION SKILLS AND STRATEGIES

The following are suggestions for dividing the reading into manageable sections. For each section, think alouds and discussion questions are provided. Use these to review comprehension strategies and skills taught in this unit.

Pages  
1-20

### STRATEGY

#### GENERATE QUESTIONS

**Teacher Think Aloud** Some of this information is new to me. I have questions as I read. Why don't people know what dinosaurs looked like? Is this man the first to try to show how they looked? Forming questions helps me think about the information I read. As I continue to read, I will see if my questions are answered.



**Problem and Solution** What problems might Waterhouse Hawkins have trying to build models of the dinosaurs? How does he solve these problems? (Possible response: He has only pieces of the dinosaurs to sketch from. He compares the pieces to similar animals that are alive. Then he figures out the correct size and shape of the dinosaur based on the pieces.)



**STRATEGY**

**MAKE INFERENCES AND ANALYZE**

**Teacher Think Aloud** I know that authors don't always tell me everything I need to know. As I read about the destruction of Hawkins' workshop, I can infer that Boss Tweed was angry about the newspaper story and had the dinosaur models destroyed.



**Fact and Opinion** Reread the first two pages of this section. Is the author writing facts or opinions? Give examples. (He includes both. Some facts include: "he spent the next six months traveling," he built the first model of a "complete dinosaur skeleton." Opinions include: the statement that he "did it all.")

**STRATEGY**

**MAKE INFERENCES AND ANALYZE**

**Teacher Think Aloud** Based on the clues the author gives, I can infer that people think Waterhouse Hawkins made a big contribution to the study of dinosaurs even though his models are no longer considered accurate. One clue is that people still go to the Crystal Palace Park to see Hawkins' dinosaurs.



**Author's Purpose** Nothing really happens in the last section of the book. Why did the author include it? (Possible response: She wanted to tell readers that even though new things were learned about dinosaurs, people still respect Hawkins' work.)

**After Reading**

**LITERATURE CIRCLES**

Use page 174 in the Teacher's Resource Book to review Listening and Speaking guidelines for a discussion. Have students discuss the book in small groups using questions such as these:

- What part of the book did you find most interesting? Why?
- How would you describe Waterhouse Hawkins?
- Do you think Waterhouse Hawkins had an interesting job? Why or why not?



**Write About It**

Ask each student to pretend to be Waterhouse Hawkins as he planned his dinner party. Have them write a persuasive letter to include with the invitations to the famous scientists. The letter should convince the scientists to attend the party. Tell students to carefully consider their audience and use appropriate voice.



**Cross-Curricular Connection**

**Dinosaur Mania**

Dinosaurs are so popular now that it's hard to imagine a time when the words Tyrannosaurus Rex had no meaning to the general population. Dinosaurs permeate our culture. As a class, assemble a list of familiar dinosaur "things." Lists might include movies (and the novels upon which some were based), plastic models, children's games, children's picture books, video games, and so on.



**Cross-Curricular Connection**

**Dinosaur Models**

Let students create models of dinosaurs using art media and/or scraps of materials such as wood and fabric. Make The Dinosaurs of Waterhouse Hawkins available so that students can use the illustrations as models if they wish.

## Additional Readings:

### WEEK 1

### WEEK 2

#### By the Authors and Illustrators

**Moss, Marisa. *Brave Harriet*. Silver Whistle, 2001.** The first American woman to have received a pilot's license describes her 1912 solo flight across the English Channel, the first such flight by any woman.

**ON LEVEL**

**Perez, Amada Irma. *My Very Own Room*. Children's Book Press, 2000.** With the help of her family, a young Mexican American girl realizes her wish of having a place of her own to read and write.

**APPROACHING**

#### Related to the Theme

**Adler, David A. *A Picture Book of Jackie Robinson*. Holiday House, 1994.** A good introduction to Robinson's life that touches on his accomplishments as well as the bigotry and prejudice he faced.

**APPROACHING**

**Fleming, Candace. *Boxes for Katje*. Farrar, Straus & Giroux, 2003.** After World War II a small American town and an impoverished Dutch town share letters, thoughts, food, and warm clothes.

**APPROACHING**

**Golenbock, Peter. *Hank Aaron: Brave in Every Way*. Harcourt, 2001.** A biography of the Hall of Fame baseball player who broke Babe Ruth's home run record.

**APPROACHING**

**Russell, Barbara T. *The Remembering Stone*. Farrar, Straus, & Giroux, 2004.** An immigrant child dreams of her Costa Rican home in a beautifully illustrated story of hope.

**APPROACHING**

**Tavares, Matt. *Oliver's Game*. Candlewick, 2004.** Oliver's grandfather tells him the story of how he almost joined the Chicago Cubs baseball team.

**ON LEVEL**

**McCully, Emily Arnold. *Beautiful Warrior: The Legend of the Nun's Kung Fu*. Scholastic, 1998.** A young woman turns to a female kung fu master for help when a bandit decides he's going to marry her.

**ON LEVEL**

**Winter, Jonah. *Fair Ball! 14 Great Stars From Baseball's Negro Leagues*. Scholastic, 1999.** Profiles of such Negro League players as Oscar Charleston and Cool Papa Bell.

**ON LEVEL**

**Park, Linda Sue. *The Firekeeper's Son*. Clarion, 2004.** After his father is hurt, it is up to Sang-hee to light the evening fire that signals all is well in the nineteenth-century Korean place where he lives.

**ON LEVEL**

**\*\* Green, Michelle Y. *A Strong Right Arm: The Story of Mamie "Peanut" Johnson*. Dial Books, 2002.** The story of Mamie Johnson's triumphs in baseball despite the bias against female athletes and African Americans.

**BEYOND**

**Hesse, Karen. *The Cats in Krasinski Square*. Scholastic Press, 2004.** A brave girl from the Warsaw ghetto outwits German soldiers in this inspiring, fact-based story of World War II.

**BEYOND**

**Kennedy, Mike. *Baseball*. Franklin Watts, 2003.** This book offers historical background, rules, fundamentals, and a chapter on the people who have had an influence on the sport.

**BEYOND**

**Wells, Rosemary. *Wingwalker*. Hyperion, 2002.** During the Depression, a young boy is frightened for his father who takes a dangerous job in a carnival.

**BEYOND**



WEEK 3	WEEK 4	WEEK 5
<p><b>Editors of TIME for Kids. TIME FOR KIDS: Planets!</b> In PLANETS!, TIME For Kids takes a voyage of discovery around our solar system, visiting each unique planet.</p> <p><b>APPROACHING</b></p>	<p><b>Shanzer, Rosalyn. Davy Crockett Saves the World.</b> HarperCollins, 2001. Davy Crockett stops the evil Halley's Comet from destroying the world and wins the heart of Sally Sugartree in the process.</p> <p><b>ON LEVEL</b></p>	<p><b>Wahl, Jan. The Candy Shop.</b> Charlesbridge, 2004. In this story, a boy and his aunt find that someone has written hurtful words on the sidewalk outside of Miz Chu's shop.</p> <p><b>APPROACHING</b></p>
<p><b>Fisher, Leonard Everett. The Great Wall of China.</b> Alladin, 1995. A simply told story of the building of the Great Wall that focuses on work during the Tang Dynasty (618-906 AD).</p> <p><b>APPROACHING</b></p>	<p><b>Brown, Don. Odd Boy Out: Young Albert Einstein.</b> Houghton, 2004. An engaging look into the life of the world's most famous scientist.</p> <p><b>APPROACHING</b></p>	<p><b>Gunzi, Christiane. The Best Book of Snakes.</b> Kingfisher, 2003. This is a good introduction to the snakes of the world, from cobras and boa constrictors to sea snakes.</p> <p><b>APPROACHING</b></p>
<p><b>Brown, Don. Far BEYOND the Garden Gate: Alexandra David-Neel's Journey to Lhasa.</b> Houghton, 2002. David-Neel set out for Asia in 1911 and journeyed to Lhasa, a city never before visited by a European woman.</p> <p><b>APPROACHING</b></p>	<p><b>** Rumford, James. Sequoyah: The Cherokee Man Who Gave His People Writing.</b> Houghton, 2004. Striking paintings and a poetic text tell the story of the creation of a written language.</p> <p><b>APPROACHING</b></p>	<p><b>Lauber, Patricia. Snakes Are Hunters.</b> Harper Trophy, 1989. Describes the general physical characteristics and the hunting and feeding habits of snakes.</p> <p><b>APPROACHING</b></p>
<p><b>Dolphin, Laurie. Our Journey From Tibet: Based on a True Story.</b> Dutton, 1997. This first-person account follows the journey of three young sisters from their home in Tibet to a new life in India.</p> <p><b>ON LEVEL</b></p>	<p><b>Brown, Don. Rare Treasure: Mary Anning and Her Remarkable Discoveries.</b> Houghton, 1999. The story of the Englishwoman whose find of dinosaur bones led to a life-long fascination with fossils.</p> <p><b>ON LEVEL</b></p>	<p><b>Seuling, Barbara. Robert and the Great Escape.</b> Cricket Books, 2003. Robert and his friend have fun while on a skiing trip, but things become serious when they realize their class pet is missing.</p> <p><b>ON LEVEL</b></p>
<p><b>Look, Lenore. Love As Strong as Ginger.</b> Atheneum, 1999. A Chinese-American girl sees how hard her grandmother works when they spend a day together at her grandmother's job cracking crabs.</p> <p><b>ON LEVEL</b></p>	<p><b>Krull, Kathleen. The Boy on Fairfield Street.</b> Random House, 2004. A colorfully-illustrated book on Ted Geisel, the man who became Dr. Seuss.</p> <p><b>ON LEVEL</b></p>	<p><b>Trueit, Trudi Strain. Snakes.</b> Children's Press, 2003. These reptiles have lived on Earth for 100 million years. See how they travel by slinking along or moving in straight lines.</p> <p><b>ON LEVEL</b></p>
<p><b>Dramer, Kim. People's Republic of China.</b> Children's Press, 1999. Describes the geography, plants, animals, language, culture and religions of the People's Republic of China.</p> <p><b>BEYOND</b></p>	<p><b>Hesse, Karen. Just Juice.</b> Scholastic, 1998. Nine-year-old Juice realizes she has to stop skipping school and learn to read if she's going to help her family and solve the problems they face.</p> <p><b>BEYOND</b></p>	<p><b>Simon, Seymour. Snakes.</b> HarperCollins, 1992. A beautifully photographed and well-organized introduction to snakes that describes their behavior and characteristics.</p> <p><b>BEYOND</b></p>
<p><b>** Heyer, Marilee. The Weaving of a Dream: A Chinese Folktale.</b> Viking, 1986. When the beautiful tapestry woven by a poor woman is stolen, her three sons set out on a journey to retrieve it.</p> <p><b>BEYOND</b></p>	<p><b>Testa, Maria. Becoming Joe DiMaggio.</b> Candlewick, 2002. The powerful sounds of the Yankee centerfielder's bat inspire a boy in a story told in 24 poems.</p> <p><b>BEYOND</b></p>	<p><b>Stroud, Bettye. Dance Y'all.</b> Marshall Cavendish, 2001. With the help of his grandfather, Jack Henry overcomes his fear of the snake he's seen in the barn.</p> <p><b>BEYOND</b></p>

\* Main Selection from Student Book

\*\* Classroom Library Title

# Selection Honors, Prizes, and Awards



## **Mighty Jackie: The Strike-out Queen**

Unit 2, p. 152

by **Marissa Moss**

Illustrated by **C.F. Payne**

**Texas Bluebonnet Award (2004)**

**Author: Marissa Moss**, winner of the Children's Choice Award (2002) for *Oh Boy, Amelia!*; American Booksellers Association "Pick of the Lists" (1997) for *Amelia's Notebook*; Children's Literature Choice List (1999) for *Rachel's Journey: The Story of a Pioneer Girl*



## **My Diary from Here to There**

Unit 2, p. 180

by **Amada Irma Pérez**

Illustrated by **Maya Christina Gonzalez**

**Pura Belpré Honor Book (2004)**

**Author: Amada Irma Pérez**, winner of the Tomás Rivera Award (2000), Americas Award for Children's and Young Adult Literature



## **How Ben Franklin Stole the Lightning**

Unit 2, p. 224

by **Rosalyn Schanzer**

**Parent's Guide Children's Media Award for Outstanding Achievement in Children's Books (2003), IRA/CBC Children's Choice and Teacher's Choice (2004)**

**Author/Illustrator: Rosalyn Schanzer**, winner of ALA Booklist "Book for Youth" Editor's Choice (2001), IRA/CBC Children's Choice Award (2002) for *Davy Crockett Saves the World*; National Council of Social Studies Notable Children's Trade Book (1997) for *How We Crossed the West: The Adventures of Lewis & Clark*

# Unit 1

Week	Vocabulary	Spelling			
<b>1</b> <b>The Mystery of the Missing Lunch</b> <i>Leveled Books:</i> <i>The Mystery of the Lost Glasses</i> <i>The Case of the Missing Scarf</i> <i>The Trash Detectives</i>	assignments consideration allergies accuse suspicious evidence consume	sum flat plum bell grim  <b>Review Words:</b> snack  <b>Challenge Words:</b> heavy	plot band bluff dock blot  Review Words: step  Challenge Words: shovel	odd <b>left</b> cash mill past  pond	<b>shelf</b> wealth crunch hint build
<b>2</b> <b>A Walk in the Desert</b> <i>Leveled Books:</i> <i>Survival in the Great Sandy Desert</i> <i>Survival in the Sahara Desert</i> <i>Survival in the Great Basin Desert</i>	shimmer eerie lurk swallows climate silken lumbering	pale <b>face</b> crate clay stray  <b>Review Words:</b> grim  <b>Challenge Words:</b> neighbor	cane slate <b>today</b> bail rail  Review Words: plum  Challenge Words: railway	break ache drain faint flame  cash	claim steak neigh mane graze
<b>3</b> <b>Animals Come Home to Our National Parks</b> <i>Leveled Books:</i> <i>The Animals of Isle Royal</i> <i>The History of Acadia National Park</i> <i>Preserving Unique Places: Our National Parks</i>	roamed completed journey natural wildlife	beam tea chief squeak peep  <b>Review Words:</b> neigh  <b>Challenge Words:</b> freedom	weep sleek heal tease thief  Review Words: pale  Challenge Words: appeal	deal please leak league reef  bail	deed <b>feet</b> breathe speech wheeze
<b>4</b> <b>The Astronaut and the Onion</b> <i>Leveled Books:</i> <i>Elevator to Trouble</i> <i>Summer in Space</i> <i>Back to School</i>	endless realistic universe astronaut sensible protested paralyzed	file drive kite pies die  <b>Review Words:</b> chief  <b>Challenge Words:</b> highway	wipe <b>inside</b> height pride spy  Review Words: please  Challenge Words: wildlife	sigh shy prime sly pry  please	climb minding <b>fright</b> twice slight  sleek
<b>5</b> <b>The Raft</b> <i>Leveled Books:</i> <i>The Secret Code</i> <i>X Marks the Spot</i> <i>Saving Larry</i>	disgusted raft scattered cluttered downstream nuzzle	goal mole <b>stone</b> stove chose  <b>Review Words:</b> kite  <b>Challenge Words:</b> coaster	own fold flow mold toll  Review Words: shy  Challenge Words: motor	groan stole foam mows roasting  shy	<b>lower</b> sole blown bolt quote  climb



## Unit 2

Week		Vocabulary	Spelling			
<b>1</b>	<b>Mighty Jackie</b> <i>Leveled Books:</i> <i>Wilma Rudolph: A True Winner</i> <i>Determined to Win: Babe Didrikson Zaharias</i> <i>Jackie Robinson: A Man Who Stood So Tall</i>	legendary muttered gaped snickering insult fluke flinched	choose kitchen marching <b>touch</b> chatter	sketched chant <b>chance</b> branch hitch	ketchup cheap chopped latch chef	patch snatch arch stretching <b>pitcher</b>
			<b>Review Words:</b>	stove	goal	mows
			<b>Challenge Words:</b>	chemical	checkers	
<b>2</b>	<b>My Diary from Here to There</b> <i>Leveled Books:</i> <i>Lili Kiat</i> <i>Paolo</i> <i>Jin</i>	overheard opportunities border unions strikes citizen boycotts	rush northern brush shed thanks	washer photo graph <b>whole</b> these	fifth whisk thirty <b>bother</b> <b>shove</b>	phrase headphone width nowhere whirl
			<b>Review Words:</b>	arch	ketchup	cheap
			<b>Challenge Words:</b>	theater	wherever	
<b>3</b>	<b>Stealing Beauty</b> <i>Leveled Books:</i> <i>The Bamboo Eaters</i> <i>The Story of Silk</i> <i>Three Gorges Dam</i>	temples dynasties heritage preserve overjoyed	shred <b>through</b> sprout sprawl split	throb throat shrink screw shrimp	screech straighten sprang shriek splashing	straps strain strand script thrill
			<b>Review Words:</b>	graph	brush	these
			<b>Challenge Words:</b>	threaten	strictly	
<b>4</b>	<b>How Ben Franklin Stole the Lightning</b> <i>Leveled Books:</i> <i>Clara Barton</i> <i>Thomas Alva Edison</i> <i>Alexander Graham Bell</i>	hilarious convinced mischief independence handy dizzy whirlwind nowadays	door dart fort morning carpet	ford core cord <b>spark</b> <b>award</b>	smart <b>charge</b> <b>worn</b> <b>argue</b> stormy	bore <b>guard</b> ward warp barnyard
			<b>Review Words:</b>	screech	shrimp	throat
			<b>Challenge Words:</b>	charcoal	forecast	
<b>5</b>	<b>Dear Mr. Winston</b> <i>Leveled Books:</i> <i>Snakes in the Rain</i> <i>Forest</i> <i>Snakes in North America</i> <i>Snakes in Asia and Africa</i>	weekdays cardboard slithered genuine apologize harmless ambulance	gear <b>scare</b> fear cheer spare	hear rear stair airfare career	<b>compare</b> spear beard area appear	yearly tear lair mere snare
			<b>Review Words:</b>	fort	dart	worn
			<b>Challenge Words:</b>	sincere	staircase	

# Unit 3

# Word List

Week	Vocabulary	Spelling			
<b>1 Roadrunner's Dance</b> <i>Leveled Books:</i> <i>The Mud Monster</i> <i>Three Tricky Tales</i> <i>Miki and the North Wind</i>	interfere awkward proclaimed agile guardian tottered	dirty purse birth curl curve  <b>Review Words:</b>  <b>Challenge Words:</b>	curb person shirt worse hurl  hear  spurt	<b>twirl</b> <b>swirl</b> herb turkey turnip  spare  further	purpose blurred <b>sternly</b> <b>serpent</b> pearl  lair
<b>2 My Brother Martin</b> <i>Leveled Books:</i> <i>Harriet Tubman</i> <i>Coretta Scott King</i> <i>Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights</i>	unfair ancestors numerous segregation unsuspecting avoided injustice	hour lambs <b>knew</b> wrench kneel  <b>Review Words:</b>  <b>Challenge Words:</b>	thumbs honest answer honesty plumber  curl  knuckles	honor <b>known</b> combs wrapper knives  pearl  wrestle	doubt knead wriggle heir wrinkle  shirt
<b>3 Kid Reporters at Work</b> <i>Leveled Books:</i> <i>Young Inventors</i> <i>Dream Jobs for Kids</i> <i>Kids Work</i>	identified enterprising persistence venture	center <b>once</b> dance germs spice  <b>Review Words:</b>  <b>Challenge Words:</b>	bridge badge circus cement glance  combs  general	strange <b>police</b> certain orange ounce  kneel  ceremony	ginger wedge arrange sponge village  wrench
<b>4 Mystic Horse</b> <i>Leveled Books:</i> <i>Ojibwe Legends</i> <i>Quileute Legends</i> <i>Navajo Legends</i>	sores loosened mysterious amazement midst responsibility patchwork	clams mints props arches dresses  <b>Review Words:</b>  <b>Challenge Words:</b>	parents couches glasses hobbies engines  circus  batteries	caves <b>arrows</b> <b>enemies</b> babies ranches  germs  compasses	patches mistakes berries mosses armies  spice
<b>5 Snowflake Bentley</b> <i>Leveled Books:</i> <i>Hurricanes</i> <i>Tornadoes</i> <i>Extreme Weather</i>	technique foolishness inspire evaporate microscope magnify negatives blizzard	fishbowl lookout backyard desktop campfire  <b>Review Words:</b>  <b>Challenge Words:</b>	overhead waterproof grandparent railroad <b>snowstorm</b>  berries  eyesight	loudspeaker bookcase bedroom blindfold <b>newborn</b>  dresses  paperweight	bedspread yourself overdo <b>clothesline</b> undertake  arches

## Unit 4

Week		Vocabulary	Spelling			
<b>1</b>	<b>Dear Mrs. LaRue</b> <i>Leveled Books:</i> <i>Hollywood Hounds</i> <i>Presidential Pooches</i> <i>Canine Companions</i>	neglected appreciated risks bluffing misunderstood desperate endured obedience	tasted ripping <b>forced</b> flipping tapped	flipped cared flagged ripped skipped	tapping saved skipping caring flagging	<b>discussed</b> <b>saving</b> tasting forcing discussing  snowstorm
			<b>Review Words:</b>	bedspread desktop		
			<b>Challenge Words:</b>	outwitted underscoring		
<b>2</b>	<b>The Blind Hunter</b> <i>Leveled Books:</i> <i>Charles Drew</i> <i>Marie Curie</i> <i>Dr. Jonas Salk</i>	cautiously faint disguised crisscrossed wisdom fade jealousy	funnier families pennies <b>worried</b> <b>replied</b>	varied marries carries easily silliest	jumpier emptier merrier cries cozily	sorriest prettily lazier happiest dizziest
			<b>Review Words:</b>	caring tasting		skipped
			<b>Challenge Words:</b>	handily factories		
<b>3</b>	<b>The Power of Oil</b> <i>Leveled Books:</i> <i>An Eye on Energy</i> <i>Giant Dams:</i> <i>Waterpower Wonders</i> <i>The Power of Wind</i>	electrical globe fuels decayed	should zoom tunes brooks you'll	wool mood suits crew spool	stool cookie food <b>used</b> grew	group stoop move stew <b>huge</b>
			<b>Review Words:</b>	pennies prettily		funnier
			<b>Challenge Words:</b>	crooked juicy		
<b>4</b>	<b>Adelina's Whales</b> <i>Leveled Books:</i> <i>Saving the Whales</i> <i>Looking at Whales</i> <i>Gray Whales</i>	rumbling snoring unique dove massive tangles politicians	flower voices tower cough cowboy	gown frown south howling annoy	noises <b>pound</b> hound pouch <b>thousand</b>	wound grouch mound grown voyage
			<b>Review Words:</b>	cookie zoom		huge
			<b>Challenge Words:</b>	drought downtown		
<b>5</b>	<b>At Home in the Coral Reef</b> <i>Leveled Books:</i> <i>The Arctic Ocean</i> <i>Tide Pools</i> <i>Hydrothermal Vents</i>	coral reef partnership current eventually brittle suburbs	walker chalk laws stalk bald	caught drawn halt strawberry fought	caller half straw <b>small</b> thought	talking awe shawl false squall
			<b>Review Words:</b>	south pouch		annoy
			<b>Challenge Words:</b>	wallpaper awkward		



# Unit 5

# Word List

Week	Vocabulary	Spelling			
<b>1</b> <b>Because of Winn-Dixie</b> <i>Leveled Books:</i> <i>The ABC Volunteer</i> <i>Drawing Highland</i> <i>A Change of Weather</i>	peculiar snuffled positive selecting consisted advanced	dinner blanket willow plastic welcome	<b>summer</b> dipper foggy thriller ticket	swallow picket witness slender <b>nodded</b>	planner member fossil rumbles blossom
<b>2</b> <b>Ranita, the Frog Princess</b> <i>Leveled Books:</i> <i>Hans and Greta</i> <i>The Dragon's Dinner</i> <i>Sleeping Beauty and the Prince of Andequesta</i>	selfish bumbling cranky commotion exasperated specialty famished	river level never talent radar	limit diver finish famous spoken	cabin wiper habit bison cider	stolen <b>promise</b> razor pity easel
<b>3</b> <b>Exploring the Undersea Territory</b> <i>Leveled Books:</i> <i>So Many Fish!</i> <i>The (Really!) Great Barrier Reef</i> <i>Marco Polo</i>	period vessels valuable documenting estimated	above cancel remind gather between	unfold tender action monster chamber	petal <b>woman</b> weeder frosty clipper	tutor poster behave relate excite
<b>4</b> <b>Me and Uncle Romie</b> <i>Leveled Books:</i> <i>Girl Arranging Her Hair</i> <i>Beautiful or Not</i> <i>The Goldsmith's Apprentice</i>	skyscrapers collage barbecue glorious strutting flicked swarms	grocer <b>pepper</b> barber grader polar	tanker singer enter odor collar	zipper powder danger cheddar popular	harbor anchor elevator daughter victor
<b>5</b> <b>Wild Horses</b> <i>Leveled Books:</i> <i>Horses of the Plains</i> <i>Cattle-Driving Horses of the Old West</i> <i>Full Gallop</i>	descendants sanctuary glistening threatened coaxing fragile habitat	uncle turtle total pencil oral	pebble channel local paddle pupil	symbol medal bubble settle vessel	bugle pedal special ankle <b>docile</b>

## Unit 6

Week		Vocabulary	Spelling			
1	<b>The Gold Rush Game</b> <i>Leveled Books:</i> <i>There's Gold in Those Hills!</i> <i>Towns of the West, from Boom to Bust</i> <i>The Story of San Francisco</i>	reference prospectors disappointment annoyed circular outstretched glinted	robin <b>button</b> bacon reason cotton	sunken eleven cousin woven raisin	cannon muffin widen wooden ridden	common proven often penguin skeleton
			<b>Review Words:</b> medal		pupil	paddle
			<b>Challenge Words:</b> violin		vitamin	
2	<b>The Cricket in Times Square</b> <i>Leveled Books:</i> <i>In the Land of the Giants</i> <i>The Tiger-Stripe Potion</i> <i>The Wood Sprite</i>	wistfully eavesdropping scuffling acquaintance jumble scornfully logical	root tale wade <b>tail</b> prince	dough moose prints we've weave	whose route who's boulder weighed	patience bolder doe mousse patients
			<b>Review Words:</b> cotton		muffin	eleven
			<b>Challenge Words:</b> straight		strait	
3	<b>Meet a Bone-ified Explorer</b> <i>Leveled Books:</i> <i>Discovering Pompeii</i> <i>Discovering Tutankhamen</i> <i>Dinosaur Sue: Tale of a T. Rex</i>	fossil stumbled upon paleontologist inspected	discourage disappoint disbelief distrust disloyal	misplace mislabel mislead misstep misnumber	nonfat nonfiction nonsense nonstop unable	unplug uncertain uncomfortable <b>uncover</b> unclean
			<b>Review Words:</b> prince		weighed	bolder
			<b>Challenge Words:</b> mishap		unravel	
4	<b>My Brothers' Flying Machine</b> <i>Leveled Books:</i> <i>Riding the Wind: Amelia Earhart</i> <i>Against the Wind: James H. Banning</i> <i>Women in Flight</i>	glider unstable wingspan applauded headlines hoisting assured	spotless sunny furry <b>really</b> hairy	barely tasteless handful lifeless illness	hopefully happiness goodness sorrowful purely	sickness joyfully aimless breathless <b>certainly</b>
			<b>Review Words:</b> disappoint		nonfat	misnumber
			<b>Challenge Words:</b> superbly		successful	
5	<b>The Life and Times of the Ant</b> <i>Leveled Books:</i> <i>Butterflies and Moths</i> <i>Grasshoppers and Crickets</i> <i>Beetles</i>	astronomer investigates solitary territory communication nutrients prehistoric overcome	burrow furnace concert lantern thirsty	disturb alert <b>perhaps</b> purchase nervous	modern capture merchant <b>survive</b> concern	service eastern whirlwind surprise persuade
			<b>Review Words:</b> really		handful	goodness
			<b>Challenge Words:</b> survey		emerge	

# Aa

**Abbreviations,** 271J, 783J

**Academic language,** 19A–19B, 43U, 47A–47B, 69U, 73A–73B, 81U, 85A–85B, 107U, 111A–111B, 143U, 151A–151B, 175U, 179A–179B, 207U, 211A–211B, 219U, 233A–233B, 247U, 251A–251B, 271U, 279A–279B, 303U, 307A–307B, 329U, 333A–333B, 341U, 345A–345B, 373U, 377A–377B, 405U, 413A–413B, 443U, 447A–447B, 469U, 473A–473B, 481U, 485A–485B, 507U, 511A–511B, 535U, 543A–543B, 561U, 565A–565B, 591U, 595A–595B, 603U, 607A–607B, 631U, 635A–635B, 657U, 665A–665B, 687U, 691A–691B, 717U, 721A–721B, 729U, 733A–733B, 757U, 761A–761B, 783U

**Access for All.** *See* English Language Learners.

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