

# Read

## MAIN SELECTION

- *Snowflake Bentley*
- Skill: Summarize

## PAIRED SELECTION

- Haiku (poems about snow)
- **Literary Elements:** Imagery and Figurative Language

## SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 405M–405V

# Comprehension

## GENRE: BIOGRAPHY

Have a student read the definition of a Biography on **Student Book** page 378. Point out that a biography is a kind of informational nonfiction. Students should look for facts, details, and events in a real person's life as written by another person.

## STRATEGY EVALUATE

When evaluating a text, a reader makes judgments about the author's purpose and the type of information provided about the subject.

## SKILL SUMMARIZE

To summarize a biography, students should identify the main ideas and restate them in their own words. Individual passages or an entire biography can be summarized.

## Comprehension

### Genre

A **Biography** is a story about the life of a real person written by someone else.

### Evaluate

#### Summarize

As you read, fill in your Main Idea Web.



### Read to Find Out

What did the world give to Snowflake Bentley, and what did he give to the world?



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## Vocabulary

**Vocabulary Words** Review the tested vocabulary words: **microscope, foolishness, negatives, magnify, evaporate, inspire, blizzard,** and **technique.**

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

**masterpieces** (p. 383): objects created with great skill

**intricate** (p. 383): having many complex parts

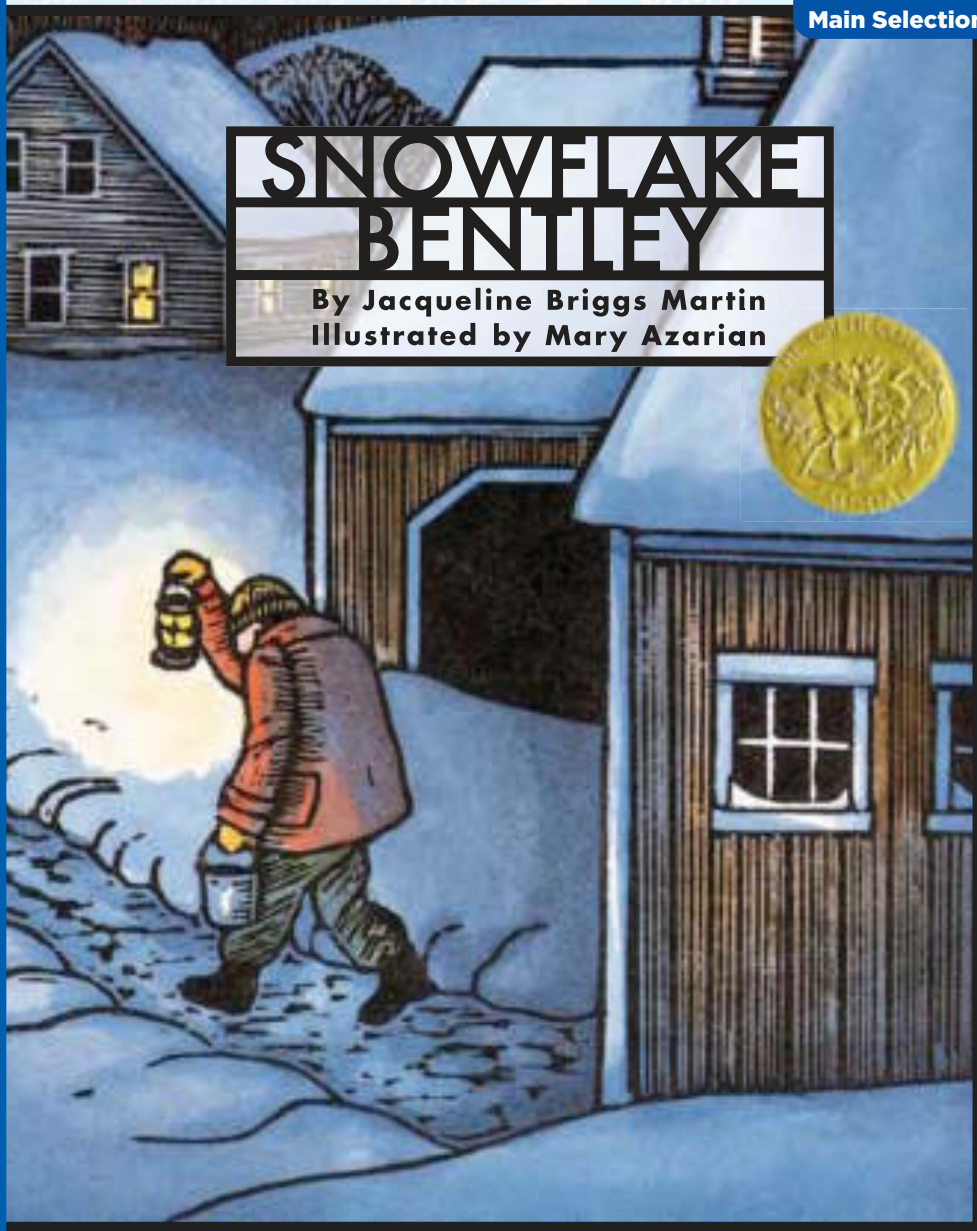
**molecules** (p. 390): particles of matter made up of atoms

**pneumonia** (p. 397): a disease of the lungs that can cause fever, chills, cough, and difficulty breathing

**grandeur** (p. 398): the state or quality of being magnificent or great

# SNOWFLAKE BENTLEY

By Jacqueline Briggs Martin  
Illustrated by Mary Azarian



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## 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.

If your students need an alternate selection, 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. Remind students to set and adjust their reading rate based on their purpose for reading.



## Technology

Story available on **Listening Library Audio CD**



## Preview and Predict

Ask students to read the title, preview the illustrations, and note questions and predictions about the story. What kind of work do they think Willie Bentley did? Have students write about their predictions and any other things they want to know about the selection.

## Set Purposes

**FOCUS QUESTION** Discuss the “Read to Find Out” question on **Student Book** page 378. Remind students to look for the answer as they read.

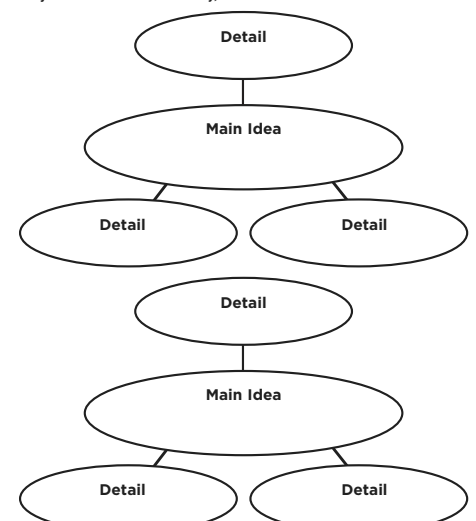
Point out the Main Idea Web in the Student Book and on **Practice Book** page 105. Explain that students will fill it in as they read.

## Read *Snowflake Bentley*

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

On Level Practice Book O, page 105

As you read *Snowflake Bentley*, fill in the Main Idea Web.



How does the information you wrote in the Main Idea Web help you evaluate *Snowflake Bentley*?



**Approaching Practice Book A**, page 105



**Beyond Practice Book B**, page 105

# Develop Comprehension

## 1 STRATEGY EVALUATE

**Teacher Think Aloud** I can see that  
 : the author has placed the text in  
 : two separate places on the page.  
 : I even notice that the text in the  
 : sidebar is printed differently than  
 : the main text. The sidebar text  
 : seems to give a lot of facts. The  
 : main text reads more like a story.  
 : It tells about Willie's actions and  
 : feelings. As I read, I will look in both  
 : types of text for the main ideas  
 : and important details I need to  
 : summarize.

Wilson Bentley was born February 9, 1865, on a farm in Jericho, Vermont, between Lake Champlain and Mount Mansfield, in the heart of the "snowbelt," where the annual snowfall is about 120 inches.

1



In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything else in the world.

Willie Bentley's happiest days were snowstorm days. He watched snowflakes fall on his mittens, on the dried grass of Vermont farm fields, on the dark metal handle of the barn door. He said snow was as beautiful as butterflies, or apple blossoms.

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## Comprehension

### Figurative Language: Metaphor

**Explain** Remind students that a simile compares two unlike things using like or as. Then tell them that a metaphor also compares two unlike things, but it does so directly, without using *like* or *as*.

**Discuss** Have students read the sentence containing the metaphor *cut the dark* on page 380. Have them say what two things are being compared. (lantern light and a knife) Why might the writer have chosen this metaphor? (It shows how sharp and bright the lantern light seems in the dark.)

**Apply** Ask students to invent a metaphor that compares some object, person, event, or feeling to a bird. (Sample metaphor: Her hopes took flight.)

# Develop Comprehension

## 2 GENRE: BIOGRAPHY

What clues on pages 380 and 381 tell you that this selection is a biography? (Suggested answer: The selection is about one subject, and he was a real person. The fact that the author includes details about Willie's birth and his family probably means that we will read more about his life.)



Willie's mother was his teacher until he was fourteen years old. He attended school for only a few years. "She had a set of encyclopedias," Willie said. "I read them all."

2

He could net butterflies and show them to his older brother, Charlie. He could pick apple blossoms and take them to his mother. But he could not share snowflakes because he could not save them.

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### ELL

### Access for All

**Build Background** Some students may not be familiar with winter climates cold enough for snow. You might use photographs of real Vermont locations to give students an idea of the "snowbelt."

Have students begin a word web for words about winter and snow. Be sure to introduce words such as *snow*, *snowflake*, *ice*, *snowball*, *snowstorm*, or *snowman*. Students may wish to look through the illustrations in the selection to identify other words (e.g., *crystal*) that can be added to the word web.

# Develop Comprehension

## 3 CHARACTER

What was unusual about Willie's childhood activities? (Few people read through entire encyclopedias. Instead of playing in the snow, he looked at snowflakes under a microscope.) What does this tell you about the type of person he was? (Suggested answer: He was a very curious and observant person. He studied things the way a scientist does.)

## 4 STRATEGY DICTIONARY



Use a dictionary to look up the **multiple meanings** of the word *crystal*. What context clues tell you the correct meaning for the way *crystal* is used on pages 382 and 383? (Through his microscope, Willie saw that the crystals had "intricate patterns." He learned that each crystal had either three or six branches that were alike. The correct definition is "a solid body with flat surfaces, whose atoms are arranged in a repeating pattern.")

From his boyhood on he studied all forms of moisture. He kept a record of the weather and did many experiments with raindrops.



When his mother gave him an old **microscope**, he used it to look at flowers, raindrops, and blades of grass. Best of all, he used it to look at snow.

While other children built forts and pelted snowballs at roosting crows, Willie was catching single snowflakes. Day after stormy day he studied the icy crystals.

3

4

# Develop Comprehension

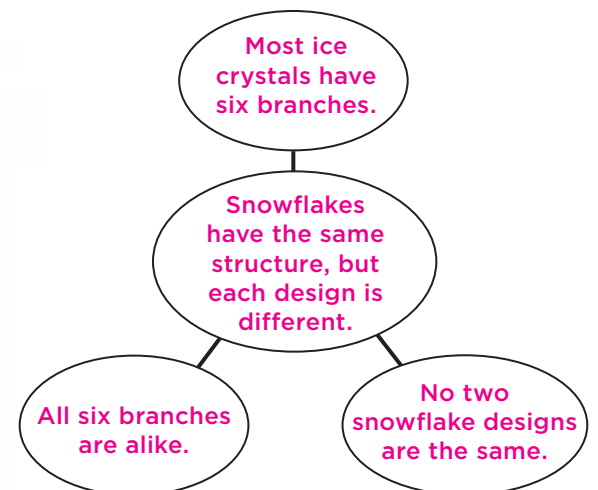
## 5 SUMMARIZE



Summarize what Willie learned by studying snowflakes. (Most ice crystals have six branches. All six branches are alike. No two snowflake designs are the same.) What is the main idea? (Even though snowflakes have the same structure, each design is different.) Use this information to complete a Main Idea Web.

## 6 CAUSE AND EFFECT

What caused Willie to spend so much time trying to draw snowflakes? (He was fascinated with the fact that snowflakes are so beautiful even though they are all different. He was sorry that there is no record of their beauty after they melt. He wanted to share their beauty with others.)



He learned that most crystals had six branches (though a few had three). For each snowflake the six branches were alike. "I found that snowflakes were masterpieces of design," he said. "No one design was ever repeated. When a snowflake melted . . . just that much beauty was gone, without leaving any record behind."

5

Starting at age fifteen he drew a hundred snow crystals each winter for three winters.

6

Their intricate patterns were even more beautiful than he had imagined. He expected to find whole flakes that were the same, that were copies of each other. But he never did.

Willie decided he must find a way to save snowflakes so others could see their wonderful designs. For three winters he tried drawing snow crystals. They always melted before he could finish.

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## Cross-Curricular Connection

### GEOMETRY

Tell students that one type of snowflake has the appearance of a regular hexagon. That is, it has six sides of equal length that meet to form six angles of  $120^\circ$  each. You might have students view photographs of such snowflakes. Another type of snowflake has six spiky branches, or "arms," that form angles of equal measure where they meet at the center.

Have students use photographs or drawings to help them find the number of lines of symmetry a snowflake has. (6) You might challenge students to identify the measure of the six angles formed by the arms at the center of a snowflake. ( $60^\circ$ )

# Develop Comprehension

## 7 DRAW CONCLUSIONS

Access for All

Do you think that a camera with its own microscope was common when Willie was young? How long before Willie read about the camera do you think it had been invented? Explain your answers. (Suggested answer: It was probably very uncommon, because only scientists doing special kinds of work would have a need for such a camera. Willie probably searched very hard for information about his interests. He would most likely have found out about the camera soon after it was first made available.)

The camera made images on large glass **negatives**. Its microscope could **magnify** a tiny crystal from sixty-four to 3,600 times its actual size.



7

When he was sixteen, Willie read of a camera with its own microscope. "If I had that camera I could photograph snowflakes," he told his mother.

Willie's mother knew he would not be happy until he could share what he had seen.

"Fussing with snow is just **foolishness**," his father said. Still, he loved his son.

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## Vocabulary

Read the sentence that contains the word **foolishness**. Which of the following words or phrases are not synonyms for *foolishness*: common sense, nonsense, silliness, wisdom, folly? (common sense, wisdom)

ELL

Access for All

## STRATEGIES FOR EXTRA SUPPORT

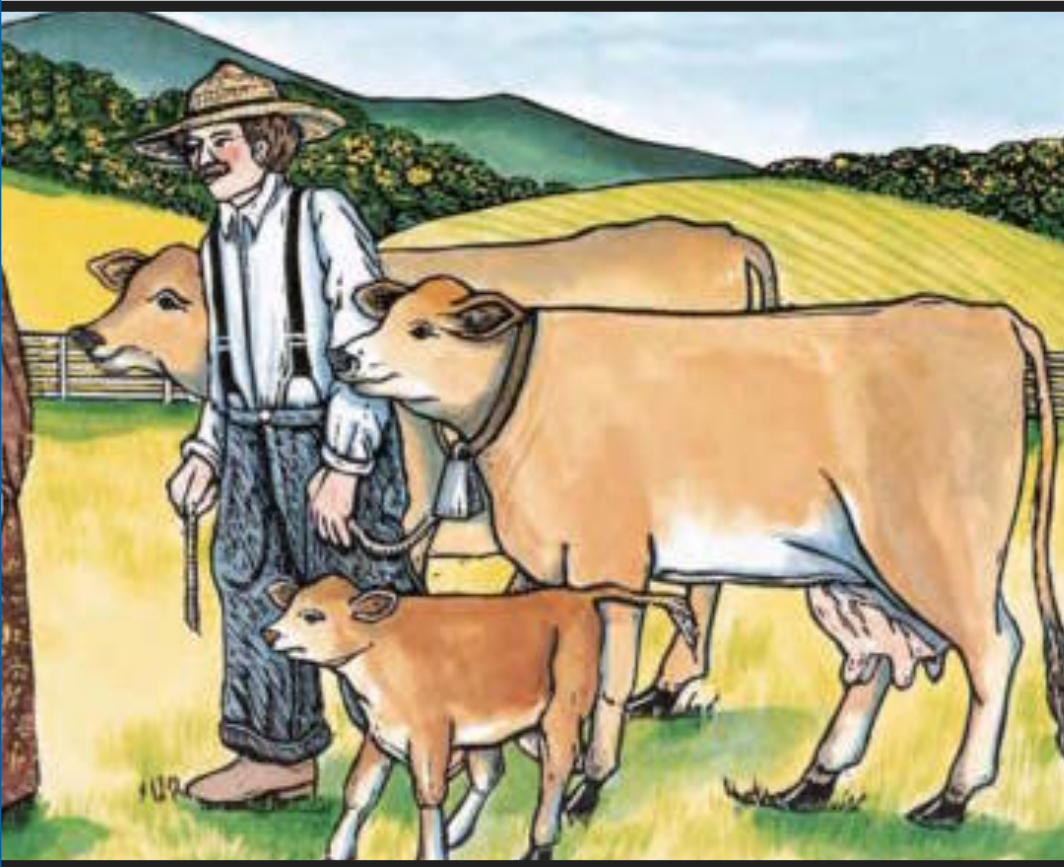
### Question 7 DRAW CONCLUSIONS

**Guided Questioning** Help students draw conclusions about the camera. Ask, *What does the word common mean? (usual, regular, ordinary) Is the camera a common type, or is it special? Why? (It is special, because it has a microscope in it.) How did Willie find out about the camera? (He read about it.) Do you think Willie would try to read about new things? Why? (Yes, because he was very curious.) What does the word invented mean? (made, created) Had the camera been invented recently or long before Willie read about it? (recently)*

## Develop Comprehension

### 8 DRAW CONCLUSIONS

Based on what we learn about their decision to buy the camera, what conclusions can you draw about Willie's parents? Use details from the selection to support your answer. (Suggested answers: At first Willie's father thinks "fussing with snow" is foolish. He may have needed to be convinced to buy the camera. In the end, their concern for their son's happiness was more important to them than money. It took them a year to buy the camera, so they probably had to save up. The camera cost the same as ten cows, so buying something as expensive as the camera was probably a great sacrifice for them.)



When Willie was seventeen his parents spent their savings and bought the camera.

It was taller than a newborn calf, and cost as much as his father's herd of ten cows. Willie was sure it was the best of all cameras.

**8**

# Develop Comprehension

## 9 CHARACTER

What do you learn about Willie from his reaction to the difficulties he faces photographing snowflakes? (When someone else might have gotten discouraged, he remained determined, even though it meant waiting until the next winter to try again. He must also have been very patient to keep trying different methods.)

Have students evaluate content by identifying whether characters are realistic.



Even so his first pictures were failures—no better than shadows. Yet he would not quit. Mistake by mistake, snowflake by snowflake, Willie worked through every storm.

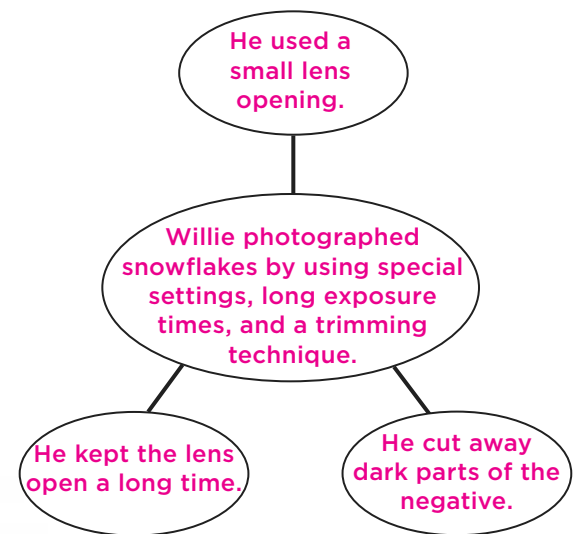
Winter ended, the snow melted, and he had no good pictures.

# Develop Comprehension

## 10 SUMMARIZE



Summarize the method that Willie used to photograph snowflakes successfully. (He let only a small amount of light reach the negative by using a very small lens opening. He kept the lens open for a long time. On the negative, he cut away the dark parts around the crystals.) Use this information to complete a Main Idea Web.



**Willie's experiment:** He used a very small lens opening, which let only a little light reach the negative, but he kept the lens open for several seconds—up to a minute and a half.

He learned, too, that he could make the snow crystals show up more clearly by using a sharp knife to cut away all the dark parts of the negative around the crystals. This etching meant extra hours of work for each photograph, but Willie didn't mind.

10

He waited for another season of snow. One day, in the second winter, he tried a new experiment. And it worked!

9

Willie had figured out how to photograph snowflakes! "Now everyone can see the great beauty in a tiny crystal," he said.

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## Ways to Confirm Meaning

### Semantic/Meaning Cues

**Explain** Tell students that good readers use their background knowledge and context clues to help them understand what they read.

**Model** Discuss the word *etching* on page 387.

**Think Aloud** I'm not sure what the word *etching* means. I know it

- has something to do with the way Willie made his photographs. The
- previous sentence tells how he cut away parts of the negative, so
- *etching* is probably a name for carefully cutting shapes or designs.

**Apply** Encourage students to use context clues and their background knowledge to help them with other difficult words, such as *jumbled* on page 389 and *pitch* on page 392.

# Develop Comprehension

## 11 FIGURATIVE LANGUAGE: METAPHOR

What metaphors can you find in the sidebar text on page 388? What things are being compared? (Willie compares a snowstorm to a gift and winter to a king.) How do these metaphors help you understand Willie's character? (Many people would think a snowstorm is a problem, but Willie is glad when it snows. He thinks winter is powerful and majestic, as a king is.)

## 12 MAINTAIN AUTHOR'S PURPOSE

When neighbors laughed at Willie, do you think he actually told them that his photographs would be his gift to the world? What purpose do you think the author had in including this information? (Suggested answer: It is not clear that he actually spoke those words to them. The author is most likely trying to persuade us that Willie wasn't bothered by the neighbors, because he was focused on his task and believed in what he was doing.)

The best snowstorm of his life occurred on Valentine's Day in 1928. He made over a hundred photographs during the two-day storm. He called the storm a gift from King Winter.

11



12

But in those days no one cared. Neighbors laughed at the idea of photographing snow.

"Snow in Vermont is as common as dirt," they said. "We don't need pictures."

Willie said the photographs would be his gift to the world.

# Develop Comprehension

## 13 WRITER'S CRAFT: VARY SENTENCES

Do the topic sentences in the main selection let you know what the author plans to discuss in each paragraph? Explain how the author varies sentences in the main text. Does the variety of sentences make the writing more interesting? (The topic sentences give an idea of what each paragraph is about. The author uses various ways to make the text more interesting. Some sentences are dialogue and begin with quotation marks. Others, in the side columns, are more factual and explain what is going on in the story about Willie. The variety of sentences imitates informal conversation and helps to keep the reader interested.)



While other farmers sat by the fire or rode to town with horse and sleigh, Willie studied snowstorms. He stood at the shed door and held out a black tray to catch the flakes.

When he found only jumbled, broken crystals, he brushed the tray clean with a turkey feather and held it out again.

13

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## RESEARCH

Why It Matters



**Reading Like a Writer** Reading provides models for writing. Students need to read as if they were going to write like the author of the book, poem, or expository text. Making a list of key features of the story, noting use of language, and examining story structure are just some of the ways teachers can help students examine various genres in preparation for writing. Writing tasks should parallel the genres being read. This helps students meet standards for both reading and writing.

*Dr. Adria Klein*



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# Develop Comprehension

## 14 DRAW CONCLUSIONS

Why do you think Willie might get only a few good pictures during some winters and hundreds during other winters? Use clues from the text to support your answer. (Some winters might have been generally warmer or drier than others. Weather conditions during a snowstorm, such as air temperature, wind, and moisture, have an effect on how long the crystals last.)

## 15 SUMMARIZE



Summarize how Willie would capture and photograph snow crystals. Include only important information. (Willie stood at the shed door to catch snowflakes on a black tray. He used a wooden pick to slide the snowflake into place under the microscope. He had to be very careful and quick, because otherwise the snowflake would melt, break, or evaporate.)

He learned that each snowflake begins as a speck, much too tiny to be seen. Little bits—molecules—of water attach to the speck to form its branches. As the crystal grows, the branches come together and trap small quantities of air.

He waited hours for just the right crystal and didn't notice the cold.

If the shed were warm the snow would melt. If he breathed on the black tray the snow would melt. If he twitched a muscle as he held the snow crystal on the long wooden pick the snowflake would break. He had to work fast or the snowflake would **evaporate** before he could slide it into place and take its picture. Some winters he was able to make only a few dozen good pictures.

Some winters he made hundreds.



## Summarize

Summarize how Willie would capture and photograph snow crystals. Include only important information.

15

16

# Develop Comprehension

## 16 STRATEGY EVALUATE

### Teacher Think Aloud I can

- : summarize what I have read so far
- : by saying Willie was always learning
- : new things. Some people thought
- : that he was wasting his time, but he
- : realized there was always more to
- : discover about snowflakes. What are
- : some main ideas the author presents
- : about the way Willie worked?

*(Encourage students to apply the strategy in a Think Aloud.)*

### Student Think Aloud It seems as if

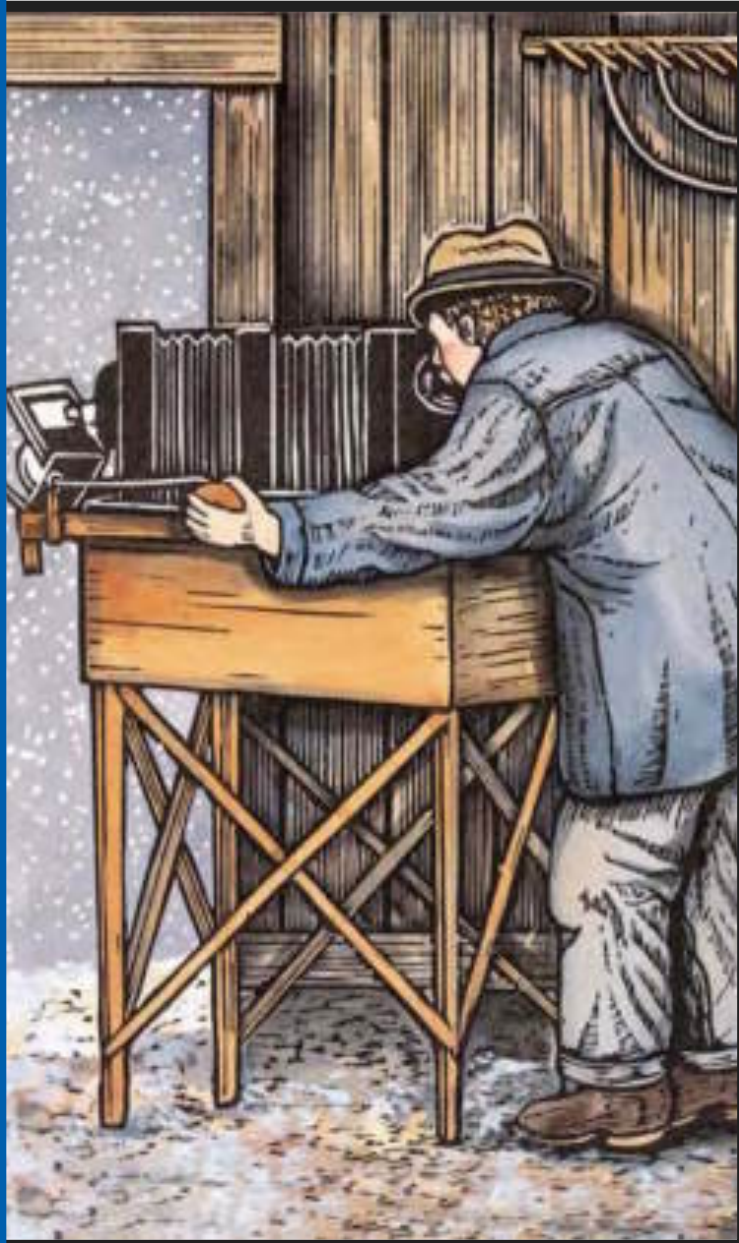
- : Willie was always very patient when
- : solving a problem. He would try lots
- : of different things until he found
- : what worked. He also paid attention
- : to the tiniest details. I guess when
- : you look at that many snowflakes,
- : you notice new things all the time.
- : He also didn't seem to let it bother
- : him when people laughed at him.



Have students respond to the selection by confirming or revising their predictions and purposes. Encourage them to write additional questions they have about the selection.

### Quick Check

Can students evaluate the importance of details in order to summarize main ideas? If not, see the **Extra Support** on this page.



Many things affect the way these crystal branches grow. A little more cold, a bit less wind, or a bit more moisture will mean different-shaped branches. Willie said that was why, in all his pictures, he never found two snowflakes alike.

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## Extra Support

### Summarize

Have students refer to the main idea webs they have completed. Encourage them to use their main ideas as starting points for summarizing the important information in the selection. Prompt students to think about the selection as a whole by asking such questions as the following:

- What do these main ideas tell you about the kind of person Willie was?
- What do you think the author wants you to understand about Willie and his work?

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



# Develop Comprehension

## 17 MAINTAIN AUTHOR'S PURPOSE

Why do you think the author includes information about Willie's relationships with his nieces and nephews?

(Suggested answer: Including information that doesn't have to do with the snowflake photographs shows that Willie had other interests as well, such as playing the piano and sharing his love of nature with his family.)

Willie's nieces and nephews lived on one side of the farmhouse that Willie shared with his brother Charlie. Willie often played the piano as they sang and shared stories and games with them.

17

Willie so loved the beauty of nature he took pictures in all seasons.

In the summer his nieces and nephews rubbed coat hangers with sticky pitch from spruce trees. Then Willie could use them to pick up spider webs jeweled with water drops and take their pictures.

On fall nights he would gently tie a grasshopper to a flower so he could find it in the morning and photograph the dew-covered insect.

18

# Develop Comprehension

## 18 SUMMARIZE



Access for All

How would you summarize Willie's approach to photographing unusual or difficult subjects? (Details: Willie took pictures of nature in all seasons. In summer, he photographed spider webs by picking them up with sticky coat hangers. In autumn, he tied grasshoppers to flowers overnight so he could photograph them covered with dew. Main idea: When he wanted to photograph a difficult or unusual subject, Willie found creative solutions.)



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ELL

Access for All

### STRATEGIES FOR EXTRA SUPPORT

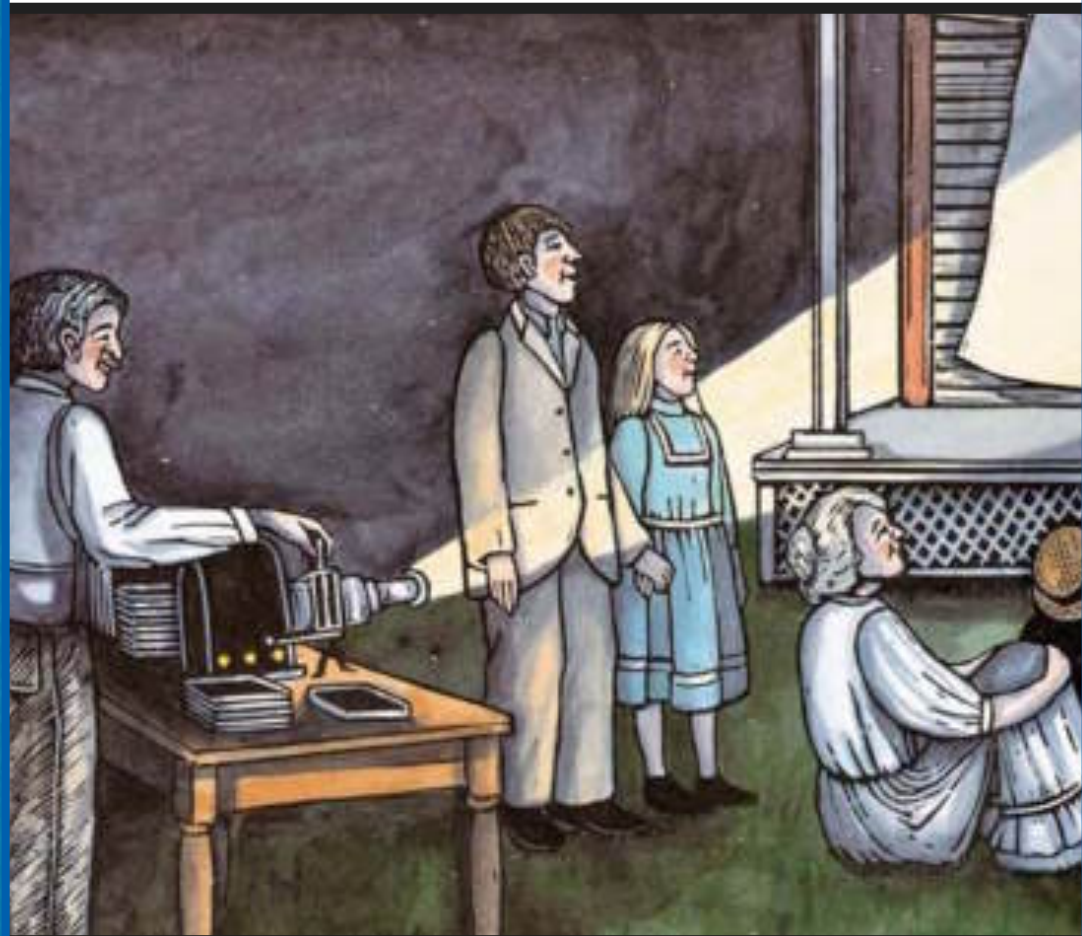
#### Question 18 SUMMARIZE

**Use Illustrations** Have students use the illustrations on pages 389 to 393 to retell how Willie photographed his unusual subjects. Ask students to look at each illustration and say what they can about how it reflects information in the text. Build on students' explanations to help them use complete sentences. Then discuss what these approaches to photographing nature had in common. (They were creative and unusual.)

# Develop Comprehension

## 19 CHARACTER

What does the fact that Willie sold his snowflake photographs for so little or gave them as gifts tell you about him? (He was a generous person. He was probably glad that his photographs gave people pleasure or fascinated them. It also shows that he was following his childhood dream of sharing the beauty of snow crystals with other people.)



But his snow crystal pictures were always his favorites. He gave copies away or sold them for a few cents. He made special pictures as gifts for birthdays.

19

## Develop Comprehension

### 20 DRAW CONCLUSIONS

Why do you think artists and people at universities found Willie's photographs so valuable? Use evidence from the text to support your answer. (No one had been able to photograph snowflakes before Willie did, so the information in the images was new to people who studied water, snow, and ice crystals. Willie's photographs showed more detail than people had ever seen in snowflakes before. Artists probably saw new kinds of shapes and designs that they wanted to use in their art.)



He held evening slide shows on the lawns of his friends. Children and adults sat on the grass and watched while Willie projected his slides onto a sheet hung over a clothesline.

Many colleges and universities bought lantern slide copies of his photographs and added to their collections each year. Artists and designers used the photographs to **inspire** their own work.

20

# Develop Comprehension

## 21 SUMMARIZE



What important details on pages 396 and 397 could you use to support the idea that Willie's work was greatly respected near the end of his life?

(Scholars came from far away to hear him speak about snow crystals. A professor said he was doing great work. He came to be known as the world's expert on snow. Other scientists raised money to help him publish his book.)

Even today, those who want to learn about snow crystals begin with Wilson Bentley's book, *Snow Crystals*.

By 1926 he had spent \$15,000 on his work and received \$4,000 from the sale of photographs and slides.



# Develop Comprehension

## 22 MAIN IDEA AND DETAILS

What details on these two pages support the idea that Willie was unusually dedicated to his work? (He spent more money making his photographs than he made from selling them. He believed he shouldn't miss a single snowstorm. Even after he published his book, he did not stop taking photographs. He risked his health to take pictures during a blizzard.)

He wrote about snow and published his pictures in magazines. He gave speeches about snow to faraway scholars and neighborhood skywatchers. "You are doing great work," said a professor from Wisconsin.

The little farmer came to be known as the world's expert on snow, "the Snowflake Man." But he never grew rich. He spent every penny on his pictures.

Willie said there were treasures in snow. "I can't afford to miss a single snowstorm," he told a friend. "I never know when I will find some wonderful prize."

Other scientists raised money so Willie could gather his best photographs in a book. When he was sixty-six years old Willie's book—his gift to the world—was published. Still, he was not ready to quit. **21**

Less than a month after turning the first page on his book, Willie walked six miles home in a **blizzard** to make more pictures. He became ill with pneumonia after that walk and died two weeks later. **22**

### Vocabulary

Read the sentence that contains the word **blizzard**. In one minute, name as many words as you can that describe what a blizzard is like. (Sample answers: snowy, windy, blustery, cold, icy, freezing, whiteout, snowstorm, snowdrift)

# Develop Comprehension

## 23 STRATEGY EVALUATE

Read the second paragraph of the sidebar text on page 398. Do you think this is a good way to summarize the information in this biography? Explain.

**Student Think Aloud** The sentence tells about who Willie was and how long he spent making photographs of snowflakes. It also names the method he used. The important idea that he wanted to share the beauty of the ice crystals with other people is mentioned, too. It even identifies the special designs that snowflakes have. So it is a good summary of the main ideas in this biography.

## 24 SUMMARIZE

Summarize how Snowflake Bentley lived his life. (Suggested answer: As a child, Wilson Bentley was curious about nature and loved to learn. He had a great interest in snowflakes. When he saw how beautiful snowflakes are under a microscope, he dedicated his life to sharing that beauty with the world. With a special camera, he spent many years improving the quality of his snowflake photographs. He lectured and published a book about snow crystals.) Make sure students can retell the story, specifically noting the beginning, middle, and end.

The plaque on the monument says

"SNOWFLAKE"  
BENTLEY

Jericho's world famous  
snowflake authority

For fifty years Wilson A.  
Bentley, a simple farmer,  
developed his

technique of micro-  
photography to reveal  
to the world the  
grandeur and mystery  
of the snowflake—its  
universal hexagonal  
shape and its infinite  
number of lovely designs.

23

A monument was built for Willie in the center of town. The girls and boys who had been his neighbors grew up and told their sons and daughters the story of the man who loved snow. Forty years after Wilson Bentley's death, children in his village worked to set up a museum in honor of the farmer-scientist.

And his book has taken the delicate snow crystals that once blew across Vermont, past mountains, over the earth. Neighbors and strangers have come to know of the icy wonders that land on their own mittens—thanks to Snowflake Bentley.



### Summarize

Summarize how Snowflake Bentley lived his life.

24

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## Media Literacy

### Photography

**Explain** Snowflake Bentley shared his photographs of snowflakes in slide shows, and he published them in magazines and in a book.

**Discuss** Have students consider some other ways that photographers might share their work today, such as on the Internet, on TV, in videos, or in films. What kinds of photographs do they especially like to view? How do they most often view them? What kinds of entertainment, cultural perceptions, and information do photographs provide? How effective are they? Remind students to use **Discussion and Conversation Guidelines** on page 2761.

**Apply** Have students describe what they would most enjoy photographing if they had a camera and film. How would they share their photos with others? What events would they make the subjects of their photos? What message would they like to communicate?



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# Develop Comprehension

## RETURN TO PREDICTIONS AND PURPOSES

Review students' predictions and purposes. Were they correct? Did they identify what the world gave to Snowflake Bentley? (the chance to study the snowflakes he loved) Did they identify what he gave to the world? (the chance to see the beauty of snowflakes)

## REVIEW READING STRATEGIES

Ask: In what ways did summarizing the important details included by the author help you to evaluate this biography of Willie Bentley?

What strategies did you use when you came to difficult words?



**PERSONAL RESPONSE** Ask students to discuss and write about a time when they had such an interest in something that they wanted to share it with others.

### Quick Check

Can students identify important details when summarizing main ideas?

During **Small Group Instruction**

**If No** → **Approaching Level** Leveled Reader Lesson, p. 405P

**If Yes** → **On Level** Options, pp. 405Q–405R

**Beyond Level** Options, pp. 405S–405T

## Author and Illustrator

### SNAPSHOTS OF JACQUELINE AND MARY

Have students read the biographies of the author and the illustrator.

#### DISCUSS

- Where did Jacqueline Briggs Martin get ideas for this story?
- How do Mary Azarian's choice of woodcut illustrations suit the theme and content of the story?

#### WRITE ABOUT IT

With *Snowflake Bentley's* pictures as an example, ask students to brainstorm a list of things that people might collect. Then have students write about a collection of their own or one that someone has shared with them.

#### Author's Purpose

Explain that writers of biographies include many facts and details about a person. Have students identify facts they learned from reading this selection and discuss how they reveal the author's purpose for writing.

#### Technology

Students can find more information about Jacqueline Briggs Martin and Mary Azarian at [www.macmillanmh.com](http://www.macmillanmh.com)

## SNAPSHOTS OF JACQUELINE AND MARY



Jacqueline Briggs Martin began to write this story after she saw a snowflake and thought about an article she had read about a man who loved snow. Jacqueline saw lots of snow when she was growing up. She lived on a farm in Maine, where she enjoyed nature, stories, and history.

Other books illustrated by Mary Azarian



Mary Azarian has also seen a lot of snow. Just like Wilson Bentley, she lives on a farm in Vermont. Mary used her experiences on the farm to create her woodcut illustrations.



LOG ON Find out more about Jacqueline Briggs Martin and Mary Azarian at [www.macmillanmh.com](http://www.macmillanmh.com)

#### Author's Purpose

Why did Jacqueline Briggs Martin write *Snowflake Bentley*? Was her purpose for writing this biographical piece to explain, inform, entertain, or persuade? How do you know?

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## Author's Craft

### Using Dialogue to Establish Character

- One way writers help readers understand characters is by what they say. Sometimes writers will use dialogue to sketch a character. Example: "Fussing with snow is just foolishness." (p. 384) From this line we know that Willie's father doesn't think taking pictures of snowflakes is a good idea.
- Have students find and discuss examples of dialogue, such as "Snow in Vermont is as common as dirt." (p. 388)
- Discuss how the dialogue helps create a realistic and informal understanding of the characters and how word choice helps the author achieve her purpose.

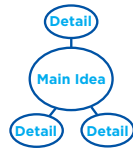


## Comprehension Check



### Summarize

Use your Main Idea Web to summarize *Snowflake Bentley*. Remember to include only the most important information in your summary.



### Think and Compare



1. Why did Wilson Bentley choose to make snowflake photography his life's work? **Evaluate: Summarize**
2. Look back at page 384 of *Snowflake Bentley*. Why did Wilson Bentley's father say that his son's hobby was "foolishness"? **Analyze**
3. If you could spend your life studying one thing in nature, what would it be? Explain your answer. **Synthesize**
4. Why is it important to study the world—even at the microscopic level? **Evaluate**
5. Compare the information in the main body text with the information in the sidebar text from *Snowflake Bentley*. How is the information different? How is it similar? Use details from both the main body text and the sidebar text in your answer. **Reading/Writing Across Texts**



401



## Strategies for Answering Questions

### Think and Search

Model the Think and Search strategy with question 1.

The answer can be found in more than one place in the selection. Students need to put different parts of the text together to answer the question.

- Question 1 Think Aloud:** First I will look for any lines in the
- text that tell me about how much Wilson Bentley enjoyed snow.
  - I read about how he thought snow crystals were masterpieces of design and wanted to find a way for others to see their beauty.
  - I think his love of snow inspired him to dedicate his life to the study of snow crystals.



## Comprehension Check



### SUMMARIZE

Have partners summarize *Snowflake Bentley* in their own words. Remind students to use their Main Idea Webs to help them organize their summaries.

### THINK AND COMPARE

Answers will vary. Sample answers are given.



1. **Summarize:** Snow was Wilson Bentley's favorite natural subject to study. By photographing snow, he wanted to share with others the beauty of snow crystals. **USE THINK AND SEARCH**
2. **Analyze:** Wilson Bentley's father thought that photographing snow was not important and was not worth spending a lot of time on.
3. **Text to Self:** Answers will vary. Students should give reasons for their choice.
4. **Text to World:** Students may say that studying the world around you might help you discover something new like Snowflake Bentley's snowflakes. It may also help you to appreciate the world in which you live.



### FOCUS QUESTION

5. **Text to Text:** The main body of the text is written like a story. The sidebar is informational and contains facts about Snowflake Bentley. In the sidebar text, we learn about when and where he was born and how his experiments worked. In the main text we learn how Bentley became famous for his snowflake photographs.

**Objectives**

- Read accurately with correct pronunciation
- Rate: 102–122 WCPM

**Materials**

- Fluency Transparency 15
- Fluency Solutions
- Leveled Practice Books, p. 106

**ELL**

**Access for All**

**Build Comprehension**

Review the meaning of the passage with students. You may want to focus on such words as *breathed*, *twitched*, and *evaporate*, and practice saying them before reading. Students may also read the passage chorally.

# Fluency

## Repeated Reading: Pronunciation

**EXPLAIN/MODEL** Model reading aloud the entire passage on **Transparency 15**. Read the sentences containing *crystal* at a slightly slower tempo. Remind students to pay attention to the correct pronunciation of *crystal*. Write the word *crystal* on the board, and model its pronunciation.

**Transparency 15**

He waited hours for just the right crystal and didn't notice the cold.

If the shed were warm the snow would melt. If he breathed on the black tray the snow would melt. If he twitched a muscle as he held the snow crystal on the long wooden pick the snowflake would break. He had to work fast or the snowflake would evaporate before he could slide it into place and take its picture. Some winters he was able to make only a few dozen good pictures.

Some winters he made hundreds.

Fluency Transparency 15 from *Snowflake Bentley*, page 390



On Level Practice Book O, page 106

As I read, I will pay attention to the pronunciation of vocabulary words.

Tornadoes begin with warm, humid air. Humid air is air that holds a lot of moisture. This humid air meets up with colder air. As the air masses come together, the warm air rises. As the warm air moves upward, it holds more and more moisture. Huge, dark clouds called thunderheads begin to develop. These clouds can spread as wide as 100 miles (161 km) across the sky. There is so much moisture in the clouds that it can't just **evaporate** into the air. So it falls as rain. The thunderheads produce giant storms with thunder and lightning. These storms are called supercells.

Winds high up in the storm clouds blow faster than the winds lower down. The winds also blow in different directions. This causes the air to spin. Then, as the winds spin, they form a long funnel cloud. However, one last thing needs to happen for the funnel cloud to become a tornado. It needs to touch the ground. 160

**Comprehension Check**

1. Summarize the conditions needed to form a thunderhead. Summarize. **The conditions needed to form a thundercloud include warm, humid air meeting cold air and the warmer air rising.**
2. What is the author's purpose? **Author's Purpose** rising.  
**The author's purpose is to inform.**

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

- ★ **Approaching Practice Book A**, page 106
- ◆ **Beyond Practice Book B**, page 106



**Access for All**

**PRACTICE/APPLY** Reread the first two sentences with students. Divide the class into two groups. Have the groups alternate reading the sentences chorally. Students will practice fluency using **Practice Book** page 106 or the Fluency Solutions Audio CD. Circulate and provide feedback as students practice.

**Quick Check**

**Can students read accurately with correct pronunciation?**

During **Small Group Instruction**

**If No** → **Approaching Level** Fluency, p. 405N

**If Yes** → **On Level** Options, pp. 405Q–405R

**Beyond Level** Options, pp. 405S–405T

# Comprehension



## MAINTAIN SKILL AUTHOR'S PURPOSE

### EXPLAIN/MODEL

- An author may write to entertain, inform, or persuade. Deciding an **author's purpose** in a story can help the reader evaluate and make judgments.
- Students evaluate an author's purpose by using their own judgment and experience.

Discuss with students the author's purpose in "Let It Snow."



**PRACTICE/APPLY** Have students form cooperative groups to discuss the author's purpose in *Snowflake Bentley*. Ask one volunteer to be the moderator and use the following questions.

- What does the author want the reader to learn from this story?
- How does the information on the sides of each page help support the author's purpose?
- What do you think the author wants the reader to remember about Willie Bentley? What would the author want the readers to do after reading the story?

Invite one student to write down each group's answers. Ask students to discuss which answers they feel best determine the author's purpose for writing the story.

For comprehension practice use Graphic Organizers on **Teacher's Resource Book** pages 40–64.



## Objective

- Identify the author's purpose



## Skills Trace

### Author's Purpose

<b>Introduce</b>	151A–B
<b>Practice / Apply</b>	152–169; Leveled Practice, 39–40
<b>Reteach / Review</b>	175M–T; 279A–B; 280–297; 303M–T; Leveled Practice, 76–77
<b>Assess</b>	Weekly Tests; Unit 2, 3 Tests; Benchmark Tests A, B
<b>Maintain</b>	307A–B; 308–323; 329M–T; 367B; 401B; 437B; Leveled Practice, 83–84

# Poetry

## GENRE: HAIKU

Have students read the bookmark on **Student Book** page 402. Explain that a haiku

- is Japanese form of poetry;
- focuses on an aspect of nature;
- has three short lines, but the first and third lines usually have the same number of syllables.



## Literary Elements: Imagery and Figurative Language

**EXPLAIN** Writers may use imagery and figurative language to make their writing more interesting and imaginative for the reader.

- **Imagery** uses descriptive words or phrases to help the reader create a picture in his or her mind.
- **Figurative language** is the use of words and phrases to describe something in a different way. A metaphor is one kind of figurative language.

**PRACTICE/APPLY** Ask partners to take turns reciting the two haiku on page 402. Point out how each author used imagery. Ask students to write a short haiku of their own using the same imagery as that of the two authors.

## Read “Haiku”



As students read, remind them to apply what they have learned about imagery and figurative language.

### Poetry

**Haiku** is poetry that uses three short lines to describe just one moment or scene. The first and third lines often have five syllables each, and the second line may have seven syllables.



#### Literary Elements

**Imagery** is the use of words to create a picture in the reader’s mind.

**Figurative Language** goes beyond the usual meaning of words and uses them to describe something in a new way.

# HAIKU

Winter solitude—  
in a world of one color  
the sound of wind.

—*Matsuo Basbo*

The words “a world of one color” create a strong image of a snow-covered scene.

Mountains and plains,  
all are captured by the snow—  
nothing remains.

—*Joso*

**1** No sky at all;  
no earth at all—and still  
the snowflakes fall...

—Hashin

The snow is melting  
and the village is flooded  
with children.

—Kobayashi Issa

Children do not really flood the village. This figurative language suggests they are running through the streets like water.

### Connect and Compare

- 1.** In the second haiku, by Josso, the word “captured” is figurative language. What has really happened to the mountains and plains? **Figurative Language**
- 2.** Reread “No Sky at All,” by Hashin. What moment or scene does it describe? **Analyze**
- 3.** When you read these poems, how do they make you feel about snow? How did you feel about snow when you read *Snowflake Bentley*? Compare the two feelings.  
**Reading/Writing Across Texts**



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

403



### Technology

Students can find out more facts about haiku at [www.macmillanmh.com](http://www.macmillanmh.com)

### 1 LITERARY ELEMENT: IMAGERY



What picture is created by the imagery Hashin uses in his haiku? (The images of no sky and no Earth create a picture of endless white above and below because the snow falls so thickly.)

### 2 LITERARY ELEMENT: FIGURATIVE LANGUAGE

What figurative language does Kobayashi Issa use in his haiku? What makes these words figurative language? (He writes that “the village is flooded with children.” This is a metaphor because *flooded* compares children to melting snow.)

### 3 MAKE JUDGMENTS

Which poem seems to be the happiest one? Why? (The last one by Kobayashi Issa. The children are flooding the village to play in the snow.)

## Connect and Compare

### SUGGESTED ANSWERS



- 1.** The mountains and plains have been covered in a blanket of snow so deep that they are no longer visible, and movement is difficult.

**FIGURATIVE LANGUAGE**

- 2.** It describes the moment snow falls and there is no distinguishing between where the sky and land meet. **ANALYZE**



- 3. FOCUS QUESTION** Students may say the poems make them feel excited about snowfall. When they read about *Snowflake Bentley*, they might have been more interested in individual snowflakes than how the snow looks after it has fallen.

**READING/WRITING ACROSS TEXTS**

**Standard 2:**  
Comprehend and analyze nonfiction

**Standard 3:**  
Comprehend and analyze literary texts

## Connect Language Arts

### WRITING

- Fictional Narrative
- **Writer's Craft:** Sentence Variety

### WORD STUDY

- Words in Context
- Dictionary
- **Phonics:** Compound Words
- Vocabulary Building

### SPELLING

- Compound Words

### GRAMMAR

- Irregular Verbs

### SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 405M–405V

# Writing

## Sentence Variety

### READ THE STUDENT MODEL

Read the bookmark. Explain that sentences may be long or short, simple or compound. Writers combine different types and lengths of sentences to make their writing flow.

Have students turn to the first paragraph on page 377. Point out the simple and compound sentences.

Then have the class read Sara K.'s character sketch and the callouts. Tell students that they will write their own character sketch. They will also learn to use a variety of sentence types and lengths to make their writing more interesting.

### Writer's Craft

#### Vary Sentences

Begin your writing with a topic sentence to let your reader know what you plan to discuss. Then use a **variety of sentences** to make your writing more interesting.



I began with a topic sentence.

In my character sketch, I included both short and long sentences.

# Write a Character Sketch

## My New Character

by Sara K.

May Showers is the meteorologist I made up for my sitcom about a TV news station. Usually a man reports the weather. My meteorologist is a woman on my local TV news. I know you are picturing a heavy, happy weatherman, but May is slim, neatly dressed, and quiet. She doesn't get excited about the weather, except when it rains. Then she smiles, her eyes open wide, and she starts to bounce a little on her feet.

I like it when it rains, so my new character likes rain, too.



404

### Features of a Character Sketch

A character sketch describes a real or imaginary person.

- It tells how a person acts, looks, and thinks, using details.
- It is written with vivid language.
- It includes different kinds of sentences to make the sketch interesting.
- It provides a context to allow the reader to picture the world of the character or event.

**Your Turn**

Invent a fascinating, original character. Then write one or two paragraphs that describe that character. Include your character's name. Describe his or her appearance. Include details to help your readers see your character's special traits. Begin sentences in different ways to improve fluency. Use the Writer's Checklist to check your writing.



**Writer's Checklist**

- Ideas and Content:** Does my sketch include important and interesting details?
- Organization:** Did I begin with a topic sentence?
- Voice:** Does my paragraph show that I care about this character?
- Word Choice:** Have I chosen words that help the reader picture this character?
- Sentence Fluency:** Have I used a **variety of sentences** to make my writing interesting?
- Conventions:** Have I used irregular verbs, such as *do*, *does*, and *did*, correctly? Did I check my spelling?

405

**Writing Student pages 404–405**

**PREWRITE**

Read and discuss the writing prompt on page 405. Explain that the purpose of a character sketch is to inform. The audience will be students' teacher and classmates. Students can work in small groups to plan their sketches.

Display **Transparency 57**. Discuss how Sara used a Character Details Web to plan her writing. Explain that Sara collected details about her character. Have students use a Character Details Web to collect details for their own writing. Have them add ovals for more details as needed.

**DRAFT**

Display **Transparency 58**. Discuss how Sara used details from her web to write a draft. Talk about how she could improve the draft.

Before students write, present the lesson on **Sentence Variety** on page 405A. Then have students use their Character Details Webs to write their drafts. Remind them to include vivid details to describe what they have observed.

**REVISE**

Display **Transparency 59**. Discuss Sara's revisions. Students can revise their drafts or keep them to work on later.

If they choose to revise, have them use the Writer's Checklist on page 405. Then ask students to **proofread** their writing. For **Publishing Options**, see page 405A.

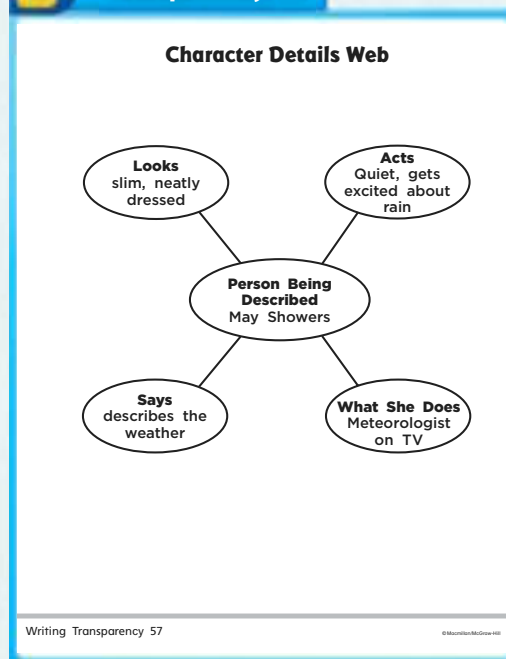
For lessons on **Sensory Details**, **Irregular Verbs**, and **Spelling**, see page 405B and **5 Day Spelling** and **Grammar** on pages 405G–405J.



Transparency 57: **Character Details Web**  
 Transparency 58: **Draft**  
 Transparency 59: **Revision**



**Transparency 57**



# Sentence Variety

## Publishing Options

Students can read their character sketches aloud to the class. See Speaking and Listening tips below. They can also use their best cursive to write their paragraphs. (See **Teacher's Resource Book** pages 168–173 for cursive models and practice.)

### Speaking and Listening

#### SPEAKING STRATEGIES

- Practice reading aloud with a partner.
- Speak clearly and loudly enough so that everyone can hear you.
- Use hand gestures and body language to help your audience picture what you have observed.

#### LISTENING STRATEGIES

- Listen for details that give important information about what the speaker has observed.
- Compare your own knowledge of the topic with the speaker's.
- Ask questions about anything you don't understand.

## 4- and 6-Point Scoring Rubrics

Use the rubrics on pages 409G–409H to score published writing.

## Writing Process

For a complete lesson, see Unit Writing on pages 409A–409H.

### EXPLAIN/MODEL

Good writers use a variety of sentence types to make their writing more engaging. Long sentences can give a lot of information, but too many can be hard for readers to follow. Short sentences can express simple ideas clearly, but too many can make writing seem choppy. Good writers aim for a mix of long and short sentences that flow naturally. Display **Transparency 60**.

**Think Aloud** The first paragraph has a good mix of sentences.

- ⋮ Some are long; some are short. But together they flow naturally
- ⋮ when you read them aloud. The second paragraph has a lot of
- ⋮ short sentences. They get across ideas clearly, but the paragraph
- ⋮ seems choppy. The third paragraph is just one long sentence that
- ⋮ has too much information for one sentence and is hard to follow.



### Transparency 60

Writing Transparency 60

#### Good mix of sentence types:

A mockingbird landed in my yard. These birds copy what sound they hear. This bird heard a robin chirp, so it chirped like the robin.

#### Too many short sentences:

A bird landed in my yard. It was a mockingbird. These birds copy what they hear. This bird heard a robin chirp. It like the robin.

#### One long sentence:

A mockingbird, which can copy what it hears, landed in my yard and heard a robin, so it chirped like the robin.

- \_\_\_\_\_ My puppy may be "on." My puppy may be "off." When she is "on," she chases her tail. When she is "on," she runs around. When she is "off," she sleeps.
- \_\_\_\_\_ My puppy is either "on" or "off." When she is "on," she chases her tail and runs around. When she is "off," she sleeps.

(paragraph 1: too many short sentences; paragraph 2: good mix of sentence types; paragraph 3: one long sentence; paragraph 4: good mix of sentence types)

Writing Transparency 60

### PRACTICE/APPLY

Work with students to read paragraphs 1–4 and tell whether each one uses too many short sentences, is one long sentence, or is a good mix of sentence types. Then have students analyze and discuss whether there is a good mix of sentence types in another piece of writing they have read recently.

Tell students that as they write their character sketches, they should use a variety of long and short sentences to help keep readers engaged in the topic.

# Writer's Toolbox

## Writing Trait: Ideas and Content

**Explain/Model** Good writers include interesting ideas and important content in their observations. Have students reread the first paragraph of the student model on page 404. Discuss how Sara included useful facts and visual details that let the reader see her character.

**Practice/Apply** Have students reread the rest of Sara's sketch. Ask volunteers to identify and discuss useful facts and visual details. As students plan their sketches, ask them to try to include details and ideas that give useful and visual information about their character.

## Irregular Verbs

**Explain/Model** Explain that some past tense verbs are irregular; they are not formed by adding *ed*. Discuss *grow* and *grew* and then *find* and *found*. Tell students that there are many other common irregular past tense verbs.

**Practice/Apply** Have students identify an irregular past tense verb in the first paragraph on page 404. Confirm that students understand that *made* is the past tense form of the verb *make*. Ask students to use care when forming past tense verbs in their own writing. For a complete lesson on irregular past tense verbs, see pages 405I–405J.

## Sensory Details

**Explain/Model** Describing with colorful adjectives and vivid sensory details makes writing come alive in readers' minds. Have students reread Sara's first paragraph. Discuss how she used adjectives and sensory details to create vivid images.

**Practice/Apply** Work with students to find colorful adjectives and vivid sense details in Sara's second paragraph. Encourage students to use descriptive language as they write their sketches.

## Spelling Compound Words

Have students point to the word *weatherman* in the student model on page 404. Explain that *weatherman* is a compound word—a word formed from smaller words that are put together. Tell students that if they are unsure of how to spell a compound word, they should try spelling the shorter words that are part of it, such as *weather* and *man* for *weatherman*. Ask volunteers to find two compound words in another piece of writing and identify and spell the shorter words that make them up. For a complete lesson on spelling compound words, see pages 405G–405H.

## Technology

Remind students that they can catch many spelling errors by using Spell Check when they proofread.

**Objectives**

- Apply knowledge of word meanings and context clues
- Use a dictionary
- Apply patterns to unknown words in context

**Materials**

- Vocabulary Transparencies 29, 30
- Leveled Practice Books, 108

**Vocabulary**

**microscope** (p. 382) a device to look at things that are too small to see with your eyes

**foolishness** (p. 384) showing a lack of good sense or judgment

**negatives** (p. 384) images on film from which prints can be made

**magnify** (p. 384) to make something look bigger

**evaporate** (p. 390) to change from a liquid or a solid into a gas

**inspire** (p. 395) to stir the mind or feelings

**blizzard** (p. 397) a heavy snowstorm

**technique** (p. 398) a way of bringing about a desired result

**ELL****Access for All****Practice Vocabulary**

Develop students' vocabulary by making connections. Do a word web with one or two words to connect them to other words and contexts.

# Review Vocabulary

**Words in Context****EXPLAIN/MODEL**

Review the Vocabulary Words. Display **Transparency 29**. Model how to use word meanings, structures, context clues, and predictions to fill in the first missing word with students.

**Think Aloud** In the first sentence, the word *but* tells me the answer is probably the opposite of a sunny day. I know that a *blizzard* is a heavy snowstorm with very strong winds. I think that's the opposite of a sunny day. The missing word is *blizzard*. When I try it, it makes sense.

**Transparency 29**

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

1. Wilson Bentley may have been happiest in a **blizzard**, but I am happiest on a sunny day.
2. A camera might **magnify** a raindrop in order to see it more clearly.
3. Ashley watched the water from the puddle **evaporate** in the sun.
4. Wilson Bentley and other scientists **inspire** me to study well.
5. We lost the photographs, but luckily we had the **negatives**.
6. Some scientists use a **microscope** to study bugs and other small creatures.
7. Wilson Bentley was very serious and probably didn't tolerate any **foolishness**.
8. If the method we use does not get us results, we will try a different **technique**.

Vocabulary Transparency 29

**PRACTICE/APPLY**

Help students complete item 2. Have them use context clues to write missing words for items 3–8, exchange papers, check answers, and explain the context clues they used.



**Pass Notes** In pairs, students exchange notes. One student writes a note that uses a vocabulary word in an everyday context and passes it on. For *microscope*, a student might write: *In science class, we use a microscope to look at slides.* The partner responds using another vocabulary word.

**STRATEGY****DICTIONARY: MULTIPLE-MEANING WORDS****EXPLAIN/MODEL**

Explain that some words have more than one meaning listed in the dictionary. To find the meaning of an unfamiliar word in a dictionary, all entries for that word should be checked. Context clues can help readers decide which of these meanings the writer is using in a sentence.

Access  
for All

Read the first item on **Transparency 30** and model how to figure out the meaning of the italicized word in each sentence. Then have students use context clues to find the correct meaning of the italicized words in the remaining sentences. Encourage them to use a dictionary.

**Transparency 30****Multiple-Meaning Words**

1. The camera made an image on the large glass *negative*.  
She made *negative* comments about the terrible movie.
2. The *handle* broke off the bucket.  
John is always calm because he can *handle* pressure well.
3. If you study, your knowledge will *blossom*.  
Flowers *blossom* in the spring.
4. She *seasons* her meals with spices.  
Winter and spring are my favorite *seasons*.
5. When rain turns to ice, people *slide* on the sidewalk.  
I put a *slide* under the microscope.

Vocabulary Strategy Transparency 30

**PRACTICE/APPLY**

Have students create an activity like the one on the transparency for the following words: *figure*, *cast*, *head*, *plain*, and *clip*. Challenge students to find other multiple-meaning words in this week's reading materials.

**Quick  
Check**

Can students use context clues to choose the correct words?  
Can students use context clues and a dictionary to understand multiple-meaning words?

During **Small Group Instruction**

If No → **Approaching Level** Vocabulary, pp. 405N–405O

If Yes → **On Level** Options, pp. 405Q–405R

**Beyond Level** Options, pp. 405S–405T

**ELL**

Access  
for All

**Multiple-Meaning Words**

Have students work in small groups to complete the transparency activity. Ask them to discuss the multiple meanings of the words first. Then help them use the dictionary to find other meanings. Have students each choose one word and create their own picture cards for it.

**On Level Practice Book O**, page 108

**Multiple-meaning words** are words that have more than one meaning. You can use the dictionary to find the correct meaning.

**pick** *verb*. 1. to select or choose. *Pick a card from the deck.* 2. to gather with the fingers. *We picked blueberries for a pie.* 3. to pull at and let go; pluck. *She picked the strings on the banjo.* *noun*. 1. a tool with a wooden handle and a metal head, used for breaking rocks and loosening dirt. *He used a pick to break the rocks into chunks.* 2. a thin piece of metal or plastic used for playing a stringed instrument. *I bought a new pick at the guitar shop.* 3. the best of something. *Take your pick of the books on the table.*

Use the dictionary entry above to answer the questions.

1. **Pick** one: playing in the snow or jumping in rain puddles.  
Is *pick* a noun or a verb? **verb** Write the definition.

**to choose**

2. The gold miner's **pick** was worn down from breaking rocks.  
Is *pick* a noun or a verb? **noun** What is the meaning of *pick* in this sentence? **a tool used to break up rocks**

3. Did you **pick** enough blueberries for a pie?  
Is *pick* a noun or a verb? **verb** Write the definition.

**to gather**

4. I strum the guitar with a **pick**.  
Is *pick* a noun or a verb? **noun** Write the definition.  
**a thin piece of metal or plastic used for playing a stringed instrument**



**Approaching Practice Book A**, page 108



**Beyond Practice Book B**, page 108

## Objectives

- Decode compound words
- Use multiple-meaning words

## Materials

- Leveled Practice Books, p. 109
- Teacher’s Resource Book, p. 19

### ELL

Access for All

**Analyze Words** Explain the meanings of the word parts that form each compound word as well as the compound word. Use the compound words in sentences. If you can, illustrate their meanings on the board. Help students use the words in sentences.

### On Level Practice Book O, page 109

A **compound word** is made up of two short words. The two words together make a new word with a new meaning.

When I was at camp this summer, we built a campfire to keep warm at night.

*camp + fire = campfire*

*camp*: an outdoor place with tents or cabins.

*fire*: the flame, heat, and light given off when wood burns.

*campfire*: an outdoor fire for cooking or keeping warm in a camp.

Draw a line between the two words that make up the compound word. Write the meaning of each word.

1. We had a bad snowstorm.	e and g	a. long, thin rope
2. Bentley loved snowflakes.	e and c	b. coming into being
3. Hail is made from raindrops.	h and j	c. small, thin, flat pieces
4. The child took the towels off the clothesline when the hail came.	f and a	d. plants with many long, thin leaves
5. The child’s birthday was in January.	b and i	e. white crystals of ice
6. The grasshopper hid during the storm.	d and k	f. what people wear
		g. windy, unsettled weather
		h. water from clouds
		i. twenty-four hours
		j. small balls of something
		k. someone or something that jumps

★ Approaching Practice Book A, page 109

◆ Beyond Practice Book B, page 109

# Phonics

## Compound Words

Access for All

**EXPLAIN/MODEL** Words can be combined to form compound words.

The word *grand* can be combined with the words *mother*, *father*, and *parent* to form *grandmother*, *grandfather*, and *grandparent*, respectively.

Recognizing the smaller words that are combined and knowing their pronunciations and meanings may help a reader understand a compound word. Write *campfire*.

campfire

**Think Aloud** When I say the word *campfire*, I hear two familiar words: *camp* and *fire*. *Campfire* is a compound word. I know how to spell and pronounce both *camp* and *fire*, so I know how to spell and pronounce the compound word. I also have an idea about the meaning of the word. I think it means “a fire that campers make.”

### PRACTICE/APPLY

Write these words on the board: *lookout*, *waterproof*, *railroad*, and *backyard*. Draw two columns. Ask students to separate the compound words into the word parts that form them. Write the word parts in the columns. Discuss the words’ pronunciations and meanings.

**Decode Multisyllabic Words** Have students use their knowledge of phonics patterns, compound words, and word parts to decode long words. Write these words on the board: *eyesight*, *wristwatch*, and *paperweight*. Model how to decode the word parts in *eyesight*. Then work with students to decode the other words and read them aloud. Challenge students to think of other compound words beginning with *eye*, such as *eyelash*, *eyeball*, *eyebrow*, *eyelid*, and *eyeglasses*. For additional practice with multisyllabic words, see the decodable passages on **Teacher’s Resource Book** page 19.

Quick Check

Can students decode compound words?

During **Small Group Instruction**

If No → **Approaching Level** Phonics, p. 405M

If Yes → **On Level** Options, pp. 405Q–405R

**Beyond Level** Options, pp. 405S–405T

# Vocabulary Building

## Oral Language

**Expand Vocabulary** Have students write the word *WEATHER* in the center of a Word Web. Using the selection, dictionaries, newspaper interviews, and technology, have them find and brainstorm words that tell about different kinds of weather. They should write these words in circles that radiate from the center circle of the web.



## Spiral Review

**Inflected Endings** Review with students how the inflected ending *-ed* changes the meaning of a verb. Have them find at least 10 examples in their past vocabulary words (*proclaimed, tottered, avoided, identified, protested, completed, roamed, muttered, gaped, flinched, convinced, slithered*). Discuss how *cluttered* and *disgusted* do not always fit into this category; they can be adjectives. Have students write these words on index cards and display them on the board. Divide the class into teams. Teams take turns choosing a card, identifying the present tense form of each vocabulary word, and using the word correctly in a sentence. The team with the most cards wins. The game can be continued using the inflected ending *-ing* (*unsuspecting, enterprising, lumbering, snickering*).

## Vocabulary Building

**Multiple-Meaning Words** Write each of the following words on index cards: *change, even, field, game, faint, horn, screen, range, thread, mind, open, and point*. Make two sets. Deal five cards to each player. Place the rest of the deck in the center of a table. The object of the game is to get as many pairs as possible. Player 1 asks the rest of the players if they have a certain word. If a player holds the card, then he or she must give it up. As soon as a player has drawn a pair, the player must use the word with different meanings in two sentences. The winner is the person who has the most pairs when the middle pile is gone.



## Apply Vocabulary

**Write an Ad** Ask students to use the Vocabulary Words to write a Help Wanted ad for a scientist or a person who studies the weather. The ad should include what the person would do. Have students read their ads aloud to a small group.



## Technology



Vocabulary PuzzleMaker



For additional vocabulary and spelling games, go to [www.macmillanmh.com](http://www.macmillanmh.com)

# 5 Day Spelling

## Spelling Words

fishbowl	grandparent	newborn
lookout	railroad	bedspread
backyard	snowstorm	yourself
desktop	loudspeaker	overdo
campfire	bookcase	clothesline
overhead	bedroom	undertake
waterproof	blindfold	

**Review** berries, dresses, arches

**Challenge** eyesight, paperweight

### Dictation Sentences

1. The cat peered into the fishbowl.
2. The airport has a lookout tower.
3. Sam camped out in his backyard.
4. Papers lay on the desktop.
5. We cooked over a campfire.
6. He heard thunder overhead.
7. Luckily, the tent was waterproof!
8. Anna's grandparent is visiting.
9. We boarded the railroad car.
10. School closed for the snowstorm.
11. The principal spoke over the loudspeaker.
12. Every shelf of the bookcase is full.
13. David has drums in his bedroom.
14. The blindfold covered my eyes.
15. The **newborn** mice were tiny.
16. We bought a new bedspread.
17. Did you build that by yourself?
18. Try not to overdo it.
19. I hung sheets on a **clothesline**.
20. Let's undertake the journey.

### Review/Challenge Words

1. We used the berries in a pie.
2. The little girls bought new dresses.
3. We walked under the arches.
4. Eagles have sharp eyesight.
5. I have a glass paperweight.

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

## Compound Words

### 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 89. 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 80 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 90 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 compound parts of each word. Explain that this week's Spelling Words are compound words, which means there is no specific spelling pattern sort that can be done.
- Ask students to pair up. Then challenge them to sort all the word cards in two different ways. Have them record both sorts they choose by listing the headings and corresponding words. (Possible sorts include part of speech, syllables, initial letters, and doubled letters.)

#### Spelling Practice Book, page 89

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. fishbowl     |
| 2. _____                         | 2. lookout      |
| 3. _____                         | 3. backyard     |
| 4. _____                         | 4. desktop      |
| 5. _____                         | 5. campfire     |
| 6. _____                         | 6. overhead     |
| 7. _____                         | 7. waterproof   |
| 8. _____                         | 8. grandparent  |
| 9. _____                         | 9. railroad     |
| 10. _____                        | 10. snowstorm   |
| 11. _____                        | 11. loudspeaker |
| 12. _____                        | 12. bookcase    |
| 13. _____                        | 13. bedroom     |
| 14. _____                        | 14. blindfold   |
| 15. _____                        | 15. newborn     |
| 16. _____                        | 16. bedspread   |
| 17. _____                        | 17. yourself    |
| 18. _____                        | 18. overdo      |
| 19. _____                        | 19. clothesline |
| 20. _____                        | 20. undertake   |
| <b>Review Words</b> 21. _____    | 21. berries     |
| 22. _____                        | 22. dresses     |
| 23. _____                        | 23. arches      |
| <b>Challenge Words</b> 24. _____ | 24. eyesight    |
| 25. _____                        | 25. paperweight |

#### Spelling Practice Book, page 91

backyard	clothesline	blindfold	overhead	snowstorm
bedspread	desktop	lookout	bookcase	undertake
bedroom	fishbowl	loudspeaker	railroad	waterproof
campfire	grandparent	overdo	newborn	yourself

Sort the spelling words according to the number of syllables.

#### Two syllables

- |                     |                        |
|---------------------|------------------------|
| 1. <u>backyard</u>  | 8. <u>campfire</u>     |
| 2. <u>desktop</u>   | 9. <u>blindfold</u>    |
| 3. <u>newborn</u>   | 10. <u>bookcase</u>    |
| 4. <u>bedspread</u> | 11. <u>clothesline</u> |
| 5. <u>fishbowl</u>  | 12. <u>lookout</u>     |
| 6. <u>snowstorm</u> | 13. <u>railroad</u>    |
| 7. <u>bedroom</u>   | 14. <u>yourself</u>    |

#### Three syllables

15. loudspeaker
16. overdo
17. grandparent
18. overhead
19. undertake
20. waterproof

**Day 3** Word Meanings

**CONTEXT SENTENCES**

Write the following sentences. Ask students to copy the sentences into their word study notebooks, filling in the blanks with Spelling Words.

1. When we camped out in our \_\_\_\_\_, my dad had to build a \_\_\_\_\_ to keep warm. (backyard, campfire)
2. As we trudged though the freezing \_\_\_\_\_, we were glad that our boots were warm and \_\_\_\_\_. (snowstorm, waterproof)

Challenge partners to work together to write three more sentences that contain two Spelling Words in each sentence. Ask students to draw pictures that represent each word.

**Day 4** Review and Proofread

**SPIRAL REVIEW**

Review plurals using the words *arches*, *berries*, and *dresses*. Write the words on the board and have students give the rule for forming each plural. Ask them to think of another plural rule. (add -s)

**PROOFREAD AND WRITE**

Write these sentences on the board. Have students proofread, circle each misspelled word, and write the word correctly.

1. Carrie placed the fishe**bow**l on the book**cas**e. (fish**bow**l, book**cas**e)
2. The loudspe**ker** in the railro**d**e station was not working. (loudspe**ker**, railro**d**e)
3. The blue bedspre**d** matched the colors on the deskto**pp**. (bedspre**d**, deskto**pp**)

**Day 5** Assess and Reteach

**POSTTEST**

Use the Dictation Sentences on page 405G 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 students to look for other compound words in their reading for the week and write them in a word study notebook under the heading *Other Compound Words*.

Spelling Practice Book, page 92

backyard clothesline blindfold overhead snowstorm  
bedspread desktop lookout bookcase undertake  
bedroom fishbowl loudspeaker railroad waterproof  
campfire grandparent overdo newborn yourself

**What is the Meaning?**

Find the word from the spelling list that matches each definition below.

1. flat surface to write on desktop
2. covers a bed bedspread
3. shelf unit for holding books bookcase
4. a room to sleep in bedroom
5. cloth covering the eyes blindfold
6. for outdoors warmth and cooking campfire
7. to dry clothing outside clothesline
8. behind a house backyard

**What's the Word?**

Complete each sentence with a spelling word.

9. One of my chores is to clean out our fish Milo's fishbowl.
10. My grandparent moved to Florida where it never snows.
11. Stay on the lookout for our turn.
12. The principal announced on the loudspeaker that school would be closed because of the storm.
13. A newborn baby is really tiny.
14. Take a break when shoveling snow. You don't want to overdo it.
15. The clouds overhead were dark and heavy.
16. Will the railroad shut down because of the ice?

Spelling Practice Book, page 93

**Proofreading**

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

With his desk top microscope, Jack could see the beauty of snowflakes. They were tiny, but had intricate designs. Each one was different, and they were all spectacular.

But Jack was sad because he knew that most people could not see the beauty of snowflakes. They did not have a microscope. It was like they had a blind fold on. So, he decided to under take a new project to let them see for themselves. For a long time, he was on the look out for a camera that could photograph snowflakes, but there was none. He'd have to make it himself.

He read a book case full of books about cameras and started putting one together. It took many tries, but when he finished his camera, he could take pictures of snowflakes and say to anyone he met, "See for your self how beautiful snowflakes are."

1. desktop
2. blindfold
3. undertake
4. lookout
5. bookcase
6. yourself

**Writing Activity**

Jack's favorite thing about the snow was snowflakes. Write a letter to a friend describing your perfect day in the snow. Include four spelling words in your writing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spelling Practice Book, page 94

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 birthday
- b berthday
- c birthday
- d burthday

**Sample B:**

- e noatbook
- f notebook
- g notbook
- h notbook

- |   |  |  |   |
|---|--|--|---|
| 1. <input checked="" type="radio"/> a bakyard     | 6. <input type="radio"/> e deasktop    | 11. <input checked="" type="radio"/> a loudspeaker | 16. <input type="radio"/> e nueborn     |
| <input type="radio"/> b backyard                  | <input type="radio"/> f disktop        | <input type="radio"/> b lowdspeaker                | <input type="radio"/> f newborn         |
| <input type="radio"/> c bakyard                   | <input type="radio"/> g desktop        | <input type="radio"/> c loudspeaker                | <input type="radio"/> g nooborn         |
| <input type="radio"/> d bacyard                   | <input type="radio"/> h desktopp       | <input type="radio"/> d lowdspeaker                | <input type="radio"/> h neweborn        |
| 2. <input type="radio"/> e beadspred              | 7. <input type="radio"/> a fishball    | 12. <input type="radio"/> e overdo                 | 17. <input type="radio"/> a snostorm    |
| <input type="radio"/> f bedspred                  | <input type="radio"/> b fishbowl       | <input type="radio"/> c overdoo                    | <input type="radio"/> b snoestorm       |
| <input type="radio"/> g bedspred                  | <input type="radio"/> c fichbowl       | <input type="radio"/> d overdew                    | <input type="radio"/> c snowstoorm      |
| <input type="radio"/> h bedspread                 | <input type="radio"/> d fishbole       | <input type="radio"/> e ovredo                     | <input type="radio"/> d snowstorm       |
| 3. <input checked="" type="radio"/> a bedroom     | 8. <input type="radio"/> e grandparent | 13. <input type="radio"/> a overhed                | 18. <input type="radio"/> e undertaik   |
| <input type="radio"/> b berdoom                   | <input type="radio"/> f grandpairent   | <input type="radio"/> b overhead                   | <input type="radio"/> f undartaik       |
| <input type="radio"/> c bedrom                    | <input type="radio"/> g granparent     | <input type="radio"/> c ovurhead                   | <input type="radio"/> g undertake       |
| <input type="radio"/> d berodoom                  | <input type="radio"/> h grandparint    | <input type="radio"/> d overhede                   | <input type="radio"/> h unddertake      |
| 4. <input type="radio"/> e kampfire               | 9. <input type="radio"/> a blinedbold  | 14. <input type="radio"/> e boukcase               | 19. <input type="radio"/> a watterproof |
| <input type="radio"/> f campfyre                  | <input type="radio"/> b blyndfold      | <input type="radio"/> f bookcase                   | <input type="radio"/> b waterproof      |
| <input type="radio"/> g kampfyre                  | <input type="radio"/> c blindfold      | <input type="radio"/> g bookcase                   | <input type="radio"/> c waterproof      |
| <input type="radio"/> h campfire                  | <input type="radio"/> d flindfould     | <input type="radio"/> h bookcaise                  | <input type="radio"/> d waterprouf      |
| 5. <input checked="" type="radio"/> a clothesline | 10. <input type="radio"/> e lookout    | 15. <input type="radio"/> a raleroad               | 20. <input type="radio"/> e yurself     |
| <input type="radio"/> b closeline                 | <input type="radio"/> f lokout         | <input type="radio"/> b railrode                   | <input type="radio"/> f yourcelf        |
| <input type="radio"/> c crowsline                 | <input type="radio"/> g loukout        | <input type="radio"/> c ralerode                   | <input type="radio"/> g yorself         |
| <input type="radio"/> d closelyne                 | <input type="radio"/> h lokowt         | <input type="radio"/> d railroad                   | <input type="radio"/> h yourself        |

## Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Transparency 15**.

### DAY 1

Edwards favorite days is when it snows. In school last year, he studied the snow. He says he wait all year for winter. (1: Edward's; 2: days are; 3: studied; 4: waits)

### DAY 2

The Bentleys' farm were in vermont. This State are very cold in the winter. The trees is covered with snow. (1: was; 2: Vermont; 3: state is; 4: are)

### DAY 3

Willie's mother gave him a microscope. He caught snow? Then he sitted and looked at it under the microscope. (1: mother gave; 2: caught snow.; 3: he sat)

### DAY 4

The boy standed in the snow storm. He caught snow flakes, He drawn them quickly before they melted. (1: stood; 2: snowstorm; 3: caught; 4: snowflakes.; 5: drew)

### DAY 5

We finded different snowflakes in peoples' back yards. We maked hundreds of pictures. We will try to sell them? (1: found; 2: people's backyards.; 3: made; 4: them.)

## ELL

## Access for All

### Use Past-Tense Forms

The most effective way to reinforce past-tense forms is within the context of students' reading and writing activities. Have students regularly review their use of verb tenses in their writing.

# Irregular Verbs

## Day 1 Introduce the Concept

### INTRODUCE IRREGULAR VERBS

Present the following:

- **Regular verbs** all follow the same pattern to form their past tense. They add *-ed* to the end of the verb: Isabel *walked* home.
- **Irregular verbs** are verbs that do not end with *-ed* in the past tense: Isabel walked home and *had* a sandwich.
- The irregular verbs *be* and *have* also have irregular spellings for the present tense.
- Because irregular verbs don't all follow the same pattern, it's important to remember their spellings.

Access for All

## Day 2 Teach the Concept

### REVIEW IRREGULAR VERBS

Discuss with students how irregular verbs differ from regular verbs.

### INTRODUCE IRREGULAR PAST TENSES

Present the following:

- The past tense of some irregular verbs is formed with an internal spelling change. For example, *run* changes to *ran*, and *find* changes to *found*.
- Some irregular verbs, such as *set* and *read*, are the same in the present and past tense.
- The past form of an irregular verb that needs a helping verb often ends with *-n* or *-en*, such as *have known* or *had eaten*.



See Grammar Transparency 71 for modeling and guided practice.

### Grammar Practice Book, page 89

- An irregular verb is a verb that does not add *-ed* to form the past tense.

Write the correct past-tense form of the underlined verb on the line provided.

- The snow begin **began** to fall.
- The sunlight make **made** the snow and ice glitter.
- An icicle break **broke** off the roof.
- I find **found** the icicle on the ground.
- The first snow come **came** earlier than usual this year.
- We go **went** to the pond to ice-skate.
- Elijah and I do **did** leaps, twists, and turns on the ice.
- He fly **flew** through the air and landed safely on the blades of his skates.
- Nina draw **drew** a picture of the frozen pond.
- We decided to go home when we see **saw** it was getting dark.



See Grammar Transparency 72 for modeling and guided practice.

### Grammar Practice Book, page 90

- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Read each sentence and the verb choices in parentheses. Underline the verb choice that correctly completes the sentence.

- Alice has (did, done) many drawings and photographs of the park in winter.
- She had (make, made) it a hobby by the time she was ten years old.
- For the past four years, her parents have (given, gave) her a photo album each year for her birthday.
- Alice has carefully (put, putted) all of her winter pictures in the albums.
- Today, the surface of the pond has (frozen, froze).
- Alice took pictures of the tree because she had (saw, seen) icicles on it.
- She has (lay, laid) her camera aside while she gets more film out of her bag.
- By the end of the afternoon, the icicles have (shrunk, shrank) in the sun.
- Before she went home, Alice had (taken, took) more than 40 pictures.
- The next morning, she saw that more snow had (fell, fallen).

### Day 3 Review and Practice

#### REVIEW IRREGULAR PAST TENSES

Ask students to identify irregular verbs and their past-tense forms.

#### MECHANICS AND USAGE: CORRECT VERB USAGE

- The past-tense form of an irregular verb that is used alone often differs from the past-tense form that is used with helping verbs such as *have*, *has*, or *had*.
- Irregular past-tense forms of verbs, such as *done*, *sung*, *rung*, *begun*, *known*, *spoken*, *drunk*, *seen*, and *swum*, should never be used without a helping verb (*have done*, *have begun*, *had spoken*).



See Grammar Transparency 73 for modeling and guided practice.

#### Grammar Practice Book, page 91

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Rewrite each sentence with the correct form of the underlined verb. For each sentence, use the form that makes better sense—the past-tense form or the past with the helping verb *have*, *has*, or *had*.

- We go outside an hour ago.  
**We went outside an hour ago.**
- It has grow colder since we have been outside.  
**It has grown colder since we have been outside.**
- I know it was a good idea to wear my gloves, hat, and scarf. **I knew it was a good idea to wear my gloves, hat, and scarf.**
- The snow and ice have hide the roots of the trees.  
**The snow and ice have hidden the roots of the trees.**
- The path lead us straight to the forest.  
**The path led us straight to the forest.**
- I keep my hands in my pockets.  
**I kept my hands in my pockets.**
- We had choose the first day of winter to take pictures of the forest. **We had chosen the first day of winter to take pictures of the forest.**
- The winds have blow drifts of snow against the bare trees.  
**The winds have blown drifts of snow against the bare trees.**

### Day 4 Review and Proofread

#### REVIEW IRREGULAR VERBS

Ask students for examples of irregular verbs. Ask them to remember common ways of forming the past tense of an irregular verb.

#### PROOFREAD

Have students correct the verb tenses and usage in the following sentences.

1. Bill runned home when it began to rain. (1: ran; 2: began)
2. I seen the clouds. (saw or had seen)
3. Jess had readed the weather report. (had read)
4. Tomorrow, she telled Bill about it. (will tell)



See Grammar Transparency 74 for modeling and guided practice.

#### Grammar Practice Book, page 92

- An **irregular verb** is a verb that does not add *-ed* to form the past tense.
- Some irregular verbs have special spellings when used with the helping verbs *have*, *has*, or *had*.

Rewrite the character sketch below. Be sure to correct any mistakes in the use of irregular verbs.

#### Margaret

Margaret getted up early this morning. She brought her camera to the pond. She took a picture of a fish before it swimmmed away. She photographed geese as they fly south for the winter. Soon she had took dozens of pictures.

Ever since she was a little girl, Margaret had know she wanted to be a photographer. By the age of 15, she had winned three photography awards. Now 30 years old, she has write a guide for beginning photographers. She has maked photography her life's work.

#### Margaret

**Margaret got up early this morning. She brought her camera to the pond. She took a picture of a fish before it swam away. She photographed geese as they flew south for the winter. Soon she had taken dozens of pictures. Ever since she was a little girl, Margaret had known she wanted to be a photographer. By the age of 15, she had won three photography awards. Now 30 years old, she has written a guide for beginning photographers. She has made photography her life's work.**

### Day 5 Assess and Reteach

#### ASSESS

Use the Daily Language Activity and page 93 of the **Grammar Practice Book** for assessment.

#### RETEACH

Write the corrected sentences from the Daily Language Activities and Proofread Activity on index cards. Tell students to list the irregular verbs. Have students create stories using two tenses of the irregular verbs. Tell them to use words indicating time to help them with verb choice. Check for accuracy, and then have them share their stories in groups.

Use page 94 of the Grammar Practice Book for additional reteaching.



See Grammar Transparency 75 for modeling and guided practice.

#### Grammar Practice Book, pages 93–94

A. Circle the letter before the irregular verb that correctly completes each sentence.

1. Kevin \_\_\_\_\_ his camera and picked it up.  
a. find  
b. finded  
 c. found  
d. founded
2. Laurie has \_\_\_\_\_ some sketches of the snow-covered trees.  
a. draw  
b. drew  
c. draw  
 d. drawn

B. Circle the letter before the correct irregular verb and helping verb that completes each sentence.

3. The weather \_\_\_\_\_ colder and windier since this morning.  
 a. has become  
b. have become  
c. has became  
d. have became
4. Before she retired, the professor \_\_\_\_\_ a career out of studying snowflakes.  
a. has maded  
b. has make  
c. had make  
 d. had made

## Monitoring Progress

### Administer the Test



#### Weekly Reading Assessment, Passage and questions, pages 181–188

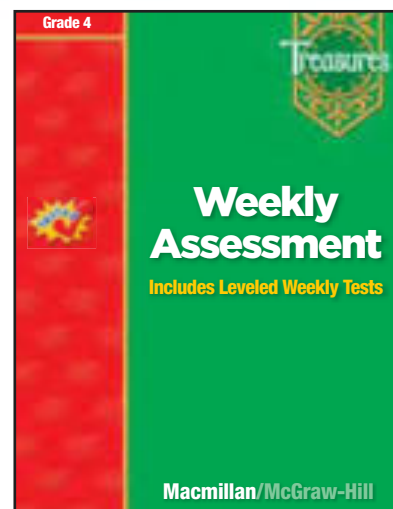
##### ASSESSED SKILLS

- Summarize
- Vocabulary Words
- Dictionary: Multiple-Meaning Words
- Irregular Verbs
- Compound Words



##### Assessment Tool

Administer **Weekly Assessment** online or on CD-ROM.



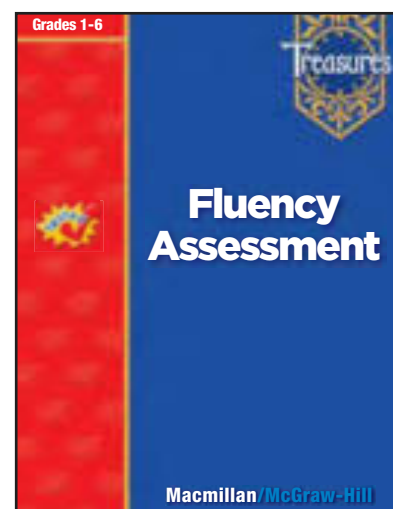
Weekly Assessment, 181–188



#### 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: **102–122 words correct per minute (WCPM).**

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

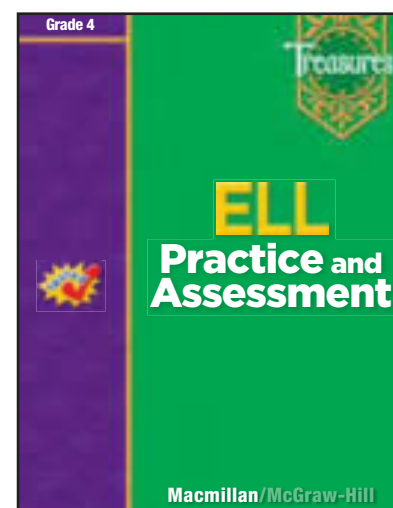


Fluency Assessment



#### Alternative Assessments





- **Leveled Weekly Assessment** for Approaching Level, pages 189–196
- **ELL Assessment**, pages 100–101



ELL Practice and Assessment, 100–101



# End-of-Week Assessment

Diagnose		Prescribe
<b>VOCABULARY WORDS</b> <b>VOCABULARY STRATEGY</b> Dictionary: Multiple-Meaning 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 T9.  Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>  Vocabulary PuzzleMaker Evaluate for Intervention.
<b>COMPREHENSION</b> Skill: Summarize Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills, using the <b>Additional Lessons</b> page T4. Evaluate for Intervention.
<b>GRAMMAR</b> Irregular Verbs Items 9, 10, 11	0–1 items correct . . .	Reteach skills: <b>Grammar Practice Book</b> page 94.
<b>SPELLING</b> Compound Words Items 12, 13, 14	0–1 items correct . . .	 Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>
<b>FLUENCY</b>	98–101 WCPM  0–97 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.



# Approaching Level Options

## Small Group

### Constructive Feedback

If students have trouble identifying the two smaller words in a compound word, work with them to create compound words from small words so students better understand how compound words are formed. Write the word *ball* on the board along with the words *basket*, *base*, and *foot*. Help students use these smaller words to write the compound words *basketball*, *baseball*, and *football*, respectively. Then ask them to circle the two smaller words within each compound.

### 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.

- Summarize, T4
- Multiple-Meaning Words, T9

### Decodable Text

To help students build speed and accuracy with reading multisyllabic words, use the additional decodable text on **Teacher's Resource Book** page 19.

## Skills Focus

### Phonics

- Objective** Decode compound words  
**Materials** • **Student Book** "Let It Snow"

#### DECODE COMPOUND WORDS

##### Explain/Model

- Explain that a compound word is made of two words that are put together to form a new word.
- Tell students that they can better understand a compound word if they can recognize the two words that it contains and if they know those words' pronunciations and meanings.
- Write *backyard* on the board and read it aloud. Draw a slash between the two syllables. Say: *When I look at the word backyard, I see two familiar words: back and yard. Backyard is a compound word. I know how to spell and pronounce back and yard, so I know how to pronounce backyard. Because I know the definitions of both words, I also have an idea about the meaning of this compound word. I think it means "a yard in the back of a house or other building."*
- Repeat the process with the words *snowfall*, *earring*, and *classmate*.

#### MULTISYLLABIC COMPOUND WORDS

- Write the word *afternoon* on the board, read it aloud, and identify the two smaller words that it is made from: *after* and *noon*.
- Have pairs of students work together to practice decoding longer compound words. Write the following words on the board. Ask student pairs to copy them onto a sheet of paper and write the two words that form each compound word. Have students then select two compound words and illustrate their literal meanings.

outstanding	underground	applesauce	basketball
bookkeeper	dragonfly	grasshopper	handlebar
- Partners should say the words to each other. Check each pair for their progress and accuracy. Provide constructive feedback as necessary.

#### WORD HUNT: COMPOUND WORDS IN CONTEXT

- Review compound words. Have students search "Let It Snow" to find compound words and then circle the two smaller words in each.
- Check to see if students have found correct examples of compound words, including *snowflakes*, *star-shaped*, *outside*, and *whiteout*. Listen as they sound out the words.

**Skills Focus** **Fluency**

**Objective** Read with increasing prosody and accuracy at a rate of 102–122 WCPM  
**Materials** • Index cards • **Approaching Practice Book A**, page 106

**CLOZE READING**

Model reading the passage on **Practice Book A** page 106. Before you begin, draw students’ attention to the boldface word. Tell students that when you reach this word, they should chime in by saying it. Review the pronunciation. Also have them chime in each time *hurricane* or *hurricanes* comes up after the first sentence.

**REPEATED READING**

Model reading the passage again. Tell students to pay close attention to your pronunciation. Then read one sentence at a time and have students echo-read it back, first as a class and then one by one. As students read, listen carefully for accuracy and provide constructive feedback.

Throughout the week, have partners continue practicing the passage. One student reads aloud; the other repeats each sentence back. Students should list any words they had difficulty pronouncing.

**TIMED READING**

At the end of the week, have students do a final timed reading of the passage on **Practice Book A** page 106. Students should:

- place the passage facedown
- begin reading the passage aloud when you say “Go.”
- stop reading after one minute when you say “Stop.”

As students read, note any miscues and review them afterward. Help students record and graph the number of words they read correctly.

**Constructive Feedback**

If students make mistakes in pronunciation while reading, pronounce each troublesome word in isolation for students and have them repeat after you. Then reread each sentence with a troublesome word and have students echo-read. Then echo-read the entire passage with students.

**ELL**

**Access for All**

**Ask Questions** Review the vocabulary words. Ask questions using the vocabulary such as: What makes a *blizzard* dangerous? What are the functions of a *microscope*? If you *magnify* a picture, is it easier to see? Help students answer in a complete sentence. Then ask the students to create their own sentences.

**Approaching Practice Book A**, page 106

As I read, I will pay attention to the pronunciation of vocabulary words.

6 Hurricanes are huge, powerful storms. High-speed  
 17 winds move around and around in a circle. Winds travel as  
 25 fast as 200 miles per hour (300 km/h). Hurricanes also  
 36 hold a lot of rain. They can be miles wide. Hurricane  
 42 damage can cover a large area.  
 52 Three things are needed for a hurricane to form. The  
 65 first is warm ocean water. The second is a lot of humid air.  
 76 The third is winds that blow in a circular pattern. These  
 86 three things often come together in late summer and early  
 94 fall. That time is known as hurricane season.  
 102 Storms begin forming over warm ocean water. These  
 110 storms **magnify** and grow stronger. Hurricanes can stay  
 122 out in the ocean and do little harm. But when they leave  
 the ocean and move onto land they can become deadly. 132

**Comprehension Check**

1. In your own words, tell how a hurricane is formed. **Summarize A storm forms over warm ocean water. The winds begin to blow in a circular pattern.**
2. What is the author’s purpose in writing this passage? **Author’s Purpose The author’s purpose is to give the reader facts about what hurricanes are and how they form.**

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

**Skills Focus** **Vocabulary**

**Objective** Apply vocabulary word meanings  
**Materials** • **Vocabulary Cards** • **Student Book Snowflake Bentley**

**VOCABULARY WORDS**

Display the **Vocabulary Cards** for this week’s words: *blizzard*, *evaporate*, *foolishness*, *inspire*, *magnify*, *microscope*, *negatives*, and *technique*. Help students locate and read these words in *Snowflake Bentley*. Have students copy the sentences as they appear in the text, leaving a blank where the vocabulary word should go. Students should brainstorm synonyms (words or phrases) that complete the blank for each sentence.

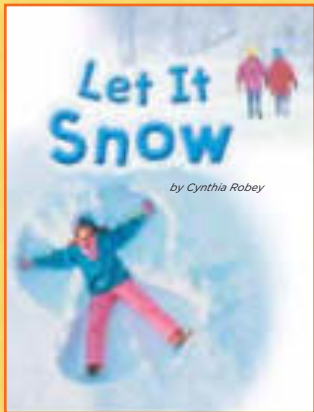


# Approaching Level Options

## Small Group

### Vocabulary

Review last week's words (**amazement, loosened, midst, mysterious, patchwork, responsibility, sores**) and this week's words (**blizzard, evaporate, foolishness, inspire, magnify, microscope, negatives, technique**). Have students use a thesaurus to find a synonym for each word.



Student Book, or  
Transparencies 15a and 15b

### Skills Focus

## Vocabulary

**Objective** Understand words with multiple meanings

**Materials** • Student Book *Snowflake Bentley*

### DICTIONARY: MULTIPLE MEANING WORDS

Write this sentence on the board: A light snow fell during the night. Discuss the meaning of the underlined word, and ask students if they can think of another meaning for *light*. Then give students these multiple-meaning words from *Snowflake Bentley*: *fall, rich, and blades*. Have students find at least two meanings for each word and write a sentence for each meaning.

### Skills Focus

## Comprehension

**Objective** Identify sequence of events

**Materials** • Student Book "Let It Snow" • Transparencies 15a and 15b

### STRATEGY EVALUATE

Remind students that in order to evaluate a text, they first need to be able to summarize it. They can then make judgments about the main ideas and evaluate the type of information presented.

### SKILL SUMMARIZE

#### Explain/Model

- To summarize, they should briefly restate the main idea of a selection and the most important details that support the main idea.
- Unimportant information may make the text more interesting, but it does not help support the main idea. Leave it out of a summary.

Display **Transparencies 15a** and **15b**. Model summarizing the second and third paragraphs.

**Think Aloud** The heading above these paragraphs is a clue to the  
: main idea. To summarize, I should focus on how ice crystals become  
: snowflakes. First, ice crystals form in clouds around bits of dirt. Then, as  
: they fall, crystals stick together to form snowflakes.

#### Practice/Apply

Reread the rest of "Let It Snow" with the group. Ask students to

- Describe how to study snowflakes and when snowflakes can be dangerous.
- Summarize the main idea and important details in this selection.



## Leveled Reader Lesson

**Objective** Read to apply strategies and skills

**Materials** • **Leveled Reader** *Hurricanes* • **Student Book** *Snowflake Bentley*

### PREVIEW AND PREDICT

Have students read the title, look at the text features, and preview the Introduction and first chapter. Have students make predictions about the types of information the selection will include and set a purpose for reading. Ask them if they have any questions before they begin reading.

### VOCABULARY WORDS

Review the vocabulary words as needed. Tell students to use context clues to figure out the meanings of words with multiple meanings.

### STRATEGY

#### EVALUATE

Remind students that one way to evaluate a selection is to decide which ideas are the most important.

### SKILL

#### SUMMARIZE

Review: a summary of a text should include only its main ideas and important details that support the main ideas.

**Think Aloud** I read that hurricane hunters fly into the middle of storms. The text says that this might seem like foolishness. The main idea of the chapter is tracking hurricanes, so it is important to remember what hurricane hunters do. The point about foolishness does not help to support the main idea. It must not be an important fact.

### READ AND RESPOND

Ask students to explain how they decide which facts are important and which are unimportant. Discuss students' choices and reasons. Help students fill out their Main Idea Webs.

After students finish reading, ask them to evaluate the selection and discuss the main idea and important details.

### MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare *Hurricanes* and *Snowflake Bentley*.

- Have students compare the way that people study snowflakes to how they study hurricanes. Which would they rather study? Why?
- Ask students to explain why they think a blizzard or hurricane is more dangerous.



Leveled Reader

# On Level Options

Small Group

Skills Focus

## Vocabulary

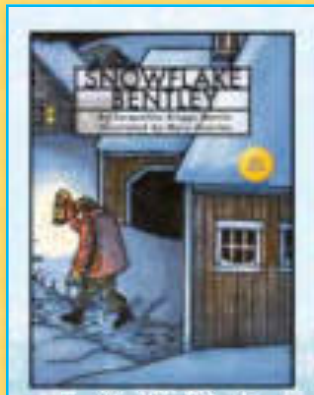
**Objective** Use vocabulary words and identify multiple-meaning words  
**Materials** • Vocabulary Cards • Student Book *Snowflake Bentley*

### VOCABULARY WORDS

Have students write sentences using words that share root words or other word parts with the vocabulary words. Then have them exchange papers and try to figure out the vocabulary word for each sentence. For example: I have the same root word as inspiration. (*inspire*) For an extra challenge, the second student can then write a sentence using the vocabulary word.

### DICTIONARY: MULTIPLE-MEANING WORDS

Give students these multiple-meaning words from *Snowflake Bentley*: *calf*, *pitch*, *light*, and *second*. Have students find at least two meanings for each word and write a sentence using each meaning. Discuss how the words are used in the selection.



Student Book



Student Book

Skills Focus

## Literary Elements

**Objective** Identify uses of imagery and figurative language in poetry  
**Materials** • Student Book "Haiku" • Books of poetry

### IMAGERY AND FIGURATIVE LANGUAGE

Have students discuss the purpose and importance of the literary elements found in "Haiku," especially the imagery and figurative language. Then have students look at different poems to compare examples of imagery and figurative language from a variety of cultures and times.



Skills Focus

## Fluency

**Objective** Read fluently with appropriate prosody at a rate of 102–122 WCPM  
**Materials** • On Level Practice Book O, p. 106

### REPEATED READING

Work with students to practice reading the Fluency passage on page 106 of **Practice Book O**. Read one sentence at a time and have students echo-read, copying your pronunciation.

During independent reading time throughout the week, have partners take turns echo-reading. One student reads aloud each sentence; the other repeats it. Remind students to wait until their partners get to the end of the sentence before they correct any mistakes.

**Timed Reading** Have students read the passage for one minute at the end of the week and record their reading rate.

On Level Practice Book O, page 106

As I read, I will pay attention to the pronunciation of vocabulary words.

Tornadoes begin with warm, humid air. Humid air is air that holds a lot of moisture. This humid air meets up with colder air. As the air masses come together, the warm air rises. As the warm air moves upward, it holds more and more moisture. Huge, dark clouds called thunderheads begin to develop. These clouds can spread as wide as 100 miles (161 km) across the sky. There is so much moisture in the clouds that it can't just evaporate into the air. So it falls as rain. The thunderheads produce giant storms with thunder and lightning. These storms are called supercells.

Winds high up in the storm clouds blow faster than the winds lower down. The winds also blow in different directions. This causes the air to spin. Then, as the winds spin, they form a long funnel cloud. However, one last thing needs to happen for the funnel cloud to become a tornado. It needs to touch the ground. 160

#### Comprehension Check

- Summarize the conditions needed to form a thunderhead. Summarize the conditions needed to form a thundercloud include warm, humid air meeting cold air and the warmer air rising.
- What is the author's purpose? Author's Purpose: The author's purpose is to inform.

	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** *Tornadoes* • **Student Book** *Snowflake Bentley*

### PREVIEW AND PREDICT

Have students preview *Tornadoes*.

- Ask students what questions they have about this selection.
- Ask them what important details they think they will read about.

### STRATEGY

#### EVALUATE

Remind students that evaluating means carefully considering and reaching an opinion or decision. Evaluating the main ideas of a selection means deciding which ideas are most important.

### SKILL

#### SUMMARIZE

When you summarize what you read, you evaluate the information and determine the most important ideas. Then you briefly restate those ideas and important details that support them. Remind students that unimportant information makes the selection more enjoyable to read but is not necessary for understanding the main ideas. Explain that students will complete a Main Idea Web as they read.

### READ AND RESPOND

Read the first two chapters. Pause to discuss the important details about tornadoes. Fill in the Main Idea Web. Have students tell how they decided whether a detail was important or unimportant.

### VOCABULARY WORDS

As they read *Hurricanes*, ask students to point out the vocabulary words as they appear. Then discuss how each word is used. Ask students which context clues helped them figure out the meaning of *negatives*. Have them identify other multiple-meaning words.

### MAKE CONNECTIONS ACROSS TEXTS

Invite students to summarize and draw connections between *Hurricanes* and *Snowflake Bentley*.

- Ask students to summarize and compare the main ideas of the selections. Then have students compare the important details in *Snowflake Bentley* with those in *Hurricanes*.
- Discuss which topic they found more interesting.

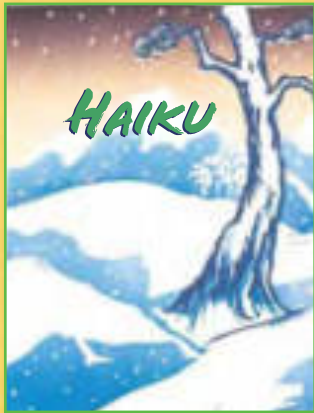


Leveled Reader

**ELL**  
**Leveled Reader**  
 Go to pages  
 405U–405V.

# Beyond Level Options

Small Group



Student Book

Skills Focus

## Vocabulary

**Objective** Make word families with vocabulary words

### EXTEND VOCABULARY

Invite students to choose one or two vocabulary words and identify any prefixes, suffixes, base words, or roots they contain. Students should use a word web or another graphic organizer to build word families, using the base word or root and adding as many other prefixes and suffixes as they can. For *microscope*, they can build words from both roots *micro-* and *-scope*. Ask students to share and compare their word families. Challenge them to define the words in each family they have created.

Skills Focus

## Literary Elements

**Objective** Use imagery and figurative language to describe weather

**Materials** • Pictures of different weather scenes • **Student Book** “Haiku”

### IMAGERY AND FIGURATIVE LANGUAGE

Point out that writers use imagery and figurative language to help the reader visualize something. These literary elements can create a picture for the reader. Discuss the haiku on pages 402–403. Ask, *Does the poet’s use of imagery and figurative language in the haiku help you to picture anything special or interesting? How does this add meaning to the text?*

Have students find pictures of weather scenes. Have them write a sentence that uses imagery or figurative language to describe one element of the picture.

Skills Focus

## Fluency

**Objective** Read fluently with appropriate prosody at a rate of 112–122 WCPM

**Materials** • **Beyond Practice Book B**, p. 106

### REPEATED READING

Work with students to model reading aloud the Fluency passage on page 106 of **Practice Book B**. Encourage students to pay attention to the pronunciation of unfamiliar words. Then read one sentence at a time and have students echo-read the sentences, making sure to copy your pronunciation.

During independent time, have students use the same passage with partners. One student reads aloud while the other repeats each sentence back. You may wish to have students do a timed reading at the end of the week.

ELL

Access for All

**Skits** Ask students to think about imagery and figurative language. Group students together and ask each group to write a skit using imagery and figurative language in the script. Once the groups are finished writing, have each read its skit aloud and then perform it for the class.

Beyond Practice Book B, page 106

As I read, I will pay attention to the pronunciation of vocabulary words.

Rain is liquid precipitation that falls in drops from the clouds. The water from oceans, lakes, rivers, and even small puddles **evaporates**. It goes back into the air as a gas, called water vapor. When the air gets cold enough, the vapor turns back into a liquid and forms tiny water droplets. These droplets aren’t heavy enough to fall from the sky. They stay up in the air and millions of them join together to form a cloud. As more water droplets gather together, they become heavy enough to fall to the ground as rain. Over time, the rain will make its way back to the oceans and other bodies of water. Then the water cycle will begin all over again.

When rain falls, it usually soaks into the ground or flows into rivers and streams. But too much rain can create a lot of damage. It can make rivers and streams overflow. That can create floods that destroy homes and property. Dams can get so full that they break and wipe out whole cities.

**Comprehension Check**

- Summarize the steps of the water cycle. **Summarize Water vapor forms clouds. The vapor cools, and falls to Earth as rain. When water evaporates the cycle starts over again.**
- What does the author want you to know about the water cycle? **Author’s Purpose The author wants you to know how the water cycle works and how it can occasionally cause damage.**

	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** *Extreme Weather*

### PREVIEW AND PREDICT

Have students preview *Extreme Weather*, predict what it is about, and set a purpose for reading.

### SKILL

#### SUMMARIZE

Ask a volunteer to explain how to summarize main ideas and how it can help them better understand a text. Explain that students will read *Extreme Weather* together and identify important details that will help them find the main ideas and summarize the story.

### READ AND RESPOND

As students read, have them identify the most important ideas and details and fill in their Main Idea Webs. Ask volunteers to discuss their findings and share them with the group.

### VOCABULARY WORDS

Have students pay attention to vocabulary words as they come up. Have them provide definitions as needed. Also, tell students to look for multiple-meaning words and determine which ways the word are being used in the selection.



Leveled Reader



## Self-Selected Reading

**Objective** Read independently to identify the sequence of events in a story

**Materials** • Leveled Readers or informational trade books at students' reading level

### READ AND SUMMARIZE

Invite students to choose books for independent reading. They may choose selections by personal interests, favorite genres, or favorite authors. Remind students that looking for important details in a story helps to find the main idea and summarize the text. Have students read their books and ask them to write down important details.

After reading, ask students to write summaries of the texts and share them with a partner. Tell students to be certain their summaries include a clear statement of the text's main ideas.



## 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 vocabulary development, go to [www.macmillanmh.com](http://www.macmillanmh.com)



### Strategies to Reinforce Academic Language

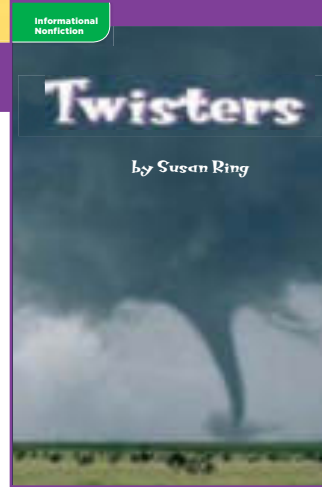
- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.
- **Use Visuals** Use charts, transparencies, and graphic organizers to explain key labels to help students understand classroom 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
precipitation (p. 375)	evaluate (p. 377A)	sentence variety (p. 404)
haiku (p. 402)	judgments (p. 377A)	character sketch (p. 404)
syllables (p. 402)	summarize (p. 377A)	irregular verbs (p. 405I)
	main idea (p. 377A)	internal spelling change (p. 405I)
	details (p. 377A)	helping verb (p. 405I)
	metaphor (p. 402)	
	imagery (p. 402)	
	figurative language (p. 402)	



# ELL Leveled Reader Lesson



## Before Reading

### DEVELOP ORAL LANGUAGE



**Build Background** Write the words *tornado* and *twister* on the board, and have students share what they know. Use the pictures in the book to convey meaning. Ask: *Have you ever seen a tornado? Where?*



**Review Vocabulary** Write the vocabulary and story support words on the board and discuss the meanings. Write a sentence using each of these words. Leave a blank space where the word should be and have the group help you find the correct word. Example: *There was a \_\_\_\_\_ yesterday that left 10 inches of snow. (blizzard)*

### PREVIEW AND PREDICT

Point to the cover photograph and read the title aloud. *What do you think we will learn about in this book? Why?* Turn to the Table of Contents and have students add to their predictions.



**Set a Purpose for Reading** Show the Main Idea Web and remind them they have used it before. Ask them to make a similar web to summarize the book. Remind them to differentiate between important information and details. Encourage them to list important facts as they read.

## 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, model how to identify the main idea and details. *What is the main idea about tornadoes? What details did we read?* List the main idea and ask students to identify details.

### Intermediate

**Read Together** Read the first chapter. Help students summarize it. Model identifying the main idea and details. *Which details are the most important?* Have students use the strategy to fill in the web.

### Advanced

**Independent Reading** Have students read the book. Ask them to discuss the main idea and details with a reading partner. Have them use pictures and captions to fill in the web.

## After Reading

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

### Objective

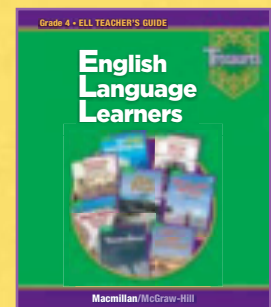
- To apply vocabulary and comprehension skills

### 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