Weekly Theme: Precipitation

Week At A Glance

Whole Group

**VOCABULARY**
technique, foolishness, inspire, evaporate, microscope, magnify, negatives, blizzard

Using a Dictionary/
Multiple-Meaning Words

**COMPREHENSION**
Strategy: Evaluate
Skill: Summarize

**WRITING**
Fictional Narrative

**Science Link**
Earth Science
Earth’s Weather

Small Group Options

Differentiated Instruction
for
Tested Skills

Tested Skills for the Week

Weekly Literature

Science Link
Main Selection

**Genre** Biography

**Vocabulary/ Comprehension**

**Read-Aloud Anthology**
• Listening Comprehension
• Readers’ Theater
Resources for **Differentiated Instruction**

**Leveled Readers**

**GR Levels O–T**

**Genre**: Informational Nonfiction

- Same Theme
- Same Vocabulary
- Same Comprehension Skills

- **Approaching Level**: Hurricanes
- **On Level**: Tornadoes
- **Beyond Level**: Extreme Weather

**CLASSROOM LIBRARY**

**Genre**: Folk Tale

- Approaching
- On Level
- Beyond

Trade books to apply Comprehension Skills

**INTERVENTION ANTHOLOGY**

- Phonics and Decoding
- Comprehension
- Vocabulary

Also available *Reading Triumphs*, Intervention Program

**LEVELED PRACTICE**

- Approachng
- On Level
- Beyond

ELL Teacher’s Guide also available

**HOME-SCHOOL CONNECTION**

- Family letters in English and Spanish
- Take-Home Stories

**ONLINE INSTRUCTION**

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

**AUDIO CD**

- Listening Library
- Fluency Solutions

**CD ROM**

- Vocabulary PuzzleMaker

Also Available

**LEVELED READER PROGRAM**

**Genre**

- Informational Nonfiction
- Folk Tale

**ONLINE INSTRUCTION**

[www.macmillanmh.com](http://www.macmillanmh.com)
### Suggested Lesson Plan

#### Snowflake Bentley, 378–399

#### Whole Group

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

**ASSESSMENT**
- Informal/Formal

#### Day 1

**Listening/Speaking/Viewing**
- **Focus Question**: What do you see in the photograph on pp. 374–375?
  - Build Background, 374
  - Read Aloud: “Water Dance,” 375

**Vocabulary**
- technique, foolishness, inspire, evaporate, microscope, magnify, negatives, blizzard, 376
- Practice Book A-O-B, 103
- Strategy: Use a Dictionary/Multiple-Meaning Words, 377

**Comprehension**
- “Let It Snow,” 376–377
- Strategy: Evaluate
- Skill: Summarize
- Practice Book A-O-B, 104
- Fluency: Model Fluency, 375
- Partner Reading, 374I

**Writing**
- **Daily Writing Prompt**: Write a short report describing the characteristics of your favorite climate.
- Character Sketch, 404–405B

#### Day 2

**Listening/Speaking**
- **Focus Question**: What did the world give to Snowflake Bentley, and what did he give to the world?

**Vocabulary**
- Review Vocabulary, 378

**Phonics**
- Compound Words, 405E
- Practice Book A-O-B, 109

**Comprehension**
- Snowflake Bentley, 378–399
- Strategy: Evaluate
- Skill: Summarize
- Practice Book A-O-B, 105
- Fluency: Partner Reading, 374I

**Writing**
- **Daily Writing Prompt**: Write a journal entry about what you would do on a snow day from school.
- Character Sketch, 404–405B

**Grammar**
- Daily Language Activities, 405I
- Irregular Verbs, 405I
- Grammar Practice Book, 89

**Spelling**
- Pretest Compound Words, 405G
- Spelling Practice Book, 89–90

**Quick Check**
- Vocabulary, 376
- Comprehension, 377B

**ASSESSMENT**
- Informal/Formal

**Differentiated Instruction 405M-405V**
Differentiated Instruction

What do I do in small groups?

Focus on Skills

Use your observations to guide additional instruction and practice.

Vocabulary
Words: evaporate, foolishness, magnify, negatives, inspire, technique, microscope, blizzard
Strategy: Dictionary/Multiple-Meaning Words

Comprehension
Strategy: Evaluate
Skill: Summarize

Fluency

Phonics
Compound Words

Suggested Lesson Plan

Instructional Navigator
Interactive Lesson Planner

CD ROM

Approaching Level
• Additional Instruction/Practice
• Tier 2 Instruction

On Level
• Practice

Beyond Level
• Extend

Day 1
Fluency, 405N
Vocabulary, 405N
Comprehension, 405O
ELL Ask Questions, 405N

Day 2
Phonics, 405M
Vocabulary, 405O
Leveled Reader Lesson, 405P
• Vocabulary
• Comprehension

Vocabulary, 405Q
Leveled Reader Lesson, 405R
• Comprehension
ELL Leveled Reader, 405U–405V

Leveled Reader Lesson, 405R
• Comprehension
• Vocabulary

Vocabulary, 405S
Leveled Reader Lesson, 405T
• Comprehension

Leveled Reader Lesson, 405T
• Comprehension
• Vocabulary

For intensive intervention see READING Triumphs
Focus on Leveled Readers

Apply skills and strategies while reading appropriate leveled books.

Levels O-T

Approaching

On Level

Beyond

ELL

Additional Leveled Reader Resources

Leveled Reader Database

Go to [www.macmillanmh.com](http://www.macmillanmh.com)

Search by

- Comprehension Skill
- Content Area
- Genre
- Text Feature
- Guided Reading Level
- Reading Recovery Level
- Lexile Score
- Benchmark Level

Subscription also available.

Day 3

Phonics, 405M
Fluency, 405N
Vocabulary, 405O
Leveled Reader Lesson, 405P
  - Comprehension

Fluency, 405Q
Vocabulary, 405Q
Leveled Reader Lesson, 405R
  - Comprehension

Fluency, 405S
Vocabulary, 405S
Leveled Reader Lesson, 405T
  - Comprehension

Day 4

Phonics, 405M
Leveled Reader Lesson, 405P
  - Comprehension

Literary Elements, 405Q
Leveled Reader Lesson, 405R
  - Comprehension

Literary Elements, 405S
Leveled Reader Lesson, 405T
  - Comprehension
  ELL Skits, 405S

Day 5

Fluency, 405N
Leveled Reader Lesson, 405P
  - Make Connections Across Texts

Fluency, 405Q
Leveled Reader Lesson, 405R
  - Make Connections Across Texts

Fluency, 405S
Self-Selected Reading, 405T

Snowflake Bentley 374F
Managing the Class

What do I do with the rest of my class?

Teacher-Led Small Groups

Literacy Workstations

Independent Activities

Class Management Tools

Includes:
- How-To Guides
- Rotation Chart
- Weekly Contracts

Hands-on activities for reinforcing weekly skills.

Foldables™

Layered Book Foldable

Pyramid Foldable

Layered Book Foldable

Pyramid Foldable

Managing Small Groups

Understanding Small Groups
Independent Activities

Leveled Readers

For Repeated Readings and Literacy Activities

LEVELED PRACTICE

Skills: Vocabulary (p. 103), Comprehension: Summarize (p. 104), Graphic Organizer (p. 105), Fluency (p. 106), Literary Elements: Imagery and Figurative Language (p. 107), Vocabulary Strategy: Dictionary (p. 108), Phonics (p. 109)

Technology

ONLINE INSTRUCTION www.macmillanmh.com

- Meet the Author/Illustrator
- Computer Literacy Lessons
- Research and Inquiry Activities
- Oral Language Activities
- Vocabulary and Spelling Activities
- Leveled Reader Database

LISTENING LIBRARY
- Recordings of selections
- Main Selections
- Leveled Readers
- ELL Readers
- Intervention Anthology

FLUENCY SOLUTIONS
- Recorded passages for modeling and practicing fluency

VOCABULARY PUZZLEMAKER
- Activities providing multiple exposures to vocabulary, spelling, and high-frequency words including crossword puzzles, word searches, and word jumbles

Turn the page for Literacy Workstations.

Snowflake Bentley 374H
**Literacy Activities**

**Collaborative Learning Activities**

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### Reading

**Objectives**

- Time reading to practice fluency.
- Offer corrective feedback.
- Write a summary of a biography and create a time line.

**Fluency** 20 Minutes

- Select a paragraph from the Fluency passage on page 106 of your Practice Book.
- With a partner, take turns reading the passage. Vary your reading rate as you read each sentence.

**Extension**

- Read the passage three times. Read it slowly at first, then faster each time.
- Discuss with your partner how the reading rate helps or hinders the meaning.
- **Time Your Reading:** Listen to the Audio CD.

**Things you need:**

- Practice Book

### Word Study

**Objectives**

- Use a dictionary to find the meanings of words.
- Use compound words in sentences.

**Multiple-Meaning Words** 20 Minutes

- Look up the word *magnify* in the dictionary.
- Write two meanings for this word.
- Write one sentence for each meaning.
- Repeat this activity, using the words change and cast.

**Extension**

- Draw pictures for the two meanings of each word.
- Compare your pictures with a partner.

**Things you need:**

- dictionary
- pen and paper
- colored pencils or markers

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**Biography**

**Objectives**

- Choose a biography. Write a summary of the person’s life.
- Remember to check your understanding as you read. Use what you have learned about rereading to help you understand the story.
- Think about why this person is remembered and support this main idea with specific details.

**Extension**

- Use your summary to create a time line of this person’s life.

**Things you need:**

- pen and paper

**Collaborative Learning Activities**

### Managing the Class

**Literacy Activities**

- Choose a biography. Write a summary of the person’s life.
- Remember to check your understanding as you read. Use what you have learned about rereading to help you understand the story.
- Think about why this person is remembered and support this main idea with specific details.

**Extension**

- Use your summary to create a time line of this person’s life.

**Things you need:**

- pen and paper

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**Compound Words**

**Objectives**

- Write as many more compound words on note cards as you can think of.
- Compare your new cards with a partner and share more words.

**Extension**

- Write these compound words on note cards: fishbowl, lookout, backyard, desktop, campfire, overhead, waterproof, grandparent, railroad, and snowstorm.
- Use each word in a sentence and share the sentences with a partner.

**Things you need:**

- note cards
- pen or pencil

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For more books about precipitation, go to the Author/Illustrator section: Precipitation.
Literacy Workstations

**Objectives**

- Write a character sketch with dialogue and setting.
- Write questions to ask in an interview with a weather forecaster.

**Writing**

**A Character Sketch** 20 Minutes

- Choose one of your favorite characters from a story.
- Write a character sketch that describes him or her.
- Begin your sentences in different ways to add interest to your writing.

**Extension**

- Draw a picture of your character.
- Place labels around your drawing using various character traits.
- For example, a label near the heart might say “kind person.”

**Things you need:**
- pen and paper
- colored pencils

**Science**

**It’s Snowing!** 20 Minutes

- Use a science book to find out why it snows.
- Where does the most snow fall in the United States? Why?
- Write a summary of the facts that you learn.

**Extension**

- Turn your facts about snow into a poem.
- Use a metaphor to write a fresh comparison about snow—for example, The falling crystal flakes are powder on my face.

**Things you need:**
- science book
- pen and paper

**Writing**

**A Weather Forecast** 20 Minutes

- Imagine that you are going to interview your local TV weather forecaster.
- Write five questions you might ask this person in an interview.

**Extension**

- Would you like to be a weather forecaster? Write a paragraph telling why or why not.

**Things you need:**
- pen and paper

**Social Studies**

**Rain and Snow** 20 Minutes

- Use a geography book or an almanac to learn more about the climate of your state.
- Find out how many inches of rain and snow your state receives annually.
- On a piece of paper, write the number of inches for three years in a row.

**Extension**

- Use figurative language, such as similes and metaphors, to describe how dry or wet your state is. For example, if you live in a dry state, you might write that your state is as dry as dust.

**Things you need:**
- geography book
- pencil and paper
**ORAL LANGUAGE**
- Build Background
- Read Aloud
- Expand Vocabulary

**VOCABULARY**
- Teach Words in Context
- Multiple-Meaning Words

**COMPREHENSION**
- **Strategy:** Evaluate
- **Skill:** Summarize

**SMALL GROUP OPTIONS**
- Differentiated Instruction, pp. 405M–405V

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**Oral Language**

**Build Background**

**ACCESS PRIOR KNOWLEDGE**
Share the following information.
America’s most famous snowstorm happened in 1888. Some states had 40–50 inches of snow.

**TALK ABOUT PRECIPITATION**
Discuss the weekly theme.
- What are the different types of precipitation?
- Have you ever experienced a storm? What was the storm like?

**FOCUS QUESTION**
Ask a volunteer to read “Talk About It” on Student Book page 375 and describe the photo.
- How do you think the people who own these cars feel?

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**ENGLISH LANGUAGE LEARNERS**

**Beginning**  
**Build Language** Point to the items as you say, *I see snow. I see cars. The snow is covering the cars.* Have students repeat. Say, *Point to the snow. Ask, What color is the snow? Is the weather hot or cold? How does snow feel?*

**Intermediate**  
**Develop Background** Have students describe the photo. Brainstorm words associated with storms and explain them: *snowstorm, ice, blizzard, freezing, windy, thunderstorms,* and *hurricane.* Have students share their experiences with snow. Help them speak in complete sentences.

**Advanced**  
**Expand Language** Complete the Intermediate task. As students discuss their experiences, ask questions to help them use more precise and detailed language.
Talk About It

What do you think has happened in this photograph?

Find out more about precipitation at www.macmillanmh.com

Read Aloud

Read “Water Dance”

GENRE: Poetry

Remind students that a poem is not always written from the point of view of a person. Tell them this poem will describe the water cycle through the voice of water.

LISTENING FOR A PURPOSE

Ask students to listen for information about the different shapes water comes in as you read “Water Dance” in the Read-Aloud Anthology. Remind students to listen actively and to respond appropriately. Choose from among the teaching suggestions.

Fluency Ask students to listen carefully as you read aloud. Tell students to listen to your phrasing, expression, and tone of voice.

RESPOND TO THE POEM

Ask students to write a poem about precipitation or a specific weather event.

Expand Vocabulary

Ask students to list five words that are related to the weekly theme of Precipitation. Then have students switch their lists with a partner. Ask them to write one sentence for each of their partner’s words.

Picture Prompt

Look at the picture. Write about what you see. You can write a poem, a story, or a description, or use any other type of writing you like.

For an extended lesson plan and Web site activities for oral language development, go to www.macmillanmh.com
Do you have a **technique** for catching snowflakes? Some people run in circles trying to catch them. Others stand perfectly still with their tongue sticking out. It might look like **foolishness**, but it's fun!

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**Crystals to Flakes**

A snowflake’s shape is formed long before it lands on Earth. First, an ice crystal forms around a tiny piece of dirt in a cloud. Now it’s a snow crystal. The crystal’s shape depends on the temperature of the cloud.

Finally, as the crystals fall from the clouds, they stick together to form snowflakes. Each snowflake is made up of 2 to 200 separate snow crystals.
Studying Snowflakes

Snow crystals form into one of seven shapes. You probably know the stellar crystal best. These star-shaped crystals are not the most common, but they’re the kind that inspire the work of most artists.

How can you study snowflakes before they evaporate and disappear? First, go outside when it’s not windy and about 25° F. Second, bring a piece of dark cloth with you. This will make it easier to see the crystals. Finally, you will need to use a microscope to magnify the crystal to get a good look at it.

Wilson “Snowflake” Bentley learned how to make the crystals show up in photographs. He cut away the dark parts of the negatives.

Dangerous Snowflakes

If conditions are just right, beautiful snowflakes can turn into a dangerous storm called a blizzard. In blizzards, strong winds can blow the snow around. This causes “whiteout” conditions, making it very difficult to see where you’re going.

Always pay attention to the weather. That way you can safely catch and study all the snowflakes you want.

Choose a word in the box to replace the underlined word or words in each sentence.

1. Lucky for him, Bentley’s mother never said, “Stop this silliness! Come in out of the storm at once!”
2. Bentley used a scientific instrument that makes small things appear bigger to study snowflakes. 
3. Bentley’s favorite kind of weather was a heavy snowstorm.
4. Bentley had to develop a special method to photograph snowflakes.
5. Bentley had to work fast to make sure a snowflake didn’t dry up.
6. Encouraging words can inspire us to try harder.

Choose a word in the box to replace the underlined word or words in each sentence.

- technique
- foolishness
- inspire
- evaporate
- microscope
- magnify
- negatives
- blizzard

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6. Encouraging words can inspire us to try harder.
Reread for Comprehension

**STRATEGY**

**EVALUATE**

When students set out to evaluate a text, they should be prepared to summarize the most important information. Once they understand the text, they will be able to make judgments about the information presented and identify the author's purpose.

**SKILL**

**SUMMARIZE**

- Tell students that they should summarize passages of a selection as they read. By identifying the main ideas in this way, they will be able to distinguish between essential and nonessential information.

- Explain that there may be many details that support a main idea. These make the writing more interesting and enjoyable, but it is not necessary to remember them all.

**Materials**

- Comprehension Transparencies 15a and 15b
- Graphic Organizer Transparency 15
- Leveled Practice Books, p. 104

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**Transparency 15a**

**Let It Snow**

By Cynthia Rubez

Do you have a technique for catching snowflakes? Some people run in circles trying to catch them. Others stand perfectly still with their tongue sticking out. It might look like foolishness, but it's fun!

**Crystals to Flakes**

A snowflake's shape is formed long before it lands on Earth. First, an ice crystal forms around a tiny piece of dirt in a cloud. Now it's a snow crystal. The crystal's shape depends on the temperature of the cloud. Finally, as the crystals fall from the clouds, they stick together to form snowflakes. Each snowflake is made up of 2 to 200 separate snow crystals.

**Vocabulary**

- technique
- microscope
- foolishness
- magnify
- inspire
- negatives

**Dictionary**

Multiple-Meaning Words have more than one meaning. Use a dictionary to find meanings for the word negatives.

**Transparency 15b**

**Studying Snowflakes**

Snow crystals form into one of seven shapes. You probably know the stellar crystal best. These star-shaped crystals are not the most common, but they're the kind that inspire the work of most artists.

- How can you study snowflakes before they evaporate and disappear? First, go outside when it's not windy and about 25° F. Second, bring a piece of dark cloth with you. This will make it easier to see the crystals. Finally, you will need to use a microscope to magnify the crystal to get a good look at it.

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Always pay attention to the weather. That way you can safely catch and study all the snowflakes you want.

**Vocabulary**

- technique
- microscope
- foolishness
- magnify
- inspire
- negatives

**Dictionary**

Multiple-Meaning Words have more than one meaning. Use a dictionary to find meanings for the word negatives.

**Access for All**

ELLAccess for All

Model Summarizing

To help students understand the concept of summarizing, write on the board: Tony helps his sister do her homework. After dinner, he takes out the trash. He walks the dog every morning. Use a Think Aloud to show your thinking as you summarize. Underline key words to explain your thinking (Tony helps his family).
MODEL
Read the first paragraph of “Let It Snow” on Student Book page 376.

Think Aloud In the first paragraph, the author asks if the reader has a special way to catch snowflakes. I see that she mentions two different ways that people try to catch snowflakes. Then she says that any method is fun. Using those details, I can summarize the main idea of the paragraph by saying that people enjoy catching snowflakes.

GUIDED PRACTICE
- Have students read the section, “Crystals to Flakes.” Ask them to identify details about the formation of snowflakes. (Ice crystals form around specks of dirt. Their shapes depend on the temperature in the clouds. As they fall, as many as 200 crystals stick together to make a snowflake.) Have them write the details in a Main Idea Web.
- Ask students to determine the main idea for the section. (Suggested answer: Various conditions affect the way snowflakes are formed.)

APPLY
Have students reread the remainder of “Let It Snow.” For each section, have them identify main ideas and details that can be shown on Main Idea Webs. Then ask them to summarize the entire selection using the main ideas they identified. Students should be able to retell stories, specifically noting the beginning, middle, and end.

Quick Check
Can students evaluate the text by summarizing main ideas?
During Small Group Instruction
If No → Approaching Level Comprehension, p. 405O
If Yes → On Level Options, pp. 405Q–405R
Beyond Level Options, pp. 405S–405T

When you summarize, you list the important events in a story in your own words.
Possible responses provided.
Read the passage and then answer the questions that follow.

Raindrops attach themselves to snowflakes and the raindrops freeze.
Air currents push it back into the clouds.
When it becomes too heavy to be pushed back up.
If it falls too fast to melt.