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.

**Read to Find Out**

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

**Evaluate**

**Summarize**

As you read, fill in your Main Idea Web.

**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
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.

**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 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.

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

**Technology**

Story available on Listening Library Audio CD

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*Main Selection*  
*Student page 000*

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*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.
Develop Comprehension

1 STRATEGY

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.

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.

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.

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.)
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.

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.”

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.

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.”

Snowflake Bentley

**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.)
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.

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

**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.”)
They 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.”

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

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.

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° 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°)

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.)
Develop Comprehension

7 DRAW CONCLUSIONS

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.)

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.

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.

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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

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)
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.

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.)
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

**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.
He waited for another season of snow. One day, in the second winter, he tried a new experiment. And it worked! Willie had figured out how to photograph snowflakes! “Now everyone can see the great beauty in a tiny crystal,” he said.

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.

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.
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.)

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.
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  

**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.)

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**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*

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

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.

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?

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

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

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.

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.)
Develop Comprehension

18 SUMMARIZE

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.)

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.
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.

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.)
Develop Comprehension

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.
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.

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.

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.)

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
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.

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.

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 276.

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?
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
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.

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.

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?

Find out more about Jacqueline Briggs Martin and Mary Azarian at www.macmillanmh.com

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

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.

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.
Fluency
Repeatead 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.

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.

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.
Comprehension

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.
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.
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  
rushing through the  
streets like water.

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.)

**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**
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?

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.
Sentence Variety

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.

Writing Transparency 60

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.
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

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.

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.
**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.

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.

**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.
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.

- Camp
  - Long, thin rope
  - Coming into being
- Fire
  - Small, thin, flat pieces
  - Plants with many long, thin leaves

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.

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

Compound Words

**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

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**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.

---

**Spelling Practice Book, page 89**

- **Day 1** Pretest
- **Day 2** Word Sorts

---

**Spelling Practice Book, page 91**

Sort the spelling words according to the number of syllables.

- **Two syllables**
  1. **backyard**
  2. **railroad**
  3. **grandparent**
  4. **newborn**
  5. **snowstorm**
  6. **bedspread**
  7. **bookcase**
  8. **campfire**
  9. **paperweight**
  10. **clothesline**
  11. **overhead**
  12. **umbrella**
  13. **snowfall**
  14. **yourself**

- **Three syllables**
  15. **loupe**
  16. **overdo**
  17. **grandparent**
  18. **overhead**
  19. **undertake**
  20. **waterproof**

---

**Review berries, dresses, arches**

**Challenge eyesight, paperweight**

405G
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 fishebowl on the bookcase. (fishbowl, bookcase)
2. The loudspeker in the railrode station was not working. (loudspeaker, railroad)
3. The blue bedspread matched the colors on the desktop. (bedspread, desktop)

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.
**Introduce the Concept**

**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.

**Day 1**

Introduce the Concept

---

**DAY 5**

We found different snowflakes in peoples’ back yards. We maked hundreds of pictures. We will try to sell them? (1: found; 2: peoples’ back yards; 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.

---

**Grammar Practice Book, page 89**

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

1. The snow began **began** to fall.
2. The sunlight made **made** the snow and ice glitter.
3. An icicle break **broke** off the roof.
4. I found **found** the icicle on the ground.
5. The first snow come **came** earlier than usual this year.
6. We went **went** to the pond to ice-skate.
7. Elijah and I did **did** leaps, twists, and turns on the ice.
8. He flew **flew** through the air and landed safely on the bluffs of his skates.
9. Nine drew **drew** a picture of the frozen pond.
10. We decided to go home when we saw **saw** it was getting dark.

---

**Grammar Practice Book, page 90**

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

---

**Day 2**

Teach the Concept

---

**DAY 2**

The Bentley’s farm were in Vermont. This State are very cold in the winter.

**DAY 3**

Willie’s mother gived him a microscope. He catched snow flakes, He drawn them quickly before they melted.

**DAY 4**

The boy standed in the snow storm. He catched snow它们, He drawn them quickly before they melted.

**DAY 1**

Edward’s favorite days is when it snows. In school last year, he studyed snows. In school last year, he studyed snows.

---

**Grammar Transparency 15**

Introduce Irregular Verbs

Discuss with students how irregular verbs differ from regular verbs.

---

**Grammar Transparency 71**

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*.

---

**Grammar Transparency 72**

See Grammar Transparency 71 for modeling and guided practice.

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**Grammar Transparency 77**

See Grammar Transparency 72 for modeling and guided practice.
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).

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 73 for modeling and guided practice.

Grammar Practice Book, page 91

Grammar Practice Book, page 92

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.
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

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

**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

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

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<th><strong>IF</strong>…&lt;br&gt;0–2 items correct . . .</th>
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### Triumphs
**AN INTERVENTION PROGRAM**

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

---

**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.

---

**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**

**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.

- Hurricanes are huge, powerful storms. High-speed winds move around and around in a circle. Winds travel as fast as 100 miles per hour (160 kilometers). Hurricanes also build a lot of rain. They can be miles wide. Hurricanes damage can cover a large area.
- These are needed for a hurricane to form. The wind is warm ocean water. The second is a lot of heat. The third is winds that blow in a circular pattern. These three things often come together in late summer and early fall. That time is known as hurricane season.
- Storms begin forming over warm ocean waters. These storms are called hurricanes. Hurricanes can stay in the ocean and do little harm. But when they leave the ocean and move onto land they can become deadly.

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**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.

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**Tally Chart**

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

Objectives

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.

**Comprehension**

Objectives

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.
**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.
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.

Comprehension Check
1. Summarize the conditions needed to form a thundercloud. Summarize the conditions needed to form a thundercloud include warm, humid air meeting cold air and the warm air rising.
2. What is the author’s purpose? The author’s purpose is to inform.

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>First Read</th>
<th>Second Read</th>
<th>Words Corrected Score</th>
</tr>
</thead>
</table>

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.

**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.

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.
**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.
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.

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.

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.
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.

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.

Snowflake Bentley 405T
Academic Language

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

Strategies to Reinforce Academic Language

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

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

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

Academic Language Used in Whole Group Instruction

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>precipitation (p. 375)</td>
<td>evaluate (p. 377A)</td>
<td>sentence variety (p. 404)</td>
</tr>
<tr>
<td>haiku (p. 402)</td>
<td>judgments (p. 377A)</td>
<td>character sketch (p. 404)</td>
</tr>
<tr>
<td>syllables (p. 402)</td>
<td>summarize (p. 377A)</td>
<td>irregular verbs (p. 405I)</td>
</tr>
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<td></td>
<td>main idea (p. 377A)</td>
<td>internal spelling change (p. 405I)</td>
</tr>
<tr>
<td></td>
<td>details (p. 377A)</td>
<td>helping verb (p. 405I)</td>
</tr>
<tr>
<td></td>
<td>metaphor (p. 402)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>imagery (p. 402)</td>
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<tr>
<td></td>
<td>figurative language (p. 402)</td>
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</tr>
</tbody>
</table>
Objective
• To apply vocabulary and comprehension skills

Materials
• ELL Leveled Reader

ELL 5 Day Planner

| DAY 1 | • Academic Language
| • Oral Language and Vocabulary Review
| DAY 2 | • Academic Language
| • ELL Leveled Reader
| DAY 3 | • Academic Language
| • ELL Leveled Reader
| DAY 4 | • Academic Language
| • ELL Leveled Reader
| DAY 5 | • Academic Language
| • ELL Leveled Reader Comprehension Check and Literacy Activities

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.