

# Read

## MAIN SELECTION

- *Dear Mrs. LaRue*
- Skill: Draw Conclusions

## PAIRED SELECTION

- "Dog Amazes Scientists!"
- Text Feature: Line Graph

## SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 443M–443V

# Comprehension

## GENRE: FANTASY

Have a student read the definition of Fantasy on **Student Book** page 414. Students should look for events and situations that could not take place in real life.

## STRATEGY

### GENERATE QUESTIONS

Tell students they should ask themselves questions as they read to help them understand the story.

## SKILL

### DRAW CONCLUSIONS

Remind students to look for clues in the text when drawing conclusions about the characters or plot.

# Dear

## Comprehension

### Genre

A **Fantasy** is a story about characters and settings that could not exist in real life.

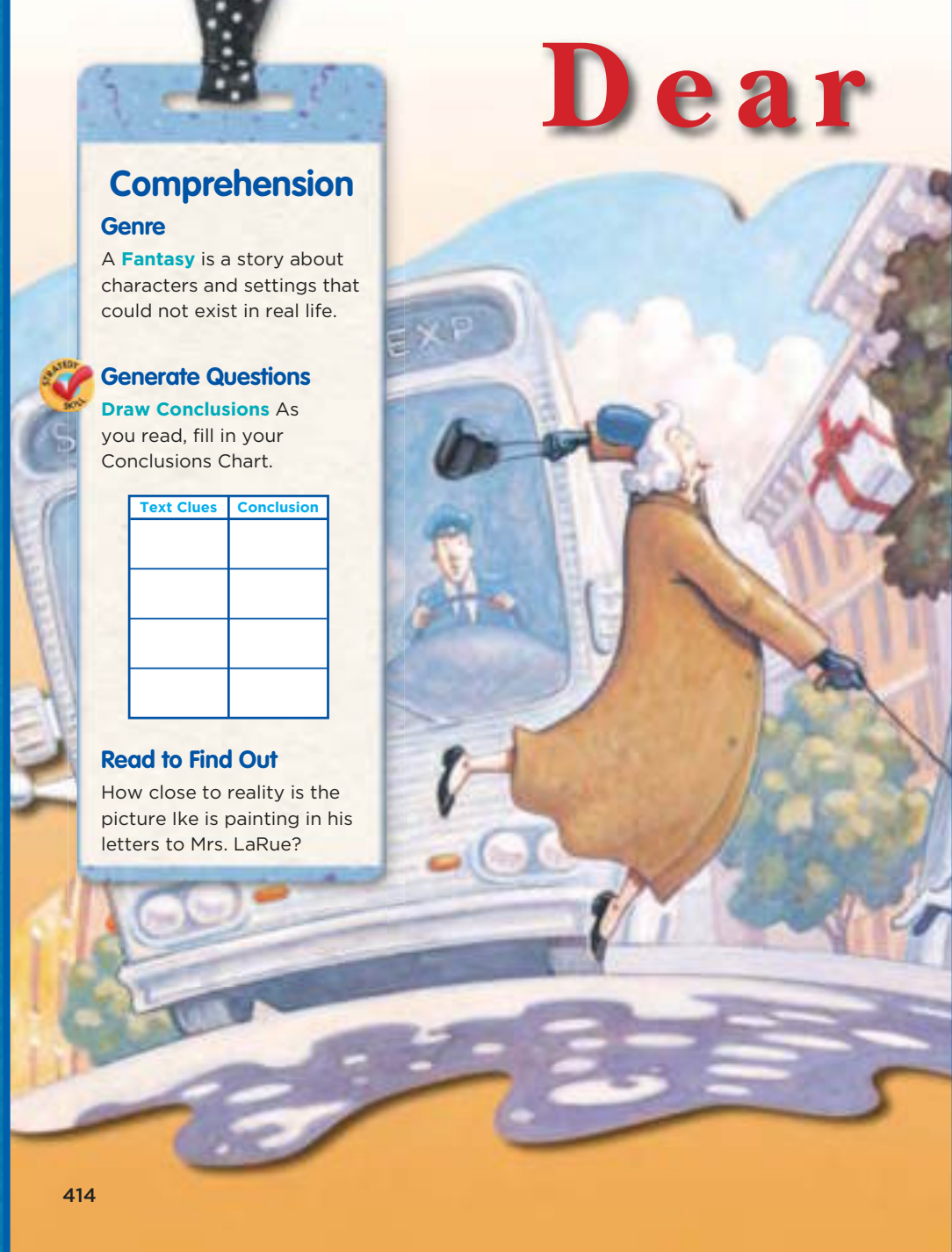
### Generate Questions

**Draw Conclusions** As you read, fill in your Conclusions Chart.

Text Clues	Conclusion

### Read to Find Out

How close to reality is the picture Ike is painting in his letters to Mrs. LaRue?



414

## Vocabulary

**Vocabulary Words** Review the tested vocabulary words: **obedience, risks, appreciated, desperate, bluffing, endured, misunderstood, and neglected.**

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

**behavioral** (p. 415): having to do with the way a person or animal acts

**canine** (p. 415): having to do with dogs

**misconceptions** (p. 420): incorrect ideas or beliefs

**melodramatic** (p. 420): tending to exaggerate the importance of bad or unpleasant things

**nightmare** (p. 424): a very bad dream or experience

# Mrs. LaRue

## Letters from Obedience School

Written and Illustrated by  
**Mark Teague**

**The Snort City Register / Gazette**



1

September 30

### LOCAL DOG ENTERS OBEDIENCE SCHOOL



**"Ike LaRue"**  
Citing a long list of behavioral problems, Snort City resident Gertrude R. LaRue yesterday enrolled her dog, Ike, in the Igor Brotweiler Canine Academy.

Established in 1953, the Academy has a history of dealing with such issues. "I'm at my wit's end!" said Mrs. LaRue. "I love Ike, but I'm afraid he's quite spoiled. He steals food right off the kitchen counter, chases the neighbor's cats, howls whenever I'm away, and last week while I was crossing the street he pulled me down and tore my best camel's hair coat! I just don't know what else to do!"  
School officials were unavailable for comment . . .

415



### Preview and Predict

Ask students to read the title, preview the illustrations, and write questions and predictions about the story. Do they think it will be humorous or serious? Why?

### Set Purposes

**FOCUS QUESTION** Discuss the "Read to Find Out" question on **Student Book** page 414. Remind students to look for the answer as they read.

Students should list questions they have and search for answers in the text to construct meaning.

Point out the Conclusions Chart in the **Student Book** and on **Practice Book** page 114. Explain that students will fill it in as they read.

### Read Dear Mrs. LaRue

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

On Level Practice Book O, page 114

As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

Text Clues	Conclusions

How does completing the Conclusions Chart help you to generate questions about *Dear Mrs. LaRue*?

#### Read Together

If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer. Encourage students to read aloud.

#### Read Independently

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Suggest that they use their purposes to choose their reading strategies.

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



#### Technology

Story available on **Listening Library Audio CD**

★ **Approaching Practice Book, A**, page 114  
◆ **Beyond Practice Book, B**, page 114

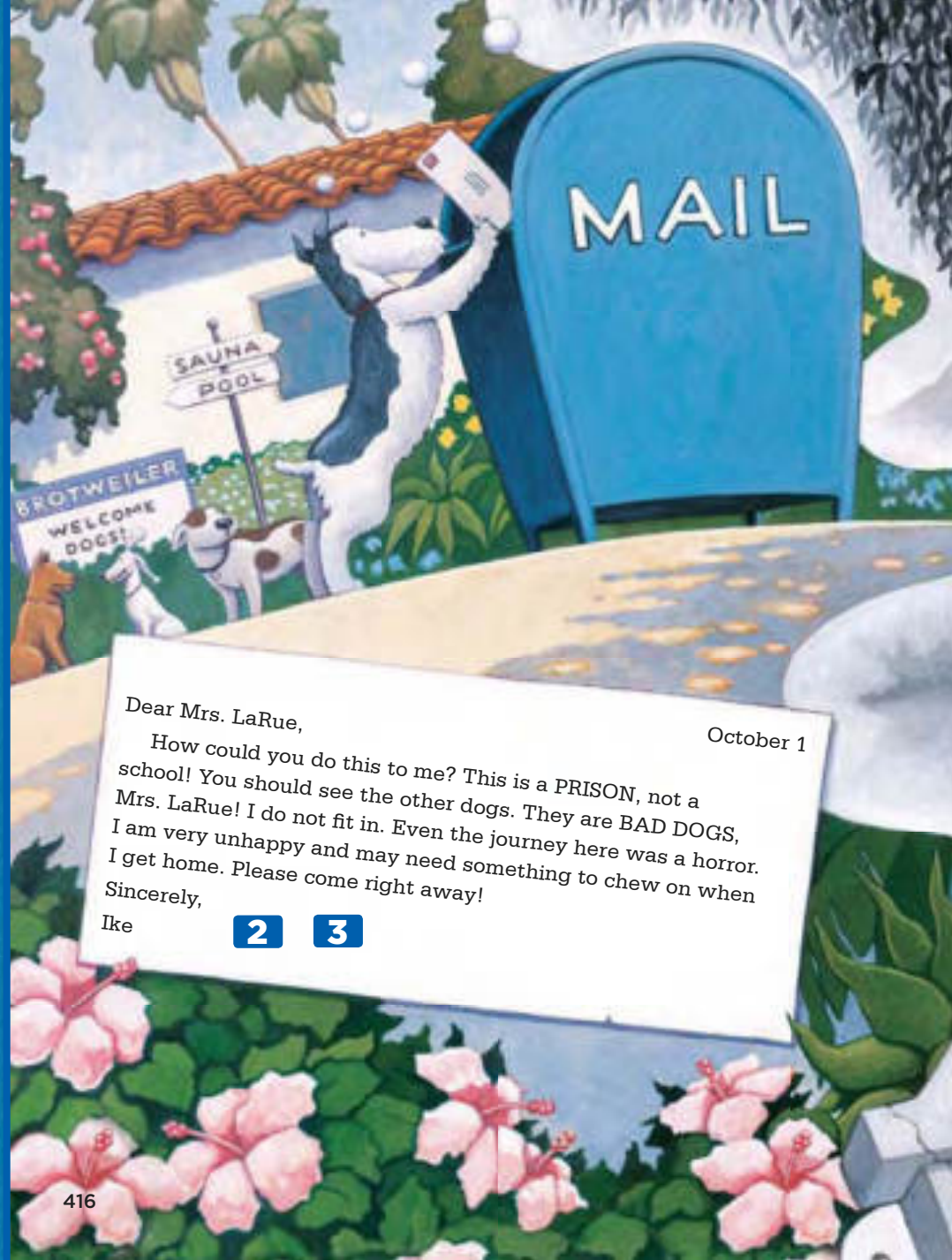
# Develop Comprehension

## 1 STRATEGY GENERATE QUESTIONS

**Teacher Think Aloud** As I read, I  
 : can help myself understand the  
 : story better by asking questions  
 : and looking for the answers. I notice  
 : that page 415 is made to look like a  
 : newspaper article. Is Snort City the  
 : real name of the place where Mrs.  
 : LaRue lives? Would a newspaper  
 : reporter really write a story about  
 : a dog being sent to obedience  
 : school? I will keep reading to  
 : find out.

## 2 GENRE: FANTASY

What information can you find on page 416 that lets you know this story is a fantasy and not true-to-life? (Dogs can't speak or write letters. The sign in front of the academy says, "Welcome dogs!", but dogs can't read. Ike is shown using his paws to mail a letter.)



Dear Mrs. LaRue, October 1

How could you do this to me? This is a PRISON, not a school! You should see the other dogs. They are BAD DOGS, Mrs. LaRue! I do not fit in. Even the journey here was a horror. I am very unhappy and may need something to chew on when I get home. Please come right away!

Sincerely,  
Ike

2 3

## Develop Comprehension

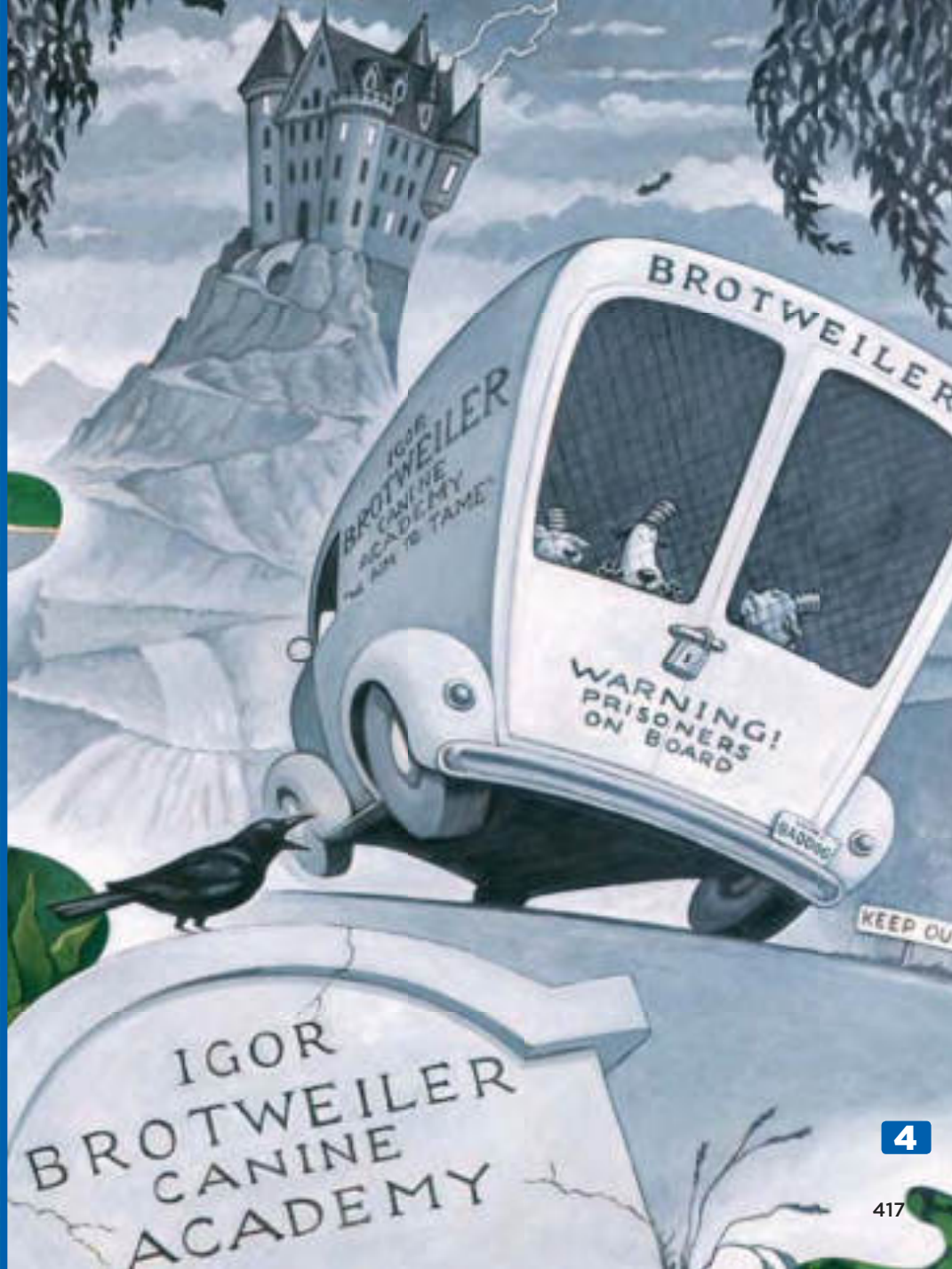
### 3 MAINTAIN AUTHOR'S PURPOSE

What clues in Ike's first letter tell you that the author's purpose is to entertain? (Suggested answers: It is funny to read the thoughts Ike is having about being sent to the academy. It is silly when he says the others are BAD DOGS, as if he hasn't been bad too. It's also funny that he says he will need something to chew on when he gets home, because that probably *would* make a dog feel better.)

### 4 DRAW CONCLUSIONS



Look carefully at the black-and-white illustration on page 417. What conclusions can you draw about Ike's description of the academy? (The illustration shows the academy very differently from the way it is shown in the illustration on page 416. Ike's description of the academy is not a truthful or correct one.)



# Develop Comprehension

## 5 STRATEGY WORD PARTS



Find the sentence that contains the word *mistreated*. Tell how knowing the meaning of the **prefix** *mis-* helps you figure out the meaning of *mistreated*.

(The prefix *mis-* means “wrong, bad, or badly.” When it is added to *treated*, the word means “treated badly.”)



October 2

Dear Mrs. LaRue,

Were you really upset about the chicken pie? You know, you might have discussed it with me. You could have said, "Ike, don't eat the chicken pie. I'm saving it for dinner." Would that have been so difficult? It would have prevented a lot of hard feelings.

Needless to say, I am being horribly mistreated. You say I should be patient and accept that I'll be here through the term. Are you aware that the term lasts TWO MONTHS? Do you know how long that is in dog years?

Sincerely,

Ike

5



**Draw Conclusions**

What conclusion can you draw about Ike from his letters?

6



# Develop Comprehension

## 6 DRAW CONCLUSIONS



Access for All

What conclusion can you draw about Ike from his letters? (First, Ike says he is unhappy in the "prison," where the other dogs are bad. Next, he blames Mrs. LaRue for not discussing the chicken pie with him before he ate it. Then he says he is being mistreated and can't be expected to last two months at the academy, pointing out that it is much longer in dog years. In other words, it is seven times as long. Ike doesn't think he has done anything wrong and thinks Mrs. LaRue is being unfair.) Add this information to your Conclusions Chart.

Text Clues	Conclusions
Ike is unhappy in "prison." He says Mrs. LaRue should have discussed the chicken pie with him. He doesn't think he can last two months at the academy.	Ike thinks his behavior is fine and that Mrs. LaRue is unfair.

ELL

Access for All

### STRATEGIES FOR EXTRA SUPPORT

#### Question 6 DRAW CONCLUSIONS

**Guided Questioning** Ask, *Why is Ike angry at Mrs. La Rue? What happened to the chicken pie? Are the things he is writing in his letter true? What did he want Mrs. La Rue to do? How do you think Ike feels? Does the author tell you everything? What do you have to figure out?*

October 3

# Develop Comprehension

## 7 WRITER'S CRAFT: TOPIC SENTENCE

What is the topic sentence of Ike's letter of October 3? What is the sequence order of the supporting details? (Topic sentence: "I'd like to clear up some misconceptions about the Hibbins' cats." Supporting details: First, the cats are not the angels Mrs. Hibbins says they are. Second, Ike claims not to know why they were on the fire escape in January. Third, by refusing to come down, the cats were just being melodramatic. Fourth, cats being the way they are, no one should believe that they were really sick for three days.)

Dear Mrs. LaRue,

I'd like to clear up some misconceptions about the Hibbins' cats. First, they are hardly the little angels Mrs. Hibbins makes them out to be. Second, how should I know what they were doing out on the fire escape in the middle of January? They were being a bit melodramatic, don't you think, the way they cried and refused to come down? It's hard to believe they were really sick for three whole days, but you know cats.

Your dog,

7 Ike 8



420

## Comprehension

### Conflict and Resolution

**Explain** A conflict is a struggle between two forces. The conflict in a story can be between two characters or between a character and another force, such as nature or society. When a conflict is brought to an end, we say that there has been a *resolution*. Usually a story has one main conflict, but it might also include multiple small ones.

**Discuss** Have students reread Ike's letter on page 420. Ask, *What conflict does Ike hint at? Which characters are involved in it?* (The conflict occurs between Ike and the cats. It seems likely that he kept them from coming down off the fire escape.)

**Apply** Ike does not mention any resolution to this particular conflict. Do students think the conflict was resolved? If so, how was it resolved? (Answers will vary. Students might say that it was partially resolved when the cats came back inside.)

# Develop Comprehension

## 8 MONITOR AND CLARIFY

What reading strategy can you use to help you understand what happened between Ike and Mrs. Hibbins' cats? (Possible answer: I can reread to clarify the information in Ike's letter and review the illustration. Even though Ike says he doesn't understand why the cats were on the fire escape, I can think of no reason for their being stuck there unless he chased them. The illustration shows the cats looking very angry. At the bottom of the ladder, Ike looks innocent as he offers the cats food. I don't think Ike's version of the story is completely true. He probably barked at them and prevented them from coming down again.)



421

## RESEARCH

Why It Matters



**Comprehension** Research cites that it is helpful for students to think about when and where they might use a reading strategy again. This assists students in taking a strategy they learned and applying that strategy to their own personal reading. The application of the strategy to real reading can often make a difference in whether or not students will use the strategy on their own when they do not have the support or assistance of a teacher.

Janice A. Dole



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# Develop Comprehension

## 9 STRATEGY WORD PARTS



How does the **suffix -less** help you figure out the meaning of the word *meaningless*? (The suffix *-less* means “without,” so *meaningless* means “without meaning” or “without a point.”)

## 10 DRAW CONCLUSIONS



What can you conclude about Ike’s opinion of himself from his letter of October 4? (Ike thinks the trainer’s behavior is shocking. He also thinks that the things he is supposed to be learning are ridiculous and beneath him. He implies that Mrs. LaRue is not skilled enough to cross the street on her own. He says he saved her and that she wasn’t very grateful. He has a very high opinion of himself.) Add this information to your Conclusions Chart.



Dear Mrs. LaRue,

You should see what goes on around here. The way my teach — I mean WARDEN, Miss Klondike, barks orders is shocking. Day after day I’m forced to perform the most meaningless tasks. Today it was “sit” and “roll over,” all day long. I flatly refused to roll over. It’s ridiculous. I won’t do it. Of course I was SEVERELY punished.

And another thing: Who will help you cross the street while I’m away? You know you have a bad habit of not looking both ways. Think of all the times I’ve saved you. Well, there was that one time, anyway. I must say you weren’t very grateful, complaining on and on about the tiny rip in your ratty old coat. But the point is, you need me!

Yours,

Ike

10

Text Clues	Conclusions
Ike is unhappy in “prison.” He says Mrs. LaRue should have discussed the chicken pie with him. He doesn’t think he can last two months at the academy.	Ike thinks his behavior is fine and that Mrs. LaRue is unfair.
Ike complains that the trainers and training are silly. He says Mrs. LaRue doesn’t appreciate that he saved her from an accident.	Ike has a very high opinion of himself.

# Develop Comprehension

## 11 TEXT FEATURE

What do you notice about the printing of the text in Ike's letter of October 5? Why is this important to the story? (Suggested answer: The printing changes from the first to the second paragraph. The first paragraph is like the other letters in the story so far. The new style of printing shows that Ike's typewriter has been taken away. This adds to the humor in the story.)

## 12 STRATEGY

### GENERATE QUESTIONS

**Teacher Think Aloud** In all the color illustrations, I see that the Brotweiler Canine Academy looks nothing like the place Ike describes in his letters to Mrs. LaRue. Since the author is also the illustrator, I can ask myself questions about the way the illustrations add to the story. How do they make the story more enjoyable? They make Ike's letters even funnier. What other questions can you ask about the illustrations?

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

**Student Think Aloud** How do the illustrations help me draw conclusions about Ike? I notice the academy looks really nice. Is the author making a point by making the academy seem fancier than a real obedience school would be? Yes, I think the illustrations show that Ike is not only complaining for no reason, but that he is really spoiled.



Dear Mrs. LaRue,

October 5

The GUARDS here are all caught up in this "good dog, bad dog" thing. I hear it constantly: "Good dog, Ike. Don't be a bad dog, Ike." Is it really so good to sit still like a lummoX all day? Nevertheless, I refuse to be broken!

Miss Klondike has taken my typewriter. She claims it disturbs the other dogs. Does anybody care that the other dogs disturb ME?

Yours,  
Ike

11

12 423

# Develop Comprehension

## 13 DRAW CONCLUSIONS



What conclusions can you draw about Ike's illness? (Ike describes symptoms that are rather vague. Despite his claim of having a stomachache, he manages to eat the yummy gravy. The doctor can't find anything wrong with Ike. Ike is not really sick. He is pretending so he can go home.) Add this information to your Conclusions Chart.

Text Clues	Conclusions
Ike is unhappy in "prison." He says Mrs. LaRue should have discussed the chicken pie with him. He doesn't think he can last two months at the academy.	Ike thinks his behavior is fine and that Mrs. LaRue is unfair.
Ike complains that the trainers and training are silly. He says Mrs. LaRue doesn't appreciate that he saved her from an accident.	Ike has a very high opinion of himself.
Ike's symptoms don't seem real. He is able to eat the food he likes. The doctor says nothing is wrong with him.	Ike is pretending to be sick so he can go home.



October 6

Dear Mrs. LaRue,

Were the neighbors really complaining about my howling? It is hard to imagine. First, I didn't howl that much. You were away those nights, so you wouldn't know, but trust me, it was quite moderate. Second, let's recall that these are the same neighbors who are constantly waking ME up in the middle of the afternoon with their loud vacuuming. I say we all have to learn to get along.

My life here continues to be a nightmare. You wouldn't believe what goes on in the cafeteria.

Sincerely,  
Ike

P.S. I don't want to alarm you, but the thought of escape has crossed my mind!

# Develop Comprehension

## 14 SUMMARIZE

How would you summarize Ike's stay at Brotweiler Canine Academy so far? (Ike has been sent to the academy by his own Mrs. LaRue, because he was misbehaving. His first reaction to the academy is to call it a prison and to insist that he doesn't belong there with the "bad dogs." He writes home to Mrs. LaRue every day, arguing with her about her reasons for sending him to obedience school and telling her about the horrible conditions he must live with. Though he complains about the staff and the training, his life at the academy seems more than pleasant. The worst thing that has happened is that his typewriter was taken away. Pretending to be ill is his most recent trick to get sent home.)



Have students respond to the selection by confirming or revising their predictions.



Dear Mrs. LaRue,

I hate to tell you this, but I am terribly ill. It started in my paw, causing me to limp all day. Later I felt queasy, so that I could barely eat dinner (except for the yummy gravy). Then I began to moan and howl. Finally, I had to be taken to the vet. Dr. Wilfrey claims that he can't find anything wrong with me, but I am certain I have an awful disease. I must come home at once.

Honestly yours,

Ike



### Draw Conclusions

What conclusion can you draw about Ike's illness?

13

14

425

## Extra Support

### Draw Conclusions

Help students identify clues to use in drawing conclusions. Ask, *Look at the newspaper report on page 415. According to Mrs. LaRue, how does Ike misbehave? (He steals food from the table. He chases the neighbor's cats. He howls when she is not home. He pulled her down while she was crossing the street.)*

Then help students identify Ike's response to each of the charges. Point out page numbers as necessary: chicken pie, page 419; cats, page 420; crossing the street, page 422; howling, page 424.

Ask, *Is Ike being mistreated at the academy? (No, the illustrations show that the mistreatment is in his imagination.) What conclusion can you draw about Ike? (He is as spoiled as Mrs. LaRue says he is.)*

### Quick Check

Can students draw conclusions about the kind of dog Ike is? If not, see the **Extra Support** on this page.

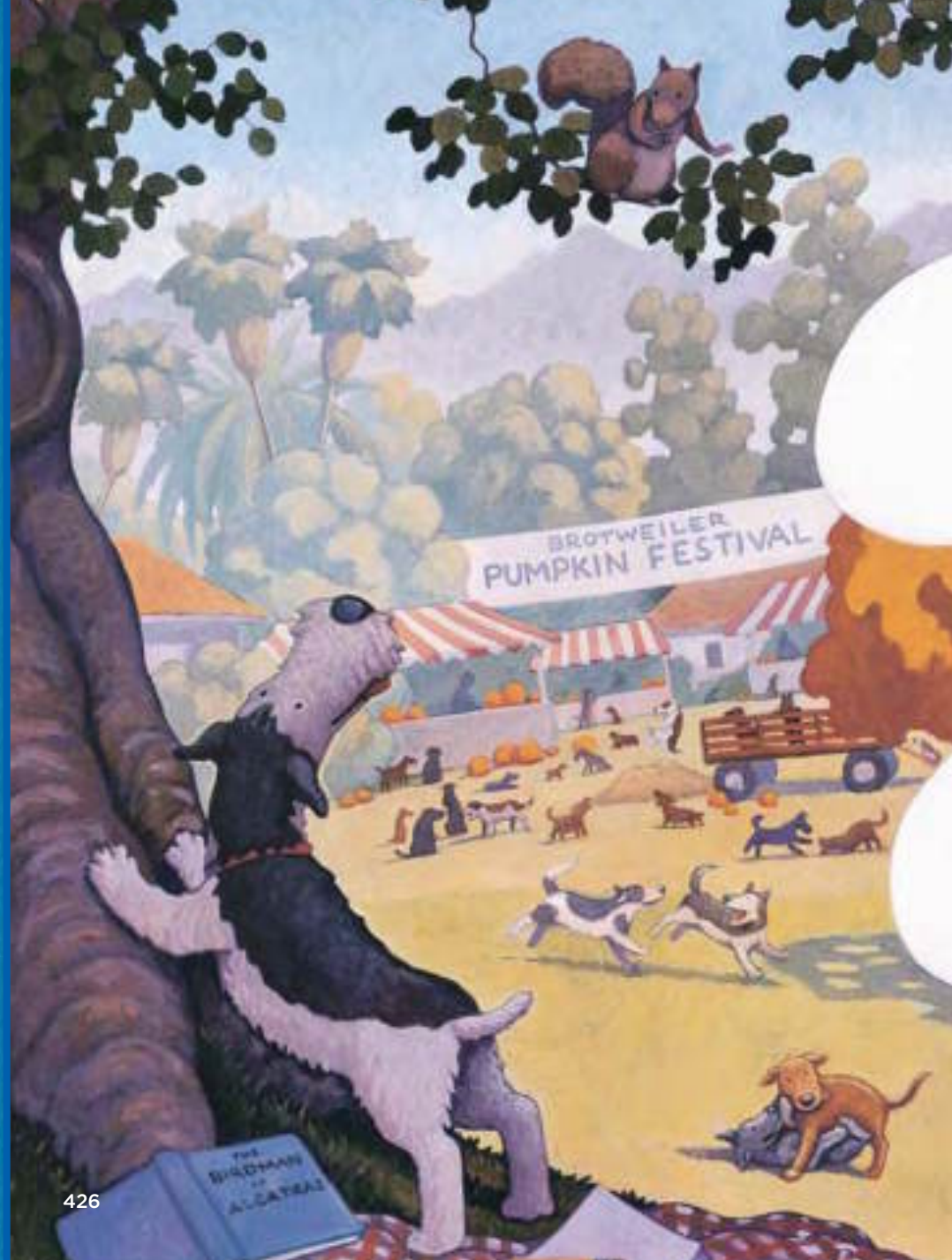
Stop here if you wish to read this selection over two days.



# Develop Comprehension

## 15 COMPARE AND CONTRAST

Look at the illustrations on pages 426 and 427. What are the similarities and differences between the two? (In the color illustration, Ike is seen happily chasing a squirrel outdoors during the Pumpkin Festival. In the black-and-white illustration, we see him in prison, gazing sadly out at a free bird. This is the image he wants Mrs. LaRue to have. In both drawings, he is seen reacting to an animal in nature.)



## Develop Comprehension

### 16 MAKE INFERENCES

Why do you think Ike mentions the times he retrieved the tennis ball for Mrs. LaRue? (Suggested answer: He has already argued about all the reasons Mrs. LaRue gave for sending him to the academy. Though he continues to complain that he is being treated unfairly, he realizes he must try a different approach. He believes that recalling fond memories in the park will cause Mrs. LaRue to miss him.)



15

October 8

Dear Mrs. LaRue,

Thank you for the lovely get well card. Still, I'm a little surprised that you didn't come get me. I know what Dr. Wilfrey says, but is it really wise to take **risks** with one's health? I could have a relapse, you know.

With fall here, I think about all the fine times we used to have in the park. Remember how sometimes you would bring along a tennis ball? You would throw it and I would retrieve it EVERY TIME, except for once when it landed in something nasty and I brought you back a stick instead. Ah, how I miss those days.

Yours truly,

Ike

P.S. Imagine how awful it is for me to be stuck inside my tiny cell!

P.P.S. I still feel pretty sick.

16

427

### Vocabulary

Find the sentence that contains the word **risks**. Use *risks* in another sentence that shows its meaning.

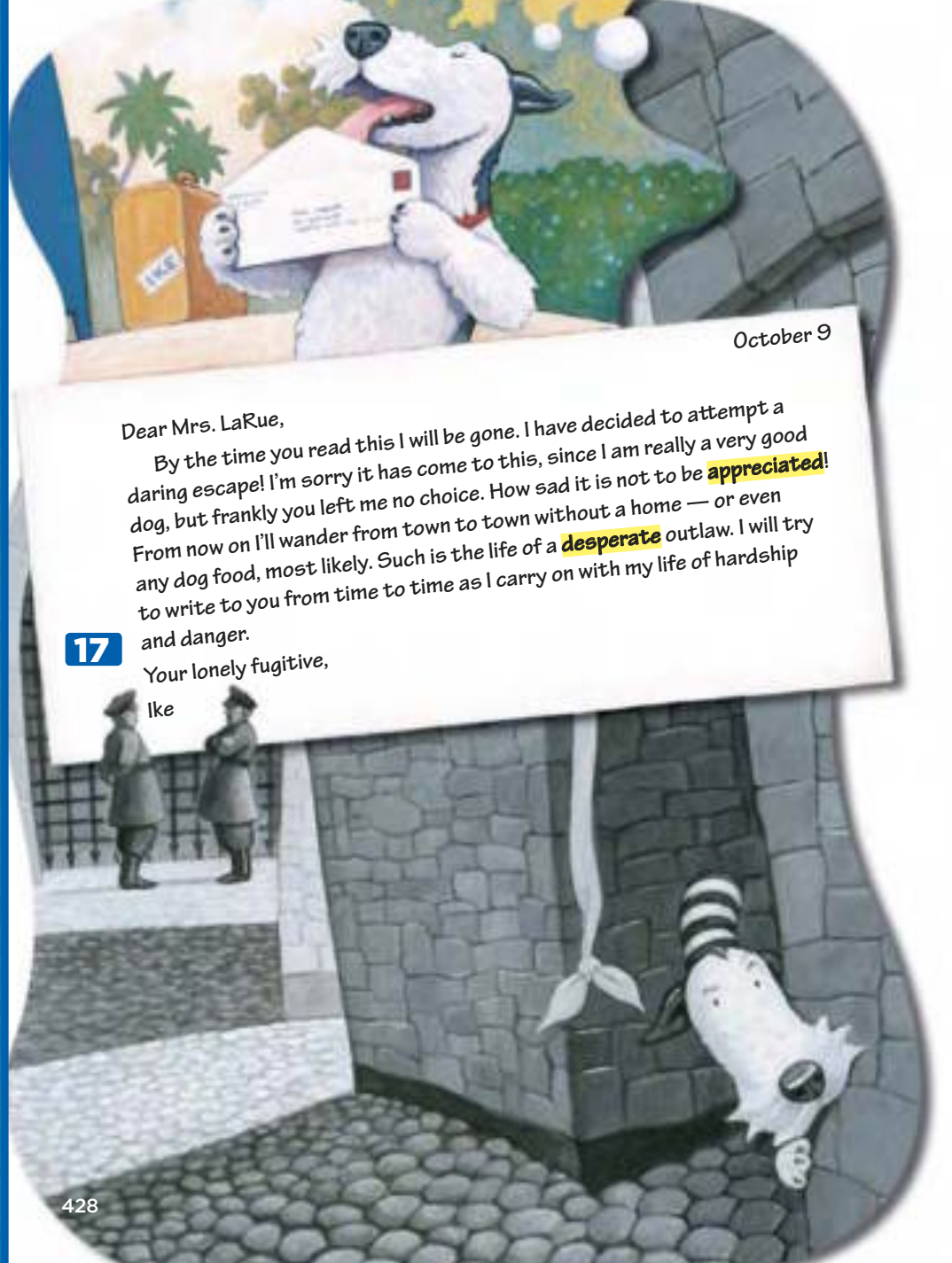
(Possible answer: She thought that there were too many risks involved with whitewater rafting.)

# Develop Comprehension

## 17 PLOT

How does Ike “escape” from the academy? (Since he was never really a prisoner, he probably just leaves. The illustrations show him with a suitcase and riding in a taxi, so he probably didn’t have to sneak out or worry about being caught.) Discuss the impact of the setting on Ike’s actions.

If the plot is Ike’s attempts to escape from the academy, what is the **subplot**, or the secondary plot? (The subplot is what Ike *imagines* he is suffering at the academy.)



October 9

Dear Mrs. LaRue,

By the time you read this I will be gone. I have decided to attempt a daring escape! I'm sorry it has come to this, since I am really a very good dog, but frankly you left me no choice. How sad it is not to be **appreciated!** From now on I'll wander from town to town without a home — or even any dog food, most likely. Such is the life of a **desperate** outlaw. I will try to write to you from time to time as I carry on with my life of hardship and danger.

17

Your lonely fugitive,

Ike

428

## Ways to Confirm Meaning

### Syntactic/Structural Cues

**Explain** Tell students that good readers sometimes use context clues and grammar to help them understand an unfamiliar word.

**Model** Discuss the word *hardship* on page 428.

**Think Aloud** I'm not sure what the word *hardship* means. I see  
 : two small words, *hard* and *ship*. In this context, *hard* means  
 : "difficult," because Ike talks about having no home and being  
 : hungry. All the other words I've seen that have the suffix *-ship*  
 : are nouns such as *friendship*. So *hardship* must be a noun that  
 : means "difficulty."

**Apply** Have students use grammatical clues to help with other difficult words. For example, when does a suffix show that a word is a noun?

October 10

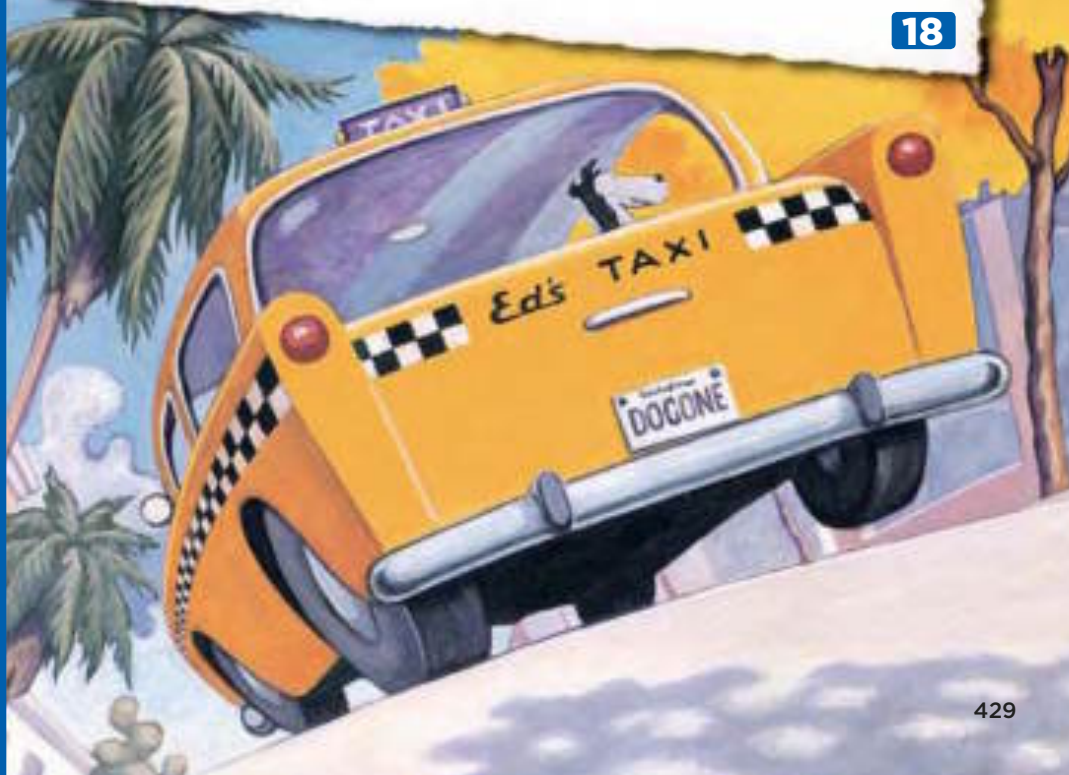
# LARUE ESCAPES DOGGY DETENTION

Former Snort City resident Ike LaRue escaped last night from the dormitory at the Igor Brotweiler Canine Academy. The dog is described as "toothy" by local police. His current whereabouts are unknown.

"To be honest, I thought he was **bluffing** when he told me he was planning to escape," said a

visibly upset Gertrude R. LaRue, the dog's owner. "Ike tends to be a bit melodramatic, you know. Now I can only pray that he'll come back." Asked if she would return Ike to Brotweiler Academy, Mrs. LaRue said that she would have to wait and see. "He's a good dog basically, but he can be difficult. . . ."

18



429

## Develop Comprehension

### 18 DRAW CONCLUSIONS



Access for All

Is the newspaper story about Ike's escape true-to-life or a fantasy? How do you know? (*Snort City sounds like the name that a dog might give a town, because dogs make snorting sounds. Real police wouldn't describe a dog as "toothy," but a dog like Ike might describe himself that way. Mrs. LaRue is reported to have behaved and said things as Ike would like her to, not necessarily as she really would. It is Ike's fantasy.*) Add this information to your Conclusions Chart.

Text Clues	Conclusions
Ike is unhappy in "prison." He says Mrs. LaRue should have discussed the chicken pie with him. He doesn't think he can last two months at the academy.	Ike thinks his behavior is fine and that Mrs. LaRue is unfair.
Ike complains that the trainers and training are silly. He says Mrs. LaRue doesn't appreciate that he saved her from an accident.	Ike has a very high opinion of himself.
Ike's symptoms don't seem real. He is able to eat the food he likes. The doctor says nothing is wrong with him.	Ike is pretending to be sick so he can go home.
"Snort City" and "toothy" sound like things a dog would say. Mrs. LaRue acts the way Ike wants her to.	The newspaper story is Ike's fantasy.

ELL

Access for All

### STRATEGIES FOR EXTRA SUPPORT

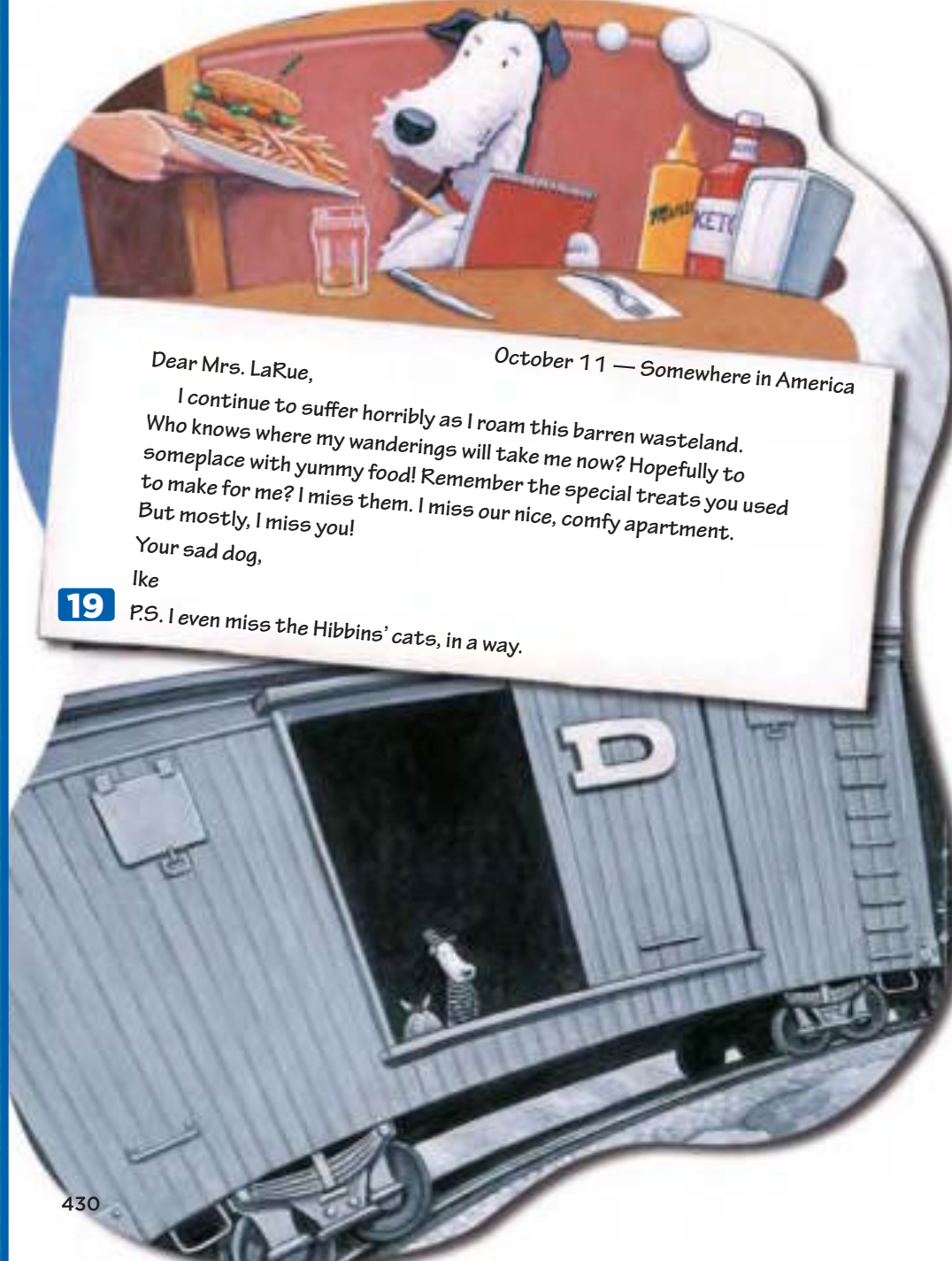
#### Question 18 DRAW CONCLUSIONS

**Practice Vocabulary** Remind students of the meanings of the terms *true-to-life* and *fantasy*. Give familiar examples as necessary. Then direct students' attention once again to the name of the newspaper on page 429. Read the article aloud with them and discuss the information it provides about Ike and Mrs. LaRue. Have students say why they think the information seems true-to-life or like something from a fantasy. Help students express their ideas.

# Develop Comprehension

## 19 MAINTAIN AUTHOR'S PURPOSE

What are some of the clues on page 430 that show the author wants to entertain us with this story? (Ike says he continues to suffer as he travels around, but it has only been one day since he “escaped” from the academy. Ike uses melodramatic language to describe his “wanderings.” For example, he says that he is roaming “this barren wasteland.” The illustration shows that he is quite comfortable and that he is even being waited on. These details add to the humor in the story.)



# Develop Comprehension

## 20 STRATEGY GENERATE QUESTIONS

What questions can you ask to help you decide why Ike decides to return home?

**Student Think Aloud** Ike says he has suffered, but what is the real reason he wants to go home? He has only been out on his own for a couple of days. Why is he willing to risk being sent to “prison” again? Is he just lonely? Yes, he says he misses the apartment and especially Mrs. LaRue. Will he ever admit that Mrs. LaRue was right to send him to the academy? Probably not. He decides to go home only because it is easier than being on his own.

Make sure students select questions to focus or clarify thinking while reading.

Dear Mrs. LaRue,

The world is a hard and cruel place for a “stray” dog. You would scarcely believe the misery I’ve **endured**. So I have decided to return home. You may try to lock me up again, but that is a risk I must take. And frankly, even more than myself, I worry about you. You may not know it, Mrs. LaRue, but you need a dog!

Your **misunderstood** friend,

Ike

October 12 — Still Somewhere

20

431



## Cross-Curricular Connection

### ART AND LETTERS

Tell students that *Dear Mrs. LaRue* is a picture book, or a book in which the pictures are as important in telling the story as the words. As students read the story, have them point out examples of illustrations that move the story forward and add to the information in Ike’s letters.

You might have student pairs choose a moment in the story. One student should adopt Ike’s point of view and write another letter to Mrs. LaRue. The other student should take the role of Mrs. LaRue and answer the letter. Both students can create illustrations for the letters.

## Vocabulary

Find the sentence that contains the word **endured**. What are some words or phrases that mean the opposite of *endured*? (Possible answers: *avoided*, *missed*, *refused to put up with*)

# Develop Comprehension

## 21 USE ILLUSTRATIONS

Look at the illustration on pages 432 and 433. Of what event earlier in the story does it remind you? How is this event similar to the earlier one? How is it different? (It reminds the reader of the time Ike pulled Mrs. LaRue across the street and tore her coat. It was one of her reasons for sending Ike to obedience school. Both illustrations show Mrs. LaRue being “saved” from oncoming traffic. The first time, Ike was pulling her across the street. This time, he pushes her across.)



432

21

October 13

## HERO DOG SAVES OWNER!

Ike LaRue, until recently a student at the Igor Brotweiler Canine Academy, returned to Snort City yesterday in dramatic fashion. In fact he arrived just in time to rescue his owner, Gertrude R. LaRue of Second Avenue, from an oncoming truck. Mrs. LaRue had made the trip downtown to purchase a new camel's hair coat. Apparently she

**neglected** to look both ways before stepping out into traffic.

The daring rescue was witnessed by several onlookers, including patrolman Newton Smitzer. "He rolled right across two lanes of traffic to get at her," said Smitzer. "It was really something. I haven't seen rolling like that since I left the police academy."

22



23

433

## Develop Comprehension

### 22 MAKE INFERENCES

Based on what you know about the previous newspaper articles in the *Snort City Register/Gazette*, do you think this is an accurate report of what happened when Ike returned home? (Answers may vary; possible answer: Because the newspaper report could be Ike's fantasy, it is not clear whether he really saved Mrs. LaRue or if he was just being troublesome again.)

### 23 CONFLICT AND RESOLUTION

All along, Ike has been in conflict with Mrs. LaRue over her decision to send him to obedience school. Do you think Ike's dramatic return will resolve the conflict? Use details from the story to support your answer. (Answers will vary; possible answer: Ike will probably expect the conflict to be over, because he believes he has proved he is a good dog by "saving" Mrs. LaRue again. Mrs. LaRue may feel the same way about this "rescue" as she did about the earlier one. She may still be dissatisfied with Ike's behavior.)



### Media Literacy

#### Animals In the News

**Explain** The articles in the *Snort City Register/Gazette* are meant to appear as if they are real news stories, but how realistic are they?

**Discuss** Ask students whether an actual newspaper would report on a dog's being sent to obedience school. (No.) What about a dog's saving its owner? Have students recall news stories of this type they may have read or seen on television. Ask them why they think a story's appearance in the media may focus people's attention on an issue and influence their opinions.

**Apply** Have partners read current newspapers or search newspaper Web sites to find articles involving animals and people's pets. Ask them to compile lists of headlines from various cities and to write brief summaries of several articles to share with the class.

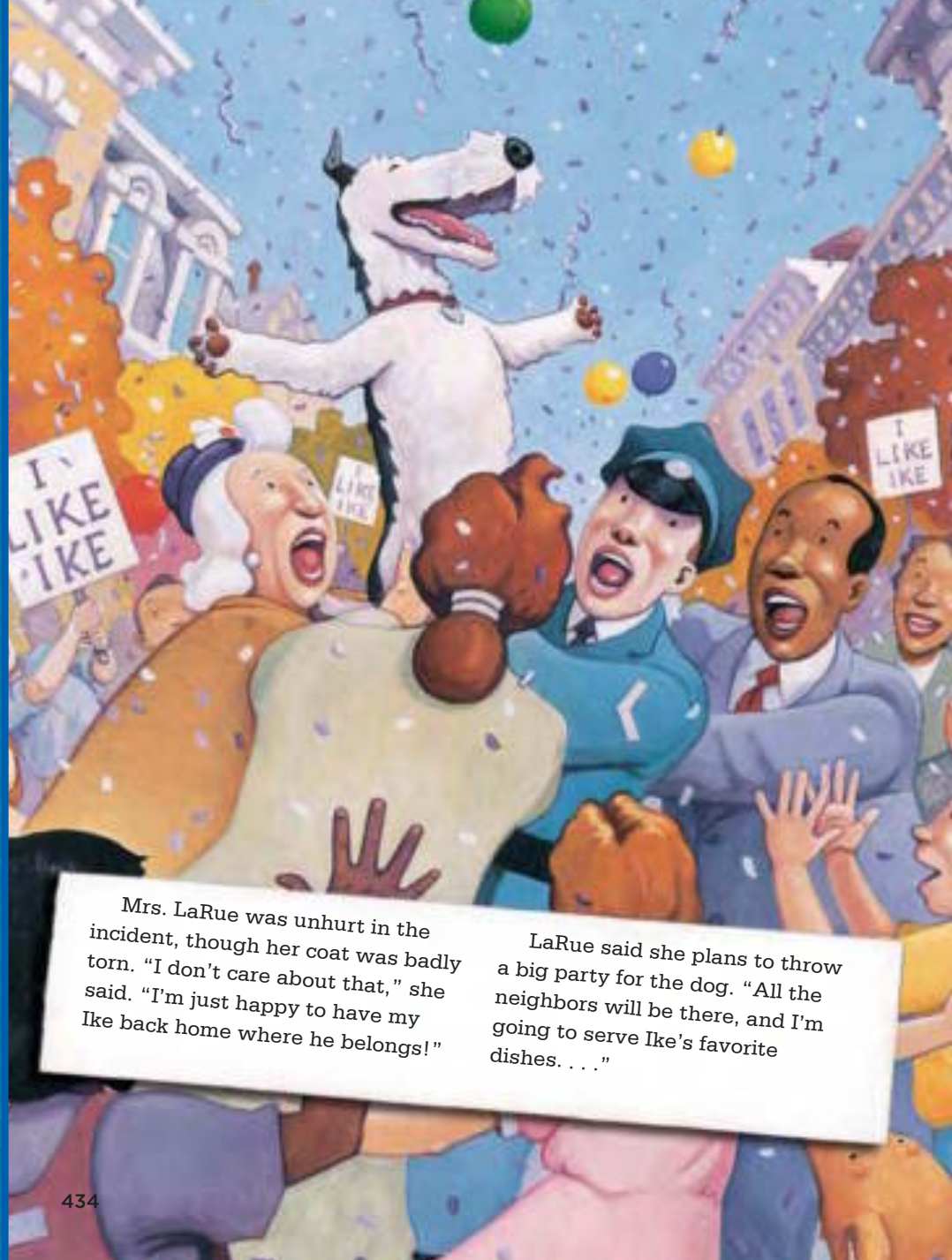
# Develop Comprehension

## 24 DRAW CONCLUSIONS



Has Ike's experience at obedience school and afterward changed him? Explain your answer. (He still believes that he is a hero. He is responsible for tearing Mrs. LaRue's coat again. He still gets to eat chicken pie. He may have succeeded in getting Mrs. LaRue to think differently about him, but no, he hasn't really changed.) Add this information to your Conclusions Chart.

Text Clues	Conclusions
Ike is unhappy in "prison." He says Mrs. LaRue should have discussed the chicken pie with him. He doesn't think he can last two months at the academy.	Ike thinks his behavior is fine and that Mrs. LaRue is unfair.
Ike complains that the trainers and training are silly. He says Mrs. LaRue doesn't appreciate that he saved her from an accident.	Ike has a very high opinion of himself.
Ike's symptoms don't seem real. He is able to eat the food he likes. The doctor says nothing is wrong with him.	Ike is pretending to be sick so he can go home.
"Snort City" and "toothy" sound like things a dog would say. Mrs. LaRue acts the way Ike wants her to.	The newspaper story is Ike's fantasy.
Ike believes he is a hero. He tears Mrs. LaRue's coat again. He gets to eat chicken pie again.	Ike hasn't really changed.



Mrs. LaRue was unhurt in the incident, though her coat was badly torn. "I don't care about that," she said. "I'm just happy to have my Ike back home where he belongs!"

LaRue said she plans to throw a big party for the dog. "All the neighbors will be there, and I'm going to serve Ike's favorite dishes. . . ."

# Develop Comprehension

## RETURN TO PREDICTIONS AND PURPOSES

Review students' predictions and purposes. Were they correct? Did they find out how close to reality Ike's version of events is? (Ike has a vivid imagination and tells Mrs. LaRue things just so she will feel sorry for him.)

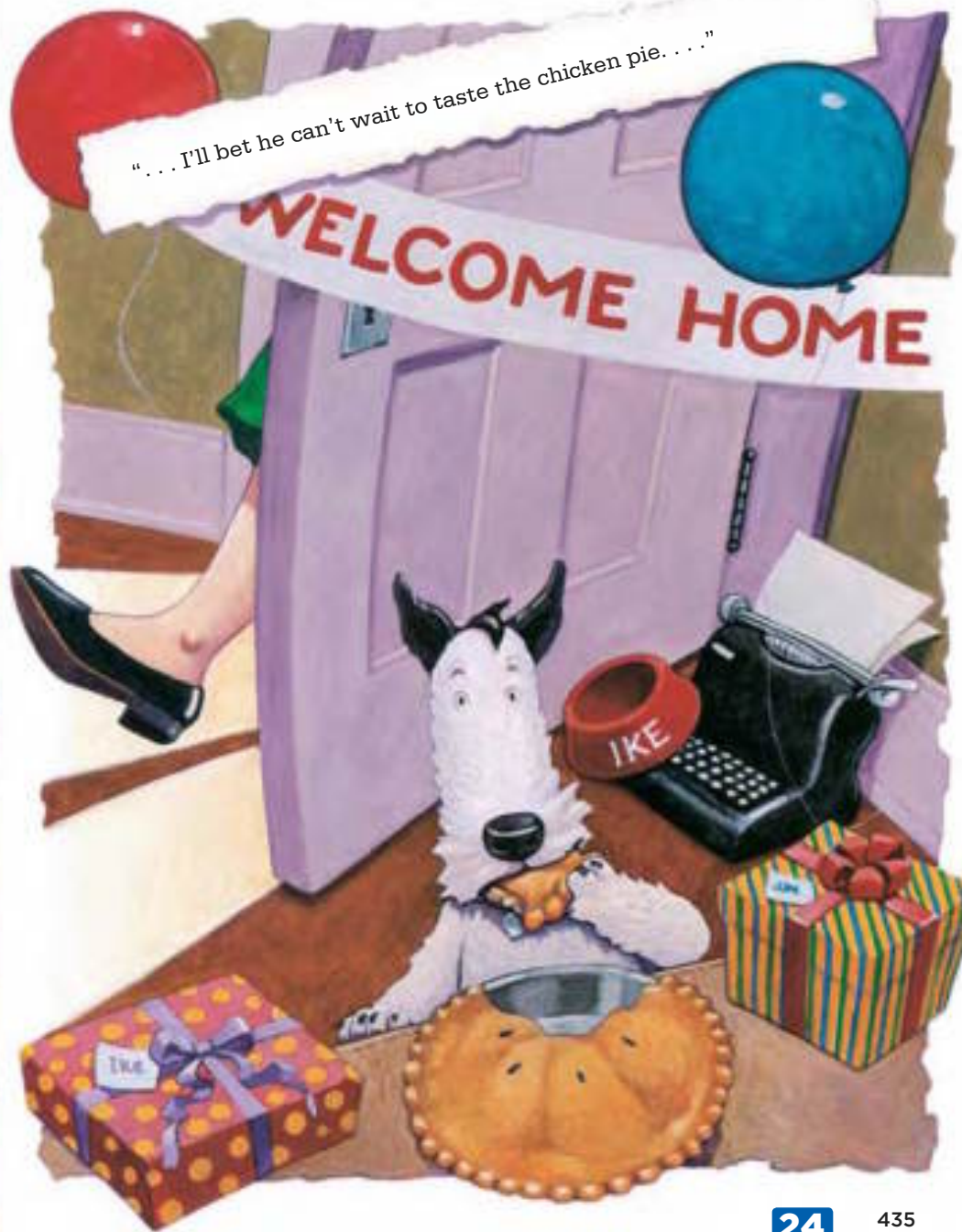
## REVIEW READING STRATEGIES

- In what ways did generating questions help you draw conclusions about the characters and the plot?
- How did the strategies you used to monitor your comprehension help you to understand the story?
- What strategies did you use when you came to difficult words?



## PERSONAL RESPONSE

Have students write a letter pretending to be Ike or Mrs. LaRue about a particular event in the story. Have them use specific details from the text.



24 435

### Quick Check

Can students draw conclusions about the story's plot and characters?

During **Small Group Instruction**

**If No** → **Approaching Level** Levelled Reader Lesson, p. 443P

**If Yes** → **On Level** Options, pp. 443Q–443R

**Beyond Level** Options, pp. 443S–443T

## Author and Illustrator

### WRITE HOME ABOUT MARK TEAGUE

Have students read the biography of the author and illustrator.

### DISCUSS

- What types of things do you think Mark Teague has seen real dogs do?
- The title of the book is taken from the letter format. What might be another appropriate title? Support your answer with details from the text.
- How do the illustrations drawn by Mark Teague make the story even funnier?

### WRITE ABOUT IT

Discuss dramatic things that people may do to get attention. Have students write a personal narrative telling of the most dramatic thing they have ever done to get attention.

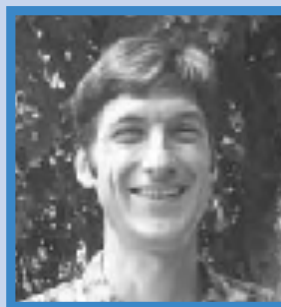
### Author's Purpose

Students should conclude that the author's purpose was to entertain. They may cite such clues as the humorous dialogue and situations, the cartoon-like art, the entertaining plot, and the colorful, fantastic main character. Remind students that authors who write about silly or unrealistic situations usually are writing to entertain.

### Technology

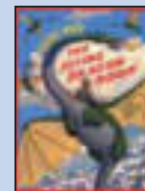
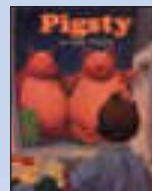
Students can find more information about Mark Teague at [www.macmillanmh.com](http://www.macmillanmh.com)

## Write Home About Mark Teague



**Mark Teague** says that this story is one of his favorites. He had lots of fun pretending he was Ike and writing from a dog's point of view. Mark based Ike on two dogs he and his brother had. One dog loved to eat, the other dog liked to play tricks. Now Mark has cats. He put them in this story, too. Mark gets ideas for many of his books from things he did as a boy. Then he adds a twist or two to make his stories really funny.

Other books by Mark Teague



**LOG ON** Find out more about Mark Teague at [www.macmillanmh.com](http://www.macmillanmh.com)

### Author's Purpose

What clues can you use to determine Mark Teague's purpose for writing *Dear Mrs. LaRue*? Did the author want to explain, entertain, or persuade?



436

### Author's Craft

#### Text Features

Text features are graphics that accompany stories. Sometimes they make stories more realistic.

- Have students look at the letter from Ike to Mrs. LaRue on page 416.
- Discuss how the letter format makes the letter seem more realistic than if it had been written as regular text.
- Have students look for and discuss the effects of the letter and how it creates humor.



## Comprehension Check



### Summarize

Summarize *Dear Mrs. LaRue*. Include the most important events. Be sure to tell who is writing the letters and why.

### Think and Compare

1. Do you think Mrs. LaRue **misunderstood** Ike? Why or why not? Review your Conclusions Chart to organize clues and answer the question. **Generate Questions: Draw Conclusions**

Text Clues	Conclusion

2. Look again at pages 420–421 of *Dear Mrs. LaRue*. Why do you think the cats were on the fire escape in January? Use story details in your answer. **Analyze**

3. If you were Mrs. LaRue, would you believe what Ike said in his letters? Why or why not? **Apply**

4. Sometimes people exaggerate a lot, the way Ike does. Why do you think people do this? **Analyze**

5. Read “Puppy Trouble” on pages 412–413. Compare it with *Dear Mrs. LaRue*. Which story is a fantasy, and which is realistic? How can you tell? Use details from both selections in your answer. **Reading/Writing Across Texts**



## Comprehension Check

### SUMMARIZE



Have partners summarize *Dear Mrs. LaRue* in their own words. Remind students to use their Conclusion Charts to help them organize their summaries.

### THINK AND COMPARE

Sample answers are given.



1. **Draw Conclusions:** Answers may vary. Suggested answer: Since Ike admitted stealing food, howling, and tearing her coat, students will probably conclude that Mrs. LaRue did not misunderstand him.

2. **Analyze:** Ike pretends that he doesn't know why the cats were on the fire escape, but the picture on pages 420–421 shows Ike standing at the bottom of the fire escape so the cats wouldn't come down.

3. **Text to Self:** The drawings show that most of what Ike says about obedience school and about the cats is not really true. Students will probably conclude that Ike is not very truthful. Instead he is painting a melodramatic picture of how he is suffering.

4. **Text to World:** People may exaggerate because they don't want to get into trouble, or because they want someone to feel sorry for them.

USE ON MY OWN



### FOCUS QUESTION

5. **Text to Text:** Answers may vary. Students may say “Puppy Trouble” is realistic because the dog chews paper and does other things a real dog would do. *Dear Mrs. LaRue* is a fantasy because real dogs cannot write letters.



## Strategies for Answering Questions

### On My Own

Model the On My Own strategy with question 4.

The answer is not in the selection. You have to use what you already know to answer the question.

**Question 4 Think Aloud:** To answer this question, I need to

- think about anyone I know that might behave the same way as
- Ike did. Usually when people exaggerate their problems or act
- as if they're mistreated, it's because they want others to notice
- them. So I think Ike wanted attention. He probably also wanted
- Mrs. LaRue to feel sorry for sending him away.

**Objectives**

- Read accurately with good prosody
- Rate: 102–122 WCPM
- Read grade-level text, adjusting reading rate to difficulty and type of text

**Materials**

- Fluency Transparency 16
- Fluency Solutions
- Leveled Practice Books, p. 115

ELL

Access for All

**Read with Expression**

Read the passage and discuss what Ike says and how he feels. Explain such words as *fit in*, *a horror*, and *chew*. Echo-read the passage with students and have them mimic the expressiveness of your voice.



On Level Practice Book O, page 115

As I read, I will pay attention to punctuation.

Presidents have kept a wide range of pets. These animals have included cows, mice, goats, and birds. But dogs have been the most popular presidential pets. Dogs are loyal and loving. They make their owners feel **appreciated**. Like other dog owners, many Presidents have enjoyed the special friendship that dogs can give. Many people believe that dogs help Presidents gain support from Americans. Pictures of Presidents playing with their dogs can make the Presidents seem likable and help them win votes. More than 200 dogs of various breeds have lived at the White House. Some of these White House dogs served as guard dogs. Others played with the Presidents' children. And others clearly belonged to the Presidents and were their personal four-legged friends. A few presidential pooches were even as well known as their masters. Let's take a look at some of the famous "First Dogs" of America. 147

**Comprehension Check**

1. Why might people prefer a president who has a dog as a pet? Draw **Conclusions** **People think a president who has a dog as a pet is probably a likable person.**
2. Why did the author write this passage about presidential dogs? Author's **Purpose** **The author wants you to know that presidential dogs help presidents in a number of ways.**

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

★ **Approaching Practice Book A**, page 115

◆ **Beyond Practice Book B**, page 115

# Fluency

## Repeated Reading: Punctuation

**EXPLAIN/MODEL** Tell students that paying close attention to punctuation will help them with proper intonation and expression. As they listen to you read **Transparency 16**, explain that words in capital letters should be read with emphasis. Then read one sentence at a time, having students echo-read each.

**Teacher Think Aloud** As I read, I will pay attention to punctuation. I saw the exclamation mark, so I read it with strong feeling. I emphasized PRISON and BAD DOGS by using a louder voice.

**Transparency 16**

Dear Mrs. LaRue,

How could you do this to me? This is a PRISON, not a school! You should see the other dogs. They are BAD DOGS, Mrs. LaRue! I do not fit in. Even the journey here was a horror. I am very unhappy and may need something to chew on when I get home. Please come right away!

Sincerely,  
Ike

Fluency Transparency 16 from *Dear Mrs. LaRue*, page 416



Access for All

**PRACTICE/APPLY** Divide students into two groups. The first group reads the passage a sentence at a time. The second group echo-reads. Then groups switch roles. Provide constructive feedback as needed. Students can practice fluency using **Practice Book** page 115 or the Fluency Solutions Audio CD.

**Quick Check**

**Can students read accurately with good prosody?**

During **Small Group Instruction**

If No → **Approaching Level** Fluency, p. 443N

If Yes → **On Level** Options, pp. 443Q–443R

**Beyond Level** Options, pp. 443S–443T

# Comprehension

## MAINTAIN SKILL AUTHOR'S PURPOSE

### EXPLAIN/MODEL

- Authors write to entertain, inform, or persuade. Deciding which of these **purposes** an author has in writing a story can help the reader make judgments.
- Readers then can use their own judgment and experience to help evaluate an **author's purpose**.

Lead a short class discussion about the author's purpose in "Puppy Trouble."



### PRACTICE/APPLY

Have partners continue the discussion of the author's purpose in *Dear Mrs. LaRue*. Ask students to use the following questions for their discussion. Have them jot down important details.

- Why do you think Mark Teague wrote this story as a fantasy?
- What purpose do the newspaper articles serve in the story? How do they help the author's purpose?
- What do you think the author wants the reader to learn about Ike and Mrs. LaRue's relationship? What examples from the story support your answer?

Encourage students to make connections, take a position, and share understanding.

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



## Objective

- Analyze 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

# Informational Text: Science

## GENRE: NEWS STORY

Have students read the bookmark on **Student Book** page 438. Explain that a news story

- is factual, accurate, and up-to-date;
- answers the questions who, what, when, where, and why;
- tells about local, national, and world events;
- may tell an interesting true story, called a *human interest story*.



## Text Feature: Line Graph

**EXPLAIN** Point out the line graph on page 439. Have students read the title.

- **Labels** up the left-hand side and across the bottom explain what the points on the line mean.
- The **slope** of the line shows how quickly or slowly change happens. A steep slope shows change that happens quickly. A gradual slope shows a slight change over time.

**PRACTICE/APPLY** Have students identify how many words a child knows by the age of 2. They need to look for the label “2” up the left-hand side and then follow the line across until they see the dot. Then they follow the line down to find the number of words. (halfway between 200 and 400, or 300)

## Science

### Genre

**News Stories** give up-to-date information about world events.



### Text Feature

**Line Graphs** show changes over time.

### Content Vocabulary

**intelligent**      **exposure**  
**impressive**      **phrases**  
**demonstrated**



## DOG AMAZES SCIENTISTS!

**Rico the border collie has a knack for learning words.**

*by Kim Christopher*

**GERMANY** – A border collie named Rico is amazing scientists with his knowledge of human language. Rico recognizes at least 200 words and quickly learns and remembers even more.

Rico began his training when he was ten months old. His owner,

Susanne Baus, put toys in different places and had Rico fetch them by name. She rewarded Rico with food or by playing with him. Rico continued to learn more and more new words. Scientists first noticed Rico when he showed off his talent on a popular German game show.

438

## Content Vocabulary

Review the spelling and meaning of the five content vocabulary words.

- **Intelligent** is another word for “smart.” What can you do to become more intelligent?
- Something that is **impressive** causes people to be amazed. What impressive events have you seen or heard about?
- When something is **demonstrated** to you, you are shown how to do it. What are some things we’ve demonstrated in this classroom?
- **Exposure** is the act of making something known or understood. Can you remember your first exposure to music?
- **Phrases** are words put together to express ideas. Do your friends have any phrases that they say all the time?

Border collies are **intelligent** medium-sized dogs that have a lot of energy and are easily trained. They like to stay busy, and they like to please their owners.

Even though nine-year-old Rico knows 200 words, he doesn't know as many words as even the average two-year-old person does. Human nine-year-olds know thousands and thousands of words, and they learn about ten new words a day. Still, Rico's ability to find objects by name is so **impressive** that scientists wanted to study him.



## Number of Words a Child Understands

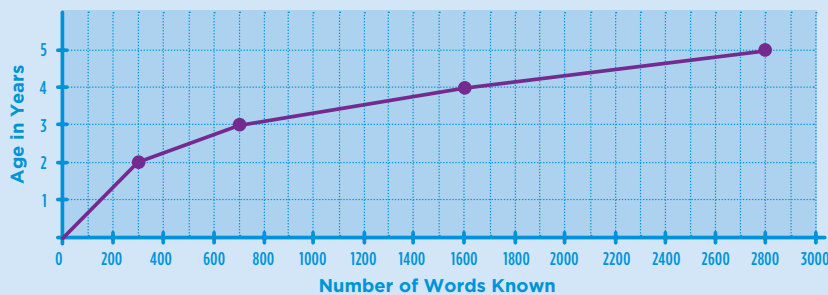


### Reading a Line Graph

1

2

This graph shows how many words a child understands at different ages.



**Humans have the ability to learn words far faster than even the smartest dog.**

439

# Informational Text

## Read "Dog Amazes Scientists!"



As you read, remind students to apply what they have learned about line graphs. Also have them identify clues that help them understand the vocabulary words.

### 1 TEXT FEATURE: LINE GRAPH



How does the graph help you understand the rate at which human children learn how to speak? *(The graph shows that each year a child grows, so does his/her vocabulary. The more words children learn, the easier it is for them to communicate.)*

### 2 TEXT FEATURE: LINE GRAPH

How old is a typical child who understands the same number of words as 9-year-old Rico? *(from 1 to 1-1/2 years old)*

## ELL



**Line Graph** Discuss the title and what the graph shows. Point to the vertical axis and read the label *Age in Years 1–5*. Ask, *Do they show 10 years old here?* (No.) Point to the horizontal axis and explain the numbers. With your fingers, trace the intersection of 4 years and 1600 words. Say, *At four years old, a child knows 1600 words.* Next, ask questions such as, *How many words does a 2-year-old child understand?* Help students answer in complete sentences.

# Informational Text

## 3 CONTENT VOCABULARY

Review the word *demonstrated* on page 440. What word in the next sentence helps you understand what *demonstrated* means? (The word *showed* has a similar meaning to *demonstrated*.)

## 4 DRAW CONCLUSIONS

How do you think dog owners around the world might react to a finding that says that dogs can understand phrases? (Answers will vary. Students may say that dog owners will train their dogs differently, beginning when they are young puppies. They might try to first teach them words and then phrases.)

3

Scientists learned a lot about Rico as they watched him fetch familiar toys by name. Then Rico **demonstrated** something amazing. He showed scientists that he could pick out toys he had never seen before by name! Scientists put some familiar toys in a room. They added a new toy. Rico's owner asked him to fetch the new toy. Most of the time in these tests, Rico picked out the right toy.

Scientists think that Rico connects new words to new things. Since Rico already knows the names of old toys, he knows he should pick out a new toy when he hears a new word.

Rico can also remember the name of a new toy after just one **exposure**, or experience, with that toy. This shows scientists that even though animals are unable to talk, they can understand words. Rico's vocabulary seems to be as large as that of animals that have been trained in language. Those animals include apes, sea lions, dolphins, and parrots.

Most dog owners will tell you that their pets are very smart. But just how smart is Rico? Is he an outstanding dog in a breed known to be very intelligent? Or is Rico a "dog genius"?



440

On Level Practice Book O, page 116

A **line graph** is a good way to show how something changes over time. Points on the graph are connected by lines that make it easy to tell whether the occurrences of something increased or decreased as time passed.

Look at the line graph below and answer the questions.



- During which two months were the largest number of search dogs needed? January and February
- How many search dogs were needed in May? 3
- In which month were 5 search dogs needed? April
- Which two months had the same number of searches? January and February
- How many more searches were requested in January than in July? 7

Scientists are now studying Rico to learn more. They want to know if Rico can understand **phrases** such as “put the toy in the box.” Rico’s owner thinks that he can. The answers to questions about Rico’s intelligence are still to come. The outcome of the study will be interesting to both scientists and dog owners all over the world.

4



### Connect and Compare

1. Look at the line graph on page 439. About how many words does a 4-year-old understand? **Reading a Line Graph**
2. If you were a scientist, what other animals would you test for language skills? How would you do that? **Synthesize**
3. Think about this article and *Dear Mrs. LaRue*. What do you think Rico would say if he wrote a letter to his owner? **Reading/Writing Across Texts**



### Science Activity

Research border collies. Report to the class where this breed originated and what it does best.



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

441

# Informational Text

## Connect and Compare

### SUGGESTED ANSWERS



1. A 4-year-old understands about 1,600 words. **READING A LINE GRAPH**
2. Answers will vary. Possible answers may include birds, apes, whales, and dolphins. Students may suggest putting food or toys near the animal and asking it to pick out specific ones. **SYNTHESIZE**
3. **FOCUS QUESTION** Answers will vary, but students should include information from the article in their letters. **READING/WRITING ACROSS TEXTS**



### Science Activity

Have volunteers present their information on border collies to the class. Have other students ask questions and compare presentations.



### Technology

#### Internet Research and Inquiry Activity

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



## Research and Inquiry

### Animals That Understand Language

The news story says that many animals have been trained in language, including apes, sea lions, dolphins, and parrots.

Assign each of these animals to different small groups. Ask the groups to use library and Internet resources to find out how the animal has been trained in language and why.

Each group should prepare an oral report for the class, including such visuals as photos, charts, and graphs. At the end of the presentations, challenge students to ask thoughtful questions and respond to relevant questions with appropriate elaboration. Then ask them to compare and contrast, and make generalizations about, the way different animals are trained.

## Connect Language Arts

### WRITING

- Explanatory Writing
- **Writer's Craft:** Rearrange Ideas

### WORD STUDY

- Words in Context
- Word Parts
- **Phonics:** Words with Inflected Endings
- Vocabulary Building

### SPELLING

- Words with Inflected Endings

### GRAMMAR

- Pronouns and Antecedents

### SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 443M–443V

# Writing

## Rearrange Ideas

### READ THE STUDENT MODEL

Read the bookmark about rearranging ideas. Explain that writers need to rearrange ideas to make an explanation easier to understand. For example, they may rearrange events to put them in the order in which they happened.

Have students turn to pages 412–413. Identify and discuss the order of ideas.

Have the class read Tammy G.'s essay and the callouts. Tell students they will write an explanation of how they solved a problem. They will also learn how to rearrange ideas to make their explanation clear.

### Writer's Craft

#### Rearrange Ideas

An explanation should start with a topic sentence and explain the parts of the solution in sequence order.

**Rearrange ideas** when necessary.



I started with a topic sentence.

I explained how I solved my problem. I arranged my sentences in sequence order.

## Write About Solving a Problem

### Keep That Collar On

by Tammy G.

Our dog, Daisy, always used to slip out of her collar and run away. When she started to do this, we would chase her down and scold her.

My family discussed how to solve the problem. We listed different ideas we had. We crossed out the ideas that wouldn't work, like my brother's idea that we should stop taking Daisy for walks.

Then we chose the best one.

We got a stretchy collar, so it would stay on Daisy better. The problem was solved!



### Features of Explanatory Writing

In explanatory essays the writer identifies a problem and tells how he or she solved that problem.

- Explanatory writing includes a topic sentence that states the main idea or problem to be solved.
- It describes the steps the writer took to solve the problem.
- It shows the solution at the end.

**Your Turn**

Write one or two paragraphs to explain how you solved a problem. Begin by stating the problem. Then list the steps you took to solve it. Be sure to rearrange ideas if necessary. Use the Writer's Checklist to check your writing.

**Writer's Checklist**

- Ideas and Content:** Did I clearly describe the problem and how I solved it?
- Organization:** Did I begin with a topic sentence and then **rearrange ideas**, if necessary, to improve the order?
- Voice:** Can the reader tell that I care about this topic?
- Word Choice:** Did I choose words that are precise?
- Sentence Fluency:** Does my writing sound choppy when I read it aloud? Can I join some sentences to improve the flow of my writing?
- Conventions:** Do pronouns and their antecedents agree? Did I check my spelling?

443

**Writing Student pages 442–443****PREWRITE**

Discuss the writing prompt on page 443. Explain that the purpose of writing about a problem and solution is to explain. Students can work independently or in pairs to brainstorm problems for the essay.

Display **Transparency 61**. Discuss how Tammy used a problem and solution chart to plan her explanation. Have students use a problem and solution chart to plan their own explanations. Present the lessons on **Organization** on page 443B.

**DRAFT**

Display **Transparency 62**. Discuss how Tammy used her problem and solution chart to write a draft of her explanation. Talk about how she could improve the draft.

Before students write, present the mini lesson on **Anecdotes** on page 443B. Discuss how Tammy used an anecdote to help readers understand her problem. Have students use their charts to write their drafts.

**REVISE**

Present the lesson on **Rearranging Ideas** on page 443A. Then display **Transparency 63**. Discuss how Tammy rearranged ideas in her revision. Students should revise their drafts. Have them work in pairs and use the Writer's Checklist on page 443. Ask students to **proofread** their writing. Students should make neat final copies using their best handwriting or a computer. For more **Publishing Options**, see page 443A.

For lessons on **Grammar** and **Spelling**, see page 443B and **5 Day Spelling** and **Grammar** on pages 443G–443J.



Transparency 61: **Problem and Solution Chart**

Transparency 62: **Draft**

Transparency 63: **Revision**

**Transparency 61****Problem and Solution Chart****Problem:**

The dog kept slipping out of her collar.

**Steps to Solve the Problem:**

1. We listed ideas.

2. We crossed out bad ones.

3. We chose the best one.

**Solution:**

We got a stretchy collar.

Writing Transparency 61

© Macmillan/McGraw-Hill

## Rearrange Ideas

### EXPLAIN/MODEL

Tell students that good writers pay careful attention to choosing the best organization for their ideas. Sometimes this means rearranging ideas during revision to make them clearer and easier for readers to understand. Display **Transparency 64**.

**Think Aloud** The model shows the problem first. Then it gives one idea for solving the problem. But this idea doesn't seem like a good solution. The second idea seems better. The solution shows how Mia used the second idea to solve the problem.

Transparency 64

Writing Transparency 64

### Rearranging Ideas

**Problem:** Mia is always late for the school bus.

**Idea 1:** Mom can drive Mia to school.

**Idea 2:** Mia can wake up earlier.

**solution:** Mia got an alarm clock so she can wake up earlier.

\_\_\_\_\_ Dad can write a note so I don't have to do homework.

\_\_\_\_\_ I can put my homework in one place so I know where it is.

\_\_\_\_\_ I got a special notebook to keep all my homework in.

\_\_\_\_\_ I am always losing my homework papers.

\_\_\_\_\_ I can put all my baseball equipment away.

\_\_\_\_\_ My baseball equipment is all over my room.

\_\_\_\_\_ I got a new bag so I have a good place to put my baseball equipment.

\_\_\_\_\_ Dad can clean up my baseball equipment for me.

(Exercise 1: Idea 1, Idea 2, Solution, Problem; Exercise 2: Idea 2, Problem, Solution, Idea 1)

Writing Transparency 64

### PRACTICE/APPLY

Work with students to read each set of sentences. Invite volunteers to identify the problem, the first idea that does not work, the second idea, and then the solution. Ask volunteers to explain their choices. Then have students analyze the sequence of ideas in another piece of writing they have read recently.

Tell students that as they revise their explanations, they should think about ways to rearrange ideas to make them clearer and easier to follow.

### Publishing Options

Students can read aloud their essays to the class. See Speaking and Listening tips below. They can also use their best cursive to write their explanations. (See **Teacher's Resource Book** pages 168–173 for cursive models and practice.) Then invite students to illustrate their essays to highlight the problem and solution.

### Speaking and Listening

#### SPEAKING STRATEGIES

- Practice reading your essay before your presentation.
- Speak clearly and with expression.
- Use gestures, such as holding up a finger or fingers, to show the sequence of steps in your solution.

#### LISTENING STRATEGIES

- Listen carefully to understand the problem and its solution.
- Make eye contact with the speaker. Notice any gestures that show sequence.
- Be prepared to evaluate the solution and ask questions.

### 4- and 6-Point Scoring Rubrics

Use the rubrics on pages 539G–539H to score published writing.

### Writing Process

For a complete lesson, see Unit Writing on pages 539A–539H.

# Writer's Toolbox

## Writing Trait: Organization

**Explain/Model** A solution may have several steps. Good writers explain those steps in sequence order. This means telling readers what happens first, next, and last. Encourage students to use their problem and solution charts to help them write the steps in order.

**Practice/Apply** Have students reread the student model on page 442. Work with them to identify the sequence of steps Tammy's family used. Discuss how this sequence is easy for readers to follow.

## Anecdotes

**Explain/Model** Explain that an anecdote is a very short story that helps readers understand an idea better. Point out the second sentence of Tammy's explanation on page 442. The story of Daisy getting away and the family chasing her is an anecdote.

**Practice/Apply** As students prepare their drafts, tell them to include anecdotes that can help them explain the problem or its solution. Remind them that anecdotes are very short stories and should not take readers away from the main purpose of the essay.

## Pronouns and Antecedents

**Explain/Model** Remind students that a pronoun is a word that takes the place of one or more nouns. These nouns are called antecedents. Point out that good writers make sure their pronouns agree in number and gender with their antecedents.

**Practice/Apply** Work with students to find pronouns and antecedents in Tammy's explanation on page 442. Remind them that antecedents can be in the same sentence or a previous sentence. For a complete lesson, see pages 443I–443J.

**Mechanics** If it is not clear to which noun or nouns a pronoun refers, change sentences to avoid using a pronoun. Have students check that pronouns refer clearly to their antecedents.

## Spelling Words with Inflected Endings

Ask students to find the words *used* and *taking* in the student model on page 442. Explain that to add *-ed* to a word ending in *e*, just add *d*. To add *-ing* to words ending in a vowel, remove the vowel, then add the ending as in *making*. Review other rules with students. Ask them to pay attention when they add *-ed* or *-ing*. For a complete lesson on inflected endings, see pages 443G–443H.

## Technology

Remind students that as they draft, revise, and proofread, they can use cut-and-paste features to move words or sentences.

**Objectives**

- Apply knowledge of word meanings and context clues
- Figure out the meanings of words with the prefix *mis-*

**Materials**

- Vocabulary Transparencies 31 and 32
- Leveled Practice Books, p. 117

**Vocabulary**

- obedience** (p. 415)  
behaving properly and respectfully as asked
- risks** (p. 427) chances of harm or loss; dangers
- appreciated** (p. 428)  
understood the value of something
- desperate** (p. 428)  
reckless because of having no hope
- bluffing** (p. 429) fooling people by pretending
- endured** (p. 431) put up with
- misunderstood** (p. 431)  
understood someone or something incorrectly
- neglected** (p. 433) gave too little care or attention to

**ELL****Access for All****Use Vocabulary**

Reread **Student Book** page 433 and say, *Mrs. La Rue neglected to do something. What did she neglect to do?* Continue this with other words.

## Review Vocabulary

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

Review the meaning of the vocabulary words. Display **Transparency 31**. Model how to use word meanings and context clues to fill in the missing word in the first sentence.

**Think Aloud** In the first sentence, I learn that the puppy's old owners did not take good care of him. I know that *neglected* means "gave too little care to." I think the missing word is *neglected*. When I try *neglected* in the sentence, it makes sense.

**Transparency 31**

appreciated bluffing desperate endured  
misunderstood neglected obedience risks

1. My puppy was **neglected** because his old owners did not take very good care of him.
2. When I first saw him at the animal shelter he looked **desperate** to get a new home.
3. My mom **endured** my pleadings, and finally told the worker that we would take the anxious puppy.
4. The puppy **appreciated** us as his new owners and he eagerly licked my face.
5. We soon realized he would need **obedience** classes because he did not listen very well.
6. I knew that he was just **misunderstood**. He was only a puppy after all.
7. We took some **risks** in adopting an active puppy, but I would be **bluffing** if I said he was not already a special and loved member of our family.

Vocabulary Transparency 31

**PRACTICE/APPLY**

Help students complete item 2. Then have students use context clues to write missing words for items 3–7 on a separate sheet of paper. Students can exchange papers, check answers, and explain the context clues they used to figure out the missing words.



**Diamante Poem** A diamante poem is a seven-line poem in the shape of diamond. Have student pairs create diamante poems, using a vocabulary word as the first line of the poem and its antonym as the seventh line.



**STRATEGY**

**WORD PARTS: PREFIX MIS-**

**EXPLAIN/MODEL**

Remind students that a prefix placed before a base word will modify the meaning of the word. Tell students that knowing the meaning of prefixes can often help them to figure out the meaning of unfamiliar words.

Review the common prefix *mis-*, which means “badly” or “wrongly.” Then read the first sentence on the transparency and model how to figure out that the answer is *misunderstood*. Have students complete items 2–6 on their own, replacing each set of italicized words with a word containing the prefix *mis-*.



**Transparency 32**

**Prefix *mis-***

1. David *didn't understand* Joan; he brought her potato chips when she asked for tomato dip. **misunderstood**
2. Was that dog *treated badly* by its owner? **mistreated**
3. Did Leon *spell* any words on the test *incorrectly*? **misspell**
4. Jackie *incorrectly judged* the time it would take her, so she was late for the party. **misjudged**
5. Did the suspect *lead* the police *in the wrong direction* when he gave them his alibi? **mislead**
6. My little sister often *behaves badly* when we have company. **misbehaves**

Vocabulary Transparency 32

**PRACTICE/APPLY**



Have students identify the prefixes and base words in the following words from *Dear Mrs. LaRue*: *unavailable*, *unhappy*, *unhurt*, and *misconceptions*. Students should check their meanings using a dictionary and write a sentence for each word. Point out that identifying word parts is not always helpful and that such words as *misty* and *miserable* do not contain the prefix *mis-*.

**Quick Check**

**Do students understand word meanings? Can students figure out the meanings of words with *mis-*?**

During **Small Group Instruction**

**If No** → **Approaching Level** Vocabulary, pp. 443N–443O

**If Yes** → **On Level** Options, pp. 443Q–443R

**Beyond Level** Options, pp. 443S–443T

**ELL**

**Access for All**

**Use Words with Prefixes**

Brainstorm other words that have the prefix *mis-*: *misplace*, *mispronounce*, and *misbehave*. Discuss their meanings and use the words in sentences. Then have students create their own sentences.

**On Level Practice Book O**, page 117

When you put the prefix *mis-* in front of a word, it changes the meaning of the word. *Mis-* means “badly” or “incorrectly.”

Add the prefix *mis-* to each word. Then write a sentence with the new word.

- |                          |                            |
|--------------------------|----------------------------|
| New Word                 |                            |
| 1. judge <u>misjudge</u> | 4. read <u>misread</u>     |
| 2. spell <u>misspell</u> | 5. behave <u>misbehave</u> |
| 3. treat <u>mistreat</u> |                            |

Sentence **Possible responses provided.**

1. **It's easy to misjudge someone you don't know well.**
2. **Melinda tries not to misspell any word in her essays.**
3. **Owners who mistreat their pets should not be allowed to keep them.**
4. **I misread the directions and we went north instead of south.**
5. **We didn't expect them to misbehave in the library.**



**Approaching Practice Book A**, page 117



**Beyond Practice Book B**, page 117

## Objectives

- Decode the inflectional endings *-ed* and *-ing*
- Use common suffixes and prefixes to form new words and meanings

## Materials

- Leveled Practice Books, p. 118
- Teacher's Resource Book, p. 20

### ELL

### Access for All

**Create Sentences** Give students additional practice pronouncing the words used in the lesson. Explain the word meanings and create sentences using the inflected and uninflected form of the words so that students can see how the inflections change the meanings of the words.

### On Level Practice Book O, page 118

When you add *-ed* or *-ing* to a word, sometimes you have to add or drop a letter before adding the ending.

- If the word has a short vowel sound and ends in a single consonant, double the last letter before adding the ending.
- If the word ends in *e*, drop the *e* before adding the ending.

Complete the table by writing the correct *-ed* and *-ing* forms of each of these words.

Base Word	Word + <i>ing</i>	Word + <i>ed</i>
1. hop	<u>hopping</u>	<u>hopped</u>
2. hope	<u>hoping</u>	<u>hoped</u>
3. flip	<u>flipping</u>	<u>flipped</u>
4. force	<u>forcing</u>	<u>forced</u>
5. tap	<u>tapping</u>	<u>tapped</u>
6. tape	<u>taping</u>	<u>taped</u>

Write four sentences, each using one of the words above.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- ★ **Approaching Practice Book A**, page 118
- ◆ **Beyond Practice Book B**, page 118

# Phonics

## Decode Words with Inflected Endings

### Access for All

**EXPLAIN/MODEL** Remind students that the inflectional endings *-ed* and *-ing* can be added to verbs to create new verb forms and tenses. In some cases, the final consonant is doubled before adding the inflectional ending, as in *skipped* and *skipping*. In other cases, the final *e* is dropped before adding the inflectional ending, as in *lived* and *living*. Write *arrived*.

**Think Aloud** When I read *arrived*, I notice that the inflectional ending *-ed* has been added to form the past tense of the verb *arrive*. The final *e* was dropped when the ending was added.

### PRACTICE/APPLY

Write *accused*, *admiring*, *battled*, *damaged*, *enduring*, *enrolling*, and *trimmed*. Have students underline the endings. Then have them read the words, explaining how the new verb tenses were formed.

**Decode Multisyllabic Words** Write *appreciated*, *celebrating*, *communicated*, *memorizing*, and *permitted*. Model how to decode *appreciated*. Then work with students to decode the other words, explaining each spelling. For more practice, see the decodable passages on **Teacher's Resource Book** page 20.



**Endings Card Game** On index cards, write 20 present-tense verbs that take inflectional endings *-ed* or *-ing* and require the doubling of the final consonant or the dropping of the final *e*. Vary the difficulty level, using such words as *trip*, *press*, *argue*, *grin*, *blaze*, *bruise*, *capture*, *choke*, *damage*, *explore*, and *sit*. Create a spinner with the categories *-ed*, *-ing*, *Lose a Turn*, and *Spin Again*.

In groups, each student spins the spinner and follows directions. When they spin *-ed* or *-ing*, they then choose a card from the deck and correctly spell the word, adding the appropriate ending. If correct, they keep the card. If incorrect, they return the card to the bottom of the pile. Play continues until all cards are used. The player with the most cards at the end wins the game.

### Quick Check

Can students decode words with inflected endings?

During **Small Group Instruction**

If No → **Approaching Level** Phonics, p. 443M

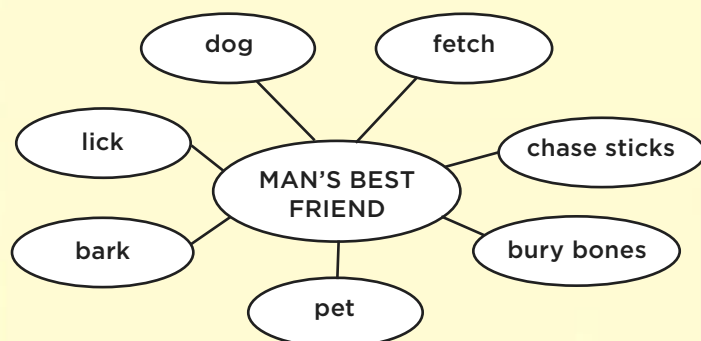
If Yes → **On Level** Options, pp. 443Q–443R

**Beyond Level** Options, pp. 443S–443T

# Vocabulary Building

## Oral Language

**Expand Vocabulary** Write *MAN'S BEST FRIEND* in the center of a word web. Tell students to make a web, writing things associated with dogs. Discuss their answers with the class.



## Spiral Review

**Vocabulary Game** Have students play a vocabulary version of the children's game Red Rover. Have students form two opposing lines. Tell one student in one line to deliver the line, "Red Rover, Red Rover, send \_\_\_\_\_ (student's name) over to define *evaporate*." If the student defines the word correctly, he or she claims a member of the opposing team for his or her team. If the student does not define the word correctly, he or she joins the opposing team. Taking turns, repeat the process with other vocabulary words that you have written on the board or handed out on cards. The team with the most members at the end of the game wins.

## Vocabulary Building

**Build New Words** Have students build their vocabulary by adding a suffix or a prefix to base words such as *place*, *cover*, *dress*, *order*, *appear*, and *do*. Have them write sentences using the new words.

misplace    placement    replacement    replace



## Apply Vocabulary

**Write a Descriptive Paragraph** Using the vocabulary words, have students write about their best friends. Tell students that best friends may come in the form of animals or relatives as well as people they know. Encourage students to describe the friend's appearance, actions, and what makes the friend a best friend.



## Technology



Vocabulary PuzzleMaker



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

# 5 Day Spelling

## Spelling Words

tasted	flagged	flagging
ripping	ripped	discussed
forced	skipped	saving
flipping	tapping	tasting
tapped	saved	forcing
flipped	skipping	discussing
cared	caring	

**Review** bedspread, desktop, snowstorm

**Challenge** outwitted, underscoring

## Dictation Sentences

1. I never tasted the cheese.
2. The dog is ripping the newspaper.
3. The storm **forced** us indoors.
4. The acrobats were flipping across the stage.
5. He tapped his pencil on the table.
6. My fish flipped over in the bowl.
7. She cared about their friendship.
8. I flagged the pages I had to study.
9. I could not wear ripped pants.
10. She skipped down the path.
11. He was tapping on the nail.
12. I saved five dollars last year.
13. They were skipping stones.
14. The puppy had a caring family.
15. I'm flagging the maps in my book.
16. We **discussed** the election in class.
17. I am **saving** money to buy a mitt.
18. My sister is tasting the soup.
19. Are you forcing the zipper?
20. We are discussing our plans.

## Review/Challenge Words

1. Cover the bed with a bedspread.
2. Put the lamp on the desktop.
3. We awaited the snowstorm.
4. The dog outwitted his owner.
5. Underscoring your Spelling Words helps you remember them.

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

# Words with Inflected Endings

## Day 1 Pretest

### ASSESS PRIOR KNOWLEDGE

Using the Dictation Sentences, say the underlined word. Read the sentence and repeat the word. Have students write the words on **Spelling Practice Book** page 97. 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 81 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 98 for additional practice of Spelling Words with inflected endings.

For **Leveled 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 *-ed* and *-ing* endings.
- Write *rip*, *ripped*, *ripping*, and *force*, *forced*, *forcing* on the board. Point out the doubled *p* and the dropped *e*. Use the cards on the Spelling Word Cards BLM. Attach the key words *ripped* and *forced* to a bulletin board. Model how to sort the words by whether the final letter is dropped or doubled. Have students take turns sorting cards and explaining how they sorted them.
- When students have finished the sort, discuss any oddballs that do not fit in either category (*discussed*, *discussing*). Then invite students to do an open sort in which they sort all the Spelling Words any way they wish.

### Spelling Practice Book, pages 97–98

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. tasted        |
| 2. _____                  | 2. ripping       |
| 3. _____                  | 3. forced        |
| 4. _____                  | 4. flipping      |
| 5. _____                  | 5. tapped        |
| 6. _____                  | 6. flipped       |
| 7. _____                  | 7. cared         |
| 8. _____                  | 8. flagged       |
| 9. _____                  | 9. ripped        |
| 10. _____                 | 10. skipped      |
| 11. _____                 | 11. tapping      |
| 12. _____                 | 12. saved        |
| 13. _____                 | 13. skipping     |
| 14. _____                 | 14. caring       |
| 15. _____                 | 15. flagging     |
| 16. _____                 | 16. discussed    |
| 17. _____                 | 17. saving       |
| 18. _____                 | 18. tasting      |
| 19. _____                 | 19. forcing      |
| 20. _____                 | 20. discussing   |
| Review Words 21. _____    | 21. bedspread    |
| 22. _____                 | 22. desktop      |
| 23. _____                 | 23. snowstorm    |
| Challenge Words 24. _____ | 24. outwitted    |
| 25. _____                 | 25. underscoring |

### Spelling Practice Book, page 99

ripped	flipping	tapped	skipping
ripping	flagged	tapping	saved
cared	flagging	tasted	saving
caring	forced	tasting	discussed
flipped	forcing	skipped	discussing

#### Pattern Power!

Write the spelling words that double the consonant before adding the *-ed*.

1. flagged
2. skipped
3. tapped
4. flipped
5. ripped

Write the spelling words that drop the *e* before adding the *-ed*.

6. forced
7. saved
8. cared
9. tasted

Write the spelling words that double the consonant before adding the *-ing*.

10. ripping
11. skipping
12. flagging
13. flipping
14. tapping

Write the spelling words that drop the *e* before adding the *-ing*.

15. saving
16. caring
17. tasting
18. forcing

Write the spelling word that just adds the *-ed*.

19. discussed

Write the spelling word that just adds the *-ing*.

20. discussing

**Day 3** Word Meanings

**DEFINITIONS**

Write the following pairs of Spelling Words on the board. Have volunteers supply the first-person singular form of the verb. Then ask them for a synonym of the verb.

1. ripped, ripping
2. tapped, tapping
3. saved, saving
4. tasted, tasting
5. discussed, discussing

Have students identify and define the root words for three other pairs of Spelling or Challenge Words.

Have partners write sentences for each Spelling Word, leaving blank spaces where the words should go. They can exchange papers and fill in the blanks.

Spelling Practice Book, page 100

ripped	flipping	tapped	skipping
ripping	flagged	tapping	saved
cared	flagging	tasted	saving
caring	forced	tasting	discussed
flipped	forcing	skipped	discussing

What's the Word?

Complete each sentence with a word from the spelling list.

1. Dalmations are good at saving people from fires.
2. My neighbor has been caring for a sick dog.
3. Buster got in trouble for ripping up our couch.
4. My parents discussed the idea of adopting a puppy.
5. We flagged down the cars so they wouldn't hit the dog.
6. The nervous puppy's tail was tapping the ground.
7. I thought the meat loaf tasted bad, and so did the dog.
8. My family saved a dog from the shelter.
9. Hannah skipped practice to take her dog for a walk.
10. We are discussing dogs in school this week.
11. The vet cared for the sick puppy.
12. The dog ripped up the carpet in the front hall.
13. The poodle flipped over so I could pat her tummy.
14. The teacher forced the dog to sit.
15. When I am skipping, my dog runs beside me.
16. My dog loves tasting all kinds of food.
17. The collie was forcing his way through the crowd to find his owner.
18. The hound tapped his nose on the window so we would let him in.
19. My dog and I spent the morning flipping over stones in the yard.
20. The tired dogs' ears were flagging.

**Day 4** Review and Proofread

**SPIRAL REVIEW**

Review compound words. Write *bedspread*, *desktop*, and *snowstorm* on the board. Have students identify the two words that combine to form each compound word.

**PROOFREAD AND WRITE**

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

1. I riped the dollar I was saveing. (ripped, saving)
2. He tasteed so many cookies that he skiped dinner. (tasted, skipped)
3. In class, we discused how the main character was kind and carring. (discussed, caring)
4. The ripping sound came from the blinds being forceed open. (ripping, forced)

Spelling Practice Book, page 101

Proofreading

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

My father was flipping through the paper when he saw the following ad:  
 "Do you have a carring home? Do you love scipping alongside your best friend? You are in luck! There are dozens of puppies at the local shelter just waiting to be savd."

My dad showed the ad to my mother. They discused the pros and cons of getting a dog for a long time. Finally they told me their decision. I nearly flipd with excitement. That afternoon we drove to the animal shelter and picked out our very own puppy!

1. flipping      3. skipping      5. discussed
2. caring      4. saved      6. flipped

Writing Activity

Write about your favorite animal. Use at least three spelling words in your paragraph.

---

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---

---

---

---

---

---

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**Day 5** Assess and Reteach

**POSTTEST**

Use the Dictation Sentences on page 443G for the Posttest.

If students have difficulty with any words in the lesson, have students place them on a list called *Spelling Words I Want to Remember* in a word study notebook.

Challenge student partners to look for words that have the same inflected ending spelling patterns they studied this week.

Spelling Practice Book, page 102

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:

- named
- nameed
- naimed
- namede

Sample B:

- hopeing
- hopeeig
- hoping
- hopin

- |  |                                   |                                    |                                     |
|--|-----------------------------------|------------------------------------|-------------------------------------|
| 1. <input checked="" type="radio"/> ripped | 6. <input type="radio"/> flipping | 11. <input type="radio"/> tapt     | 16. <input type="radio"/> scipping  |
| <input type="radio"/> ript                 | <input type="radio"/> flippin     | <input type="radio"/> tapped       | <input type="radio"/> skipping      |
| <input type="radio"/> riped                | <input type="radio"/> flippin     | <input type="radio"/> tappt        | <input type="radio"/> skiping       |
| <input type="radio"/> riptt                | <input type="radio"/> flipin      | <input type="radio"/> taipped      | <input type="radio"/> sciping       |
| 2. <input type="radio"/> riping            | 7. <input type="radio"/> flaged   | 12. <input type="radio"/> tappin   | 17. <input type="radio"/> scaved    |
| <input type="radio"/> ripping              | <input type="radio"/> flagd       | <input type="radio"/> tapin        | <input type="radio"/> saved         |
| <input type="radio"/> ripin                | <input type="radio"/> flaggd      | <input type="radio"/> tappin       | <input type="radio"/> saveed        |
| <input type="radio"/> rippin               | <input type="radio"/> flaggd      | <input type="radio"/> taippin      | <input type="radio"/> savd          |
| 3. <input type="radio"/> careed            | 8. <input type="radio"/> flaging  | 13. <input type="radio"/> tasteed  | 18. <input type="radio"/> saveing   |
| <input type="radio"/> kared                | <input type="radio"/> flageing    | <input type="radio"/> taisteed     | <input type="radio"/> scaving       |
| <input type="radio"/> kareed               | <input type="radio"/> flaggin     | <input type="radio"/> taisted      | <input type="radio"/> savein        |
| <input type="radio"/> cared                | <input type="radio"/> flagin      | <input type="radio"/> taisteed     | <input type="radio"/> saving        |
| 4. <input type="radio"/> karing            | 9. <input type="radio"/> forced   | 14. <input type="radio"/> taisting | 19. <input type="radio"/> discused  |
| <input type="radio"/> careing              | <input type="radio"/> forseed     | <input type="radio"/> tasteing     | <input type="radio"/> discussed     |
| <input type="radio"/> kareing              | <input type="radio"/> forsed      | <input type="radio"/> tasting      | <input type="radio"/> diskused      |
| <input type="radio"/> caring               | <input type="radio"/> forceed     | <input type="radio"/> taisteing    | <input type="radio"/> diskussing    |
| 5. <input type="radio"/> flipped           | 10. <input type="radio"/> forsing | 15. <input type="radio"/> skipt    | 20. <input type="radio"/> disgusing |
| <input type="radio"/> fliped               | <input type="radio"/> forceing    | <input type="radio"/> skiped       | <input type="radio"/> discussing    |
| <input type="radio"/> flipt                | <input type="radio"/> forsing     | <input type="radio"/> scipped      | <input type="radio"/> diskussing    |
| <input type="radio"/> flippt               | <input type="radio"/> forseing    | <input type="radio"/> skipped      | <input type="radio"/> discusing     |

## Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Transparency 16**.

### DAY 1

My neighbor sended her dog to school he need to learn obedience. He come home a different dog. (1: sent; 2: school. He needed; 3: came)

### DAY 2

My brother took a pie and eated them. That night, we heard the Neighbors cats. They was playing with the empty pie tin. (1: ate it; 2: heard; 3: neighbor's; 4: They were)

### DAY 3

Mrs. LaRue carred very much for ike. But she could not make them obey. i suggested obedience school. (1: cared; 2: Ike, but; 3: him; 4: I)

### DAY 4

Mrs. LaRue asked the people on the block if they thinked Ike was an obedient dog? She all said no. (1: thought; 2: dog.; 3: They)

### DAY 5

Has anyone ever savved your life. I heard a story about a dog who saved its Owners life. (1: saved; 2: life?; 3: owner's)

## ELL

### Access for All

**Pronouns** Clarify the meaning of *takes the place of* when used to define pronouns. Write a sentence using a student's name, such as *Pam's shoes are new*. Cross out the student's name and replace it with a pronoun. Continue the activity with other names.

# Pronouns and Antecedents

## Day 1 Introduce the Concept

### INTRODUCE PRONOUNS

Present the following:



- A **pronoun** is a word that takes the place of one or more nouns.
- Pronouns can be singular or plural. Singular pronouns take the place of singular nouns. Plural pronouns take the place of plural nouns or a group of nouns: The cats were on the fire escape. *They* were on the fire escape.
- When referring to people, pronouns have masculine and feminine forms: Mrs. LaRue was angry. *She* was angry.



See Grammar Transparency 76 for modeling and guided practice.

### Grammar Practice Book, page 97

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- Plural pronouns are *we, you, they, us, and them*.

Underline the incorrect pronoun in each sentence. Then write the correct pronoun on the line provided.

1. There was no apple cake left because the dog ate them. it
2. Mrs. Hibbins says her cats are angels, but he are not. they
3. Why doesn't he send her own dog to obedience school? she
4. Ask the dogs to please be quiet because he am trying to sleep. I
5. I feel sick, and I don't know what's wrong with I. me
6. My brother and I hope that us can get a dog. we
7. When Mrs. LaRue throws the ball, the dog will fetch it for she. her
8. Ike said that him wanted to come home. he
9. Mrs. LaRue said that her would throw a party for Ike. she
10. When Mrs. LaRue and Ike were together again, them were very happy. they
11. There were enough cupcakes for all of we. us
12. Sue asked me to give the ball to she. her

## Day 2 Teach the Concept

### REVIEW PRONOUNS

Review with students how to recognize pronouns. Ask them how a pronoun is different from a noun. Ask them to discuss the purpose of a pronoun in a sentence.

### INTRODUCE ANTECEDENTS

Present the following:

- The **antecedent** of a pronoun is the noun or nouns that the pronoun is replacing: *Mrs. LaRue sent Ike to school because she was upset with him.*
- The antecedent often appears in the same sentence as the pronoun, but it may also appear in an earlier sentence.



See Grammar Transparency 77 for modeling and guided practice.

### Grammar Practice Book, page 98

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- Plural pronouns are *we, you, they, us, and them*.

Write the pronoun that correctly replaces the underlined noun in each sentence.

1. At first, Roy didn't want to go to the nursing home because Roy thought the place was boring. he
2. Mrs. Allen said Mrs. Allen found out that dogs were allowed in the nursing home. she
3. Roy knew Grandpa would be happy to see Buddy, so Roy decided to bring Buddy. him
4. The receptionist at the nursing home said to Roy, "I see Roy brought a friend today." you
5. Mrs. Allen said, "Mrs. Allen got Buddy's medical records this morning." I
6. Grandpa said, "I'm glad you brought Buddy to Grandpa." me
7. Grandpa asked Martha if Buddy was allowed in the nursing home. her
8. Another man saw Buddy and said he had a dog that looked like Buddy. him
9. You can treat high blood pressure if you take medicine for the problem. it
10. Roy threw the ball to Buddy so Buddy could fetch it. he


**Day 3** Review and Practice

**REVIEW ANTECEDENTS**

Review how to identify pronouns and their antecedents.

**MECHANICS AND USAGE: PRONOUN CLARITY**

- If the sentence isn't clear as to what noun or nouns the pronoun refers to, avoid using a pronoun there: *Mrs. LaRue spoke to Miss Klondike. She was not pleased.*
- The first-person pronoun *I* is always capitalized: "I am not pleased," Mrs. LaRue said.

 See Grammar Transparency 78 for modeling and guided practice.

**Grammar Practice Book, page 99**

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun it refers to.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- The pronoun *I* must always be capitalized.
- Plural pronouns are *we, you, they, us, and them*.

**Write the pronoun that correctly completes each sentence.**

1. I said, " \_\_\_\_\_ **I** \_\_\_\_\_ think I must take my cat to the vet."
2. I took the leash because I would need \_\_\_\_\_ **it** \_\_\_\_\_ to hold the dog.
3. I am brushing my dog Trixie's coat because \_\_\_\_\_ **she** \_\_\_\_\_ will be in a show tomorrow.
4. My dog Edward needs medicine. I give it to \_\_\_\_\_ **him** \_\_\_\_\_ every morning.
5. Janice's brother gave \_\_\_\_\_ **her** \_\_\_\_\_ a picture of their dog Buddy.
6. Fido buried his bone in the yard, but now he can't find \_\_\_\_\_ **it** \_\_\_\_\_.
7. My sister and \_\_\_\_\_ **I** \_\_\_\_\_ threw the stick, and our dog brought it back to us.
8. Fran's mother told us that \_\_\_\_\_ **she** \_\_\_\_\_ had a cat when she was little.
9. My cousins called and \_\_\_\_\_ **they** \_\_\_\_\_ told me their cat just had kittens.
10. My little brother wanted to feed the dog, so \_\_\_\_\_ **I** \_\_\_\_\_ showed him how to do it.

**Day 4** Review and Proofread


**REVIEW PRONOUNS AND ANTECEDENTS**

Ask students to define pronouns and antecedents. Ask how pronouns and antecedents relate to each other.

**PROOFREAD**

Have students correct errors in the following sentences.

1. Susan's dog had too many puppies, so Susan decided to find homes for him. (**for them**)
2. James found a dog house and paid for them. (**for it**)
3. Ellen asked if i wanted a puppy. (**I**)
4. Susan and Ellen couldn't figure out whom she should ask next. (**they should ask**)

 See Grammar Transparency 79 for modeling and guided practice.

**Grammar Practice Book, page 100**

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match the noun to which it refers.
- Singular pronouns are *I, you, he, she, it, me, him, and her*.
- The pronoun *I* must always be capitalized.
- Plural pronouns are *we, you, they, us, and them*.

**Read the following paragraphs. Circle all the incorrect pronouns. Then rewrite the paragraph, making sure all pronouns are correct and match their nouns.**

Yesterday he went to the store to buy some food for my dog, Jones. Mr. Edwards greeted her when I came through the door. She said, "What can me do for you, Sheila?" "I need six cans of the Beef and Chicken Special Diet." Mr. Edwards added up the prices and said, "The total is \$13.50." "Me am sorry," I said. "My mother only gave me \$10. How much is it if me only buy four cans?" "Let's see. It would be \$9.00," he said. "All right. That solves my problem. She I'll only buy four."

**Yesterday I went to the store to buy some food for my dog, Jones. Mr. Edwards greeted me when I came through the door. He said, "What can I do for you, Sheila?" "I need six cans of the Beef and Chicken Special Diet." Mr. Edwards added up the prices and said, "The total is \$13.50." "I am sorry," I said. "My mother only gave me \$10. How much is it if I only buy four cans?" "Let's see. It would be \$9.00," he said. "All right. That solves my problem. I'll only buy four."**

**Day 5** Assess and Reteach


**ASSESS**

Use the Daily Language Activity and page 101 of the **Grammar Practice Book** for assessment.

**RETEACH**

Using excerpts from any of this week's reading sources, identify pronouns and their antecedents. Students can form two or more teams and race to see who can find the antecedent for each pronoun in each excerpt. Vary the levels of texts used, but start out with simple examples.

Also use page 102 of the Grammar Practice Book for reteaching.

 See Grammar Transparency 80 for modeling and guided practice.

**Grammar Practice Book, pages 101–102**

**A. Write the pronoun that can replace the underlined word or words in each sentence.**

1. The dog led the police to the suspect. \_\_\_\_\_ **them** \_\_\_\_\_
2. My sister told my brother to walk the dog. \_\_\_\_\_ **him** \_\_\_\_\_
3. Sally and her friend tried to give the cat a bath. \_\_\_\_\_ **she** \_\_\_\_\_
4. Fido had the ball in his mouth, but he wouldn't give the ball to me. \_\_\_\_\_ **it** \_\_\_\_\_
5. Edgar and I took his dog around the lake. He and I were both tired afterward. \_\_\_\_\_ **We** \_\_\_\_\_
6. If the cats don't stop scratching the couch, we'll have to keep the cats outside. \_\_\_\_\_ **they** \_\_\_\_\_
7. We saw our neighbors across the street. \_\_\_\_\_ **them** \_\_\_\_\_
8. I told my sister not to pet the cat. \_\_\_\_\_ **her** \_\_\_\_\_

**B. Write the correct pronouns to complete these sentences.**

9. I bought my cats some catnip, but \_\_\_\_\_ **they** \_\_\_\_\_ didn't like it.
10. Last year Bruiser was only a puppy, and now \_\_\_\_\_ **he** \_\_\_\_\_ weighs 100 pounds.
11. My sister didn't believe me when \_\_\_\_\_ **I** \_\_\_\_\_ told her how mean the dogcatcher was.
12. The Ungers' cat has lived with \_\_\_\_\_ **them** \_\_\_\_\_ for 16 years.
13. My friend Mary has both a dog and a cat, and \_\_\_\_\_ **she** \_\_\_\_\_ loves them both equally.
14. Gertrude has grown up and become a vet. Her family is proud of \_\_\_\_\_ **her** \_\_\_\_\_.
15. We brought our cat Jane to the beach, but \_\_\_\_\_ **she** \_\_\_\_\_ stayed in the cage. \_\_\_\_\_ **us, them, him, or her** \_\_\_\_\_
16. The dog has lived with \_\_\_\_\_ **him, or her** \_\_\_\_\_ for many years.

## Monitoring Progress

### Administer the Test



#### Weekly Reading Assessment, Passage and questions, pages 197–204

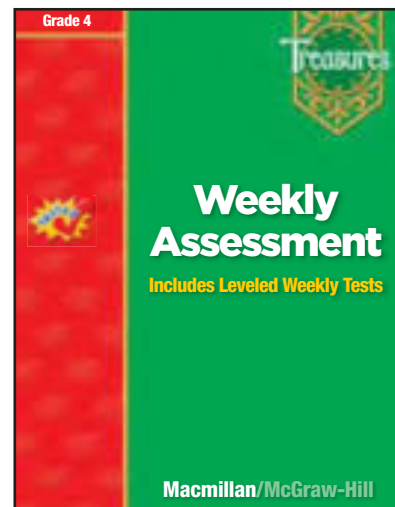
##### ASSESSED SKILLS

- Draw Conclusions
- Vocabulary Words
- Word Parts: Prefix *mis-*
- Pronouns and Antecedents
- Words with Inflected Endings



##### Assessment Tool

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



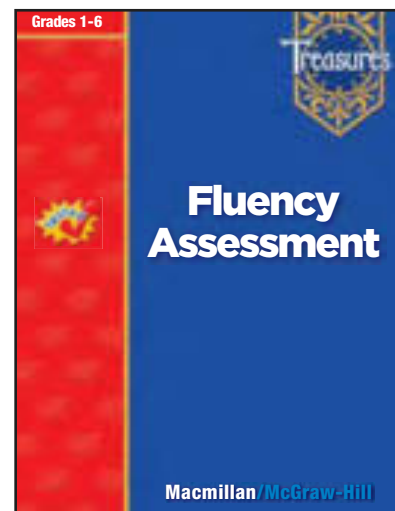
Weekly Assessment, 197–204



#### 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

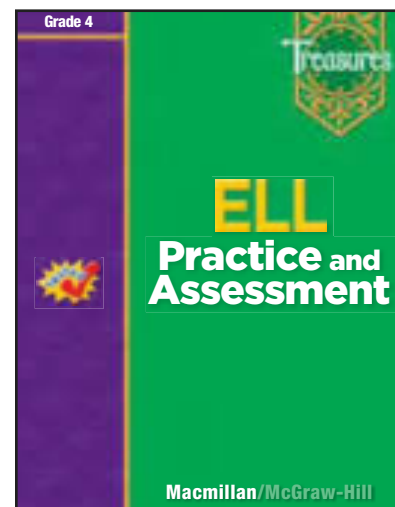


Fluency Assessment



#### Alternative Assessments





- **Leveled Weekly Assessment**, for Approaching Level, pages 205–212
- **ELL Assessment**, pages 110–111



ELL Practice and Assessment, 110–111



# End-of-Week Assessment

Diagnose		Prescribe
<b>VOCABULARY WORDS</b> <b>VOCABULARY STRATEGY</b> Word Parts: Prefix <i>mis-</i> Items 1, 2, 3, 4	<b>IF...</b> 0–2 items correct . . .	<b>THEN...</b> Reteach skills using the <b>Additional Lessons</b> page T5.  Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>  Vocabulary PuzzleMaker Evaluate for Intervention.
<b>COMPREHENSION</b> Skill: Draw Conclusions Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills using the <b>Additional Lessons</b> page T1. Evaluate for Intervention.
<b>GRAMMAR</b> Pronouns and Antecedents Items 9, 10, 11	0–1 items correct . . .	Reteach skills: <b>Grammar Practice Book</b> page 102.
<b>SPELLING</b> Words with Inflected Endings 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 pronounce *tapping* with a long *a* sound or *taping* with a short *a* sound, point out that words in which the consonant is doubled, such as *tapping*, have a short vowel sound. Words that have a CVC + ending pattern, such as *taping*, have had the *e* dropped, so the vowel sound is long.

### 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.

- Draw Conclusions, T1
- Word Parts, T5
- Text Feature: Line Graph, T10

### Decodable Text

To help students build speed and accuracy with reading multisyllabic words, use the additional decodable text on page 20 of the **Teacher's Resource Book**.

## Skills Focus

## Phonics

**Objective** Decode words with inflected endings  
**Materials** • **Student Book** "Puppy Trouble"

### WORDS WITH INFLECTED ENDINGS

#### Explain/Model

- Explain that the inflectional endings *-ed* and *-ing* can be added to verbs to create new verb forms and tenses.
- Write *tapping*, *tapped*, and *tap* on the board. Point to each word and read it aloud. Say: *I see that -ing and -ed were added to the word tap. The word tap is a CVC word and has a short vowel sound, so you have to double the final consonant before adding -ing or -ed.* Listen as students sound out the word. Provide constructive feedback.
- Write *taping*, *taped*, and *tape* on the board. Point to each word and read it aloud. Say: *I see that -ing and -ed were added to the word tape. The word tape is a CVCe word and has a long vowel sound, so you have to drop the e before adding -ing or -ed.*
- Repeat the process with the words *sniffing*, *sniffed*, and *sniff*. Provide constructive feedback as necessary.

### MULTISYLLABIC WORDS WITH INFLECTED ENDINGS

- Write the words *describing* and *described* on the board, and have students identify the inflected endings and explain how the new verb tenses were formed. Have students read each word several times.
- Have student pairs work together to practice decoding longer words with inflected endings. Write the following words on the board and ask student pairs to copy them. Have them say each word and write the base word. Then have them add a different inflected ending to each base word and write the new words.

driving	rewriting	disliked	operated
surfaced	circling	running	unplanned

- Check each pair or group for their progress and accuracy.

### WORD HUNT: WORDS WITH INFLECTED ENDINGS IN CONTEXT

- Review words with inflectional endings *-ed* and *-ing*.
- Have students search page 412 of "Puppy Trouble" to find words with the endings *-ed* and *-ing*. Ask them to write the words and circle *-ed* or *-ing* in each word.
- Check to see if students have found some of the following examples: *neglected*, *chewed*, *jumping*, *running*, *appreciated*, *concerned*, *jumped*.

**Skills Focus** **Fluency**

- Objective** Read with increasing prosody and accuracy at a rate of 102–112 WCPM
- Materials** • Index cards • **Approaching Practice Book A**, page 115

**WORD AUTOMATICITY**

Have students make flashcards for the following words with inflected endings: *tasted, flagged, flagging, ripping, ripped, discussed, forced, skipped, saving, flipping, tapping, tasting, tapped, saved, forcing, flipped, skipping, discussing, cared, caring.*

Display the cards one at a time and have students say each word. Repeat twice more, displaying the words more quickly each time.

**REPEATED READING**

Model reading the Fluency passage in **Practice Book A** page 115. Tell students to pay close attention to how you treat the punctuation as you read. Then read one sentence at a time and have students repeat each sentence, copying your pauses and intonation.

During independent reading time, have students work with partners. One student reads aloud while the other repeats each sentence. Remind students to give partners a hint, such as, “Sound out this word,” before correcting mistakes. Circulate and provide constructive feedback.

**TIMED READING**

At the end of the week, have students do a final timed reading of the passage on **Practice Book A** page 115. Students should

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

Keep track of miscues. Coach students as needed. Help students record and graph the number of words they read correctly.

**Constructive Feedback**

If students read dialogue without sufficient expression, pauses, and attention to punctuation, reread the passage to them, one sentence at a time, exaggerating the correct expression and pauses. Have students copy your expression as they echo-read each sentence.

**ELL**

**Access for All**

**Reinforce Vocabulary**

Have students demonstrate their understanding of the vocabulary words by writing original sentences that include the following words: *risks, appreciated, neglected, and endured.* Review the meanings of the words. Have students take turns sharing their sentences with the class. Discuss the similarities and differences among the sentences.

**Approaching Practice Book A, page 115**

**As I read, I will pay attention to punctuation.**

13 It takes a lot of work to be a movie dog. Mixed breeds  
 22 and purebreds alike must be well behaved. They must  
 30 know basic **obedience** commands like “sit down,” “stay,”  
 39 and “come.” They must also learn to perform difficult  
 40 tricks.  
 51 During the filming of a movie, a dog actor must follow  
 58 its trainer’s commands quickly and properly. Sometimes  
 68 trainers aren’t able to give a vocal command. So they  
 76 use simple hand signals instead. Sometimes fancy signals  
 82 are **misunderstood** by a dog actor.  
 93 Dog performers also must feel at ease on the movie set.  
 104 It’s a place with many people, lots of noise, and bright  
 115 lights. Even with all these things going on, a dog actor  
 needs to stay focused on its trainer at all times. 125

**Comprehension Check**

1. Why do movie dogs need to know basic obedience commands? **Draw Conclusions** *Movie dogs need to know basic movie commands so that when they are filmed they perform in the correct way.*
2. Why does the author want you to know about movie dogs? **Author’s Purpose** *The author wants to inform you that being a movie dog is a lot of work and that such dogs have to be well trained.*

	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** *Dear Mrs. LaRue*

**VOCABULARY WORDS**

Display the **Vocabulary Cards** for this week. Help students locate and read the vocabulary words in *Dear Mrs. LaRue*. Review their definitions. Then provide students with a question for each vocabulary word. Make sure the questions help students identify causes and effects in the text. For example: Why did Mrs. LaRue enroll her dog in *obedience* school?

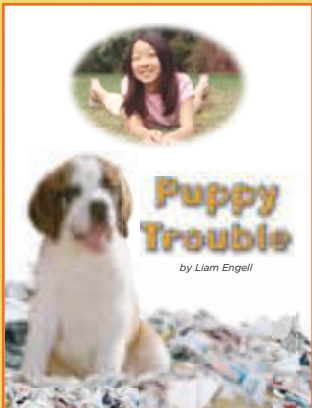


# Approaching Level Options

## Small Group

### Vocabulary

Review last week's words (**blizzard, evaporate, foolishness, inspire, magnify, microscope, negatives, technique**) and this week's words (**appreciated, bluffing, desperate, endured, misunderstood, neglected, obedience, risks**). Have student pairs use Vocabulary Cards to quiz one another.



Student Book, or  
Transparencies 16a and 16b

### Skills Focus

## Vocabulary

**Objective** Apply prefixes and inflected endings *-ed, -ing*

**Materials** • **Student Book** *Dear Mrs. LaRue*

### WORD PARTS: PREFIXES AND INFLECTED ENDINGS -ED, -ING

Write the following words from *Dear Mrs. LaRue*: *citing, enrolled, dealing, crossing, pulled, unavailable, unhappy, mistreated, prevented, misconceptions, cried, refused, waking, vacuuming, causing, surprised, daring, oncoming, unhurt, planning, unknown, and decided*. In pairs, have students identify the base words and prefixes or inflected endings for each word. Discuss the word's meaning as well.

### Skills Focus

## Comprehension

**Objective** Apply cause and effect

**Materials** • **Student Book** "Puppy Trouble" • **Transparencies 16a and 16b**

### STRATEGY

#### GENERATE QUESTIONS

Remind students that they should ask themselves questions as they read to better help them draw conclusions about a story.

### SKILL

#### DRAW CONCLUSIONS

#### Explain/Model

- To draw conclusions, a reader uses information from the author combined with what the reader already knows.
- Each conclusion should be logical and based on what was read.

Display **Transparencies 16a** and **16b**. Reread the first page.

**Think Aloud** I know that the house is a mess because the puppy has  
: chewed up a lot of toilet paper and left it all over. He has also chewed  
: up a handbag and a pair of shoes. It sounds as if the puppy is causing a  
: lot of trouble in the house and outside it.

#### Practice/Apply

Discuss the following questions with students.

- Why did Lin say that she was desperate when she got home and saw that Bernie had chewed the toilet paper?
- Why does Lin's mother say she has "had it with this puppy"?
- How important do you think it is to Lin to keep Bernie? Why do you think so?



## Leveled Reader Lesson

**Objective** Read to apply strategies and skills

**Materials** • **Leveled Reader** *Hollywood Hounds*

### PREVIEW AND PREDICT

Have students look at the cover, read the title, and preview the first chapter. Have them make predictions about what they will read. Tell students to set a purpose and write down any questions before reading.

### VOCABULARY WORDS

Review the vocabulary words as needed. As you read together, discuss how each word is used in context.

### STRATEGY

#### GENERATE QUESTIONS

Remind students that asking questions about the text while they read can help them to draw conclusions about what they read.

### SKILL

#### DRAW CONCLUSIONS

Remind students to pay attention to information in the selection and to use what they know already to help them draw conclusions about what they read. Read the first chapter with students.

**Think Aloud** In the first chapter, I learn that movie dogs must work hard, follow commands, and perform difficult tricks. I can conclude that the dogs the author has written about were all smart and well-trained. I need to remember this information for my Conclusions Chart.

### READ AND RESPOND

Finish reading *Hollywood Hounds* with students. Discuss the following:

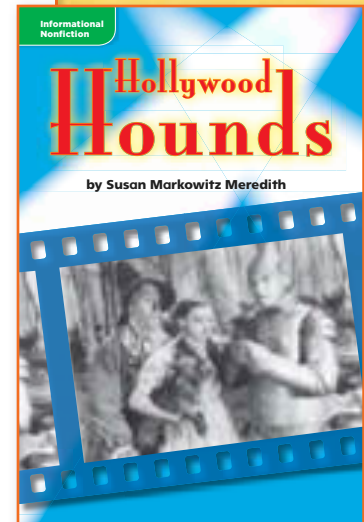
- Ask students if they would like to train a movie dog. Have them tell what facts in the selection influenced their answers.

Work with students to review and revise their Conclusions Charts.

### MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare *Dear Mrs. LaRue* and *Hollywood Hounds*.

- Ask students if they think a movie dog would be as likely to get into trouble with Mrs. LaRue as Ike was. Ask them to give reasons to support their answers.



Leveled Reader

### ELL

#### Access for All

#### Reinforce Vocabulary

Have students demonstrate their understanding of the vocabulary words by writing original sentences that include the following words: *risks, appreciated, neglected, and endured*. Review the meanings of the words. Have students take turns sharing their sentences with the class.

# On Level Options

Small Group

Skills Focus

## Vocabulary

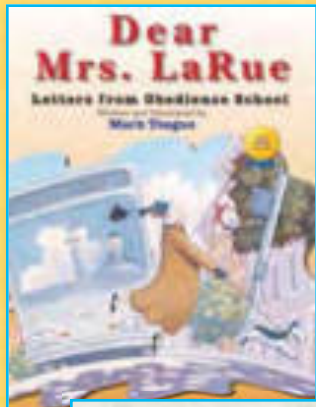
**Objective** Use vocabulary words and use prefixes and inflected endings  
**Materials** • **Vocabulary Cards** • **Student Book** *Dear Mrs. LaRue*

### VOCABULARY WORDS

Tell students that they will play a vocabulary game. Divide the group into small teams. Display a **Vocabulary Card**. Review the definition together. Tell each team to write as many sentences as they can, using the word on the Vocabulary Card. Allow five minutes or more, depending on student ability. Each team gets one point for every correct sentence.

### WORD PARTS: PREFIXES AND INFLECTED ENDINGS

Review with students how identifying word parts can help them to understand the meaning of an unfamiliar word. Have students find the word *mistreated* on page 419 of *Dear Mrs. LaRue*. Ask them to identify the prefix, the ending, and the base word, and discuss how each part helped them understand its meaning. Repeat with other vocabulary words.



Student Book

### DOG AMAZES SCIENTISTS!

Rico the border collie has a knack for learning words.

by Kim Christopher



Student Book

Skills Focus

## Text Feature

**Objective** Read line graphs for information  
**Materials** • Textbooks, magazines • Student Book "Dog Amazes Scientists!"

### LINE GRAPHS

Discuss the purpose and importance of line graphs in a nonfiction news story, such as "Dog Amazes Scientists!" Have students look through textbooks, magazines, and other resources to point out and discuss the line graphs they find.

Skills Focus

## Fluency

**Objective** Read fluently with appropriate prosody at a rate of 102–122 WCPM  
**Materials** • **On Level Practice Book O**, p. 115

### REPEATED READING

Model reading the passage on page 115 of **Practice Book O**. Remind students that paying attention to punctuation will help them with proper intonation and expression. Read one sentence at a time, having students echo-read.

During independent reading time, partners can take turns reading the passage. Remind students to wait until their partners get to the next punctuation mark before they correct a mistake. At the end of the week, have each student do a **timed reading**.

### On Level Practice Book O, page 115

As I read, I will pay attention to punctuation.

9 Presidents have kept a wide range of pets. These  
 18 animals have included cows, mice, goats, and birds. But  
 26 dogs have been the most popular presidential pets.  
 35 Dogs are loyal and loving. They make their owners  
 43 feel **appreciated**. Like other dog owners, many Presidents  
 52 have enjoyed the special friendship that dogs can give.  
 60 Many people believe that dogs help Presidents gain  
 67 support from Americans. Pictures of Presidents playing  
 77 with their dogs can make the Presidents seem likable and  
 81 help them win votes.  
 91 More than 200 dogs of various breeds have lived at the  
 100 White House. Some of these White House dogs served  
 109 as guard dogs. Others played with the Presidents' children.  
 118 And others clearly belonged to the Presidents and were  
 125 their personal four-legged friends. A few presidential  
 135 pooches were even as well known as their masters. Let's  
 take a look at some of the famous "First Dogs" of America. 147

#### Comprehension Check

- Why might people prefer a president who has a dog as a pet? Draw **Conclusions** **People think a president who has a dog as a pet is probably a likable person.**
- Why did the author write this passage about presidential dogs? Author's **Purpose** **The author wants you to know that presidential dogs help presidents in a number of ways.**

	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** *Presidential Pooches*

### PREVIEW AND PREDICT

Have students preview *Presidential Pooches*.

- Ask students to write down any questions they might have.
- Ask students to describe what kind of job the dog owner has.

### SKILL

#### DRAW CONCLUSIONS

Review: When you draw conclusions, you use what you know already and what the author tells you to analyze what you read. Explain that students will draw conclusions about what they read in their Conclusions Charts.

### READ AND RESPOND

Read Chapter 1. Pause to discuss the details about each dog mentioned in the chapter. At the end of Chapter 1, fill in the Conclusions Chart. Have students explain how the facts the author included in the selection helped them draw conclusions.

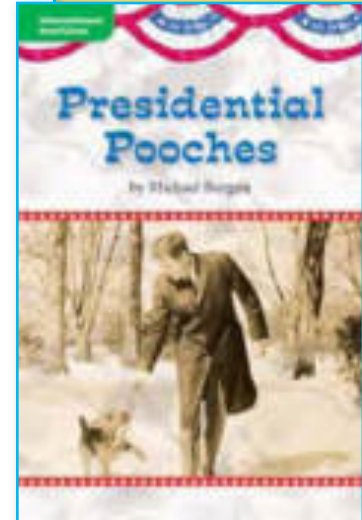
### VOCABULARY

As they finish reading *Presidential Pooches*, ask students to point out the vocabulary words as they appear. Discuss how each word is used. Ask, *Do you think President Grant was really bluffing about firing people if Faithful died?*

### MAKE CONNECTIONS ACROSS TEXTS

Invite students to draw connections between *Dear Mrs. LaRue* and *Presidential Pooches*.

- Ask students to describe how Ike in *Dear Mrs. LaRue* is different from the dogs in *Presidential Pooches*.
- Ask students to explain what dog they would most like to have as a pet.



Leveled Reader

**ELL**  
**Leveled Reader**

Go to pages  
443U–443V.

# Beyond Level Options

## Small Group

### DOG AMAZES SCIENTISTS!

Rico the border collie has a knack for learning words.

by Kim Christopher



Student Book

### Skills Focus

## Vocabulary

- Objective** Write an article using content vocabulary words  
**Materials** • Dictionary

### EXTEND VOCABULARY

Ask students to pretend that they are Rico, the border collie in “Dog Amazes Scientists!” Using the content vocabulary words, have them write short articles about what it is like to be a dog studied by scientists. Invite them to edit their articles or partners’ articles. Be sure they check the spelling of the content words by using a dictionary.

### Skills Focus

## Text Feature

- Objective** Explain how line graphs show information  
**Materials** • Textbooks, magazines • **Student Book** “Dog Amazes Scientists!”



### LINE GRAPH

Point out that line graphs can help students find information about changes over time. Ask students, *What does the line graph in “Dog Amazes Scientists!” show?*

Have students select several line graphs in textbooks, magazines, and other resources and explain what the line graphs tell about changes that occur over time.

## ELL

Access for All

**Graphs** Have students work as a class to construct a line graph. Collect data from each student. For example, ask: *What is your favorite food?* List the responses on the board. Then take the collected data and create a simple line graph that represents the class. Afterward, ask students to discuss the graph and results. Ask: *What does it say about the class? What choices are most and least popular?*

### Skills Focus

## Fluency

- Objective** Read fluently with appropriate prosody at a rate of 112–122 WCPM  
**Materials** • **Beyond Practice Book B**, p. 115

### REPEATED READING

Work with students to begin marking up the Fluency passage on page 115 of **Practice Book B**. Remind them that paying close attention to punctuation will help them with proper intonation and expression. Read one sentence at a time, having students echo-read the sentences, imitating your intonation and expression. Offer corrective feedback.

During independent reading time, partners can take turns reading the passage they have practiced reading aloud. Remind students to wait until their partners get to the next punctuation mark before they correct a mistake.

**Timed Reading** Have students read the passage and record their reading rate.

### Beyond Practice Book B, page 115

#### As I read, I will pay attention to punctuation.

11 Dogs and people go together. For thousands of years, they have  
 16 lived in each other’s company.  
 26 Dogs helped hunters search for game and shepherds tend their  
 35 flocks. Dogs protected their human masters from danger and  
 37 unwelcome intruders.  
 47 Dogs are social animals too. They offer love and companionship  
 52 to the people around them.  
 64 Today most dogs live as pets. But some have jobs that require  
 74 special training. These dogs serve as helpers and companions to  
 86 people in need. They are well trained for the work they do.  
 95 Some helping dogs work in partnership with visually challenged  
 104 people. Others work with the hearing or physically challenged.  
 115 These dogs enable their human partners to live more independent lives.  
 126 Helping dogs also work in group facilities like nursing homes or  
 135 hospitals. These dogs provide welcome company for the many  
 140 residents or patients staying there.  
 152 Each type of helping work that a dog does demands certain skills.  
 167 It’s often hard work for a dog to learn them. But for those dogs that  
 177 succeed, their benefit to humans is tremendous. Amazingly, all that  
 these dogs ask for in return is praise and loving care. 188

#### Comprehension Check

- Why are dogs so easy to train? **Draw Conclusions** Dogs are social animals and love praise.
- Why did the author write this passage? **Author’s Purpose** To inform the reader about helping dogs.

	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** *Canine Companions*

### PREVIEW AND PREDICT

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

### SKILL

#### DRAW CONCLUSIONS

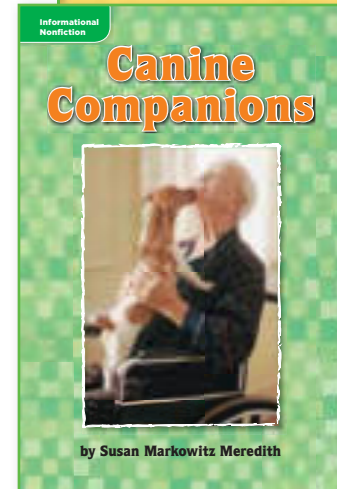
Ask a volunteer to explain what the term *drawing conclusions* means and why it is an important skill for thinking about what you read. Explain that students will read *Canine Companions* together, and will fill in information about drawing conclusions.

### READ AND RESPOND

As students read, they should identify the information in the text that helps them to draw conclusions. Using this information, they should fill in their Conclusions Charts and share their charts with a partner.

### VOCABULARY WORDS

Have students pay attention to vocabulary words as they come up. Ask students to provide definitions as needed.



Leveled Reader



## Self-Selected Reading

**Objective** Read independently to draw conclusions

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

### READ TO DRAW CONCLUSIONS

Invite students to choose a book for independent reading and enjoyment. As they read, ask them to look for clues or inferences that will lead them to draw conclusions about a character, setting, or part of the story's plot. Have students identify details and write each one on a note card.

After reading, ask students to use their note cards to discuss how parts of the story may have changed, such as the setting or a new character being introduced to interact with the main character. How does this change affect the story? What conclusions can be drawn about the main character, setting, or part of the plot now?



## 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

**Oral Language** For students who need additional language support and oral language development, use the lessons found at [www.macmillanmh.com](http://www.macmillanmh.com)



### Strategies to Reinforce Academic Language

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

### Academic Language Used in Whole Group Instruction

Content/Theme Words	Skill/Strategy Words	Writing/Grammar Words
dogs (p. 411)	generate questions (p. 413A)	rearrange ideas (p. 442)
intelligent (p. 438)	draw conclusions (p. 413A)	explanatory writing (p. 442)
impressive (p. 438)	logical decisions (p. 413A)	topic sentence (p. 442)
demonstrated (p. 438)	line graph (p. 438)	anecdotes (p. 443B)
exposure (p. 438)		solution (p. 443)
		pronouns (p. 443I)
		antecedent (p. 443I)



# ELL Leveled Reader Lesson



## Before Reading

### DEVELOP ORAL LANGUAGE



**Build Background** Ask students to name some Presidents of the United States and briefly share what they know about the men. *Do you know if they had pets? What kind of pet do you think would be the first choice for a President? Why?*



**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 for the word and have the class help you find the correct word. *He \_\_\_\_\_ me and thought I wanted to go, but I did not. (misunderstood)*

### PREVIEW AND PREDICT

Point to the cover photograph and read the title aloud. *Do you recognize this President? Do you know what kind—or breed—of dog this is? Do a picture walk and identify different types of dogs. Write down new words.*



**Set a Purpose for Reading** Show the Conclusions Chart and remind students they have used it before. Ask them to generate questions as they read. Encourage using this information to draw conclusions and fill in the chart.



## During Reading

Choose from among the differentiated strategies below to support students' reading at all stages of language acquisition.

### Beginning

**Shared Reading** Write a list of question words and use them to model generating questions after each chapter. Help students draw conclusions about Presidents and their dogs.

### Intermediate

**Read Together** Model how to generate and answer questions with the first chapter. Have students use this information to draw conclusions about Presidents and their dogs and to fill in the chart after each chapter.

### Advanced

**Independent Reading** After reading each chapter, ask students to generate questions and discuss it with a partner. Have them look for text clues to help them draw conclusions and fill in the chart.



## After Reading

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

### Objective

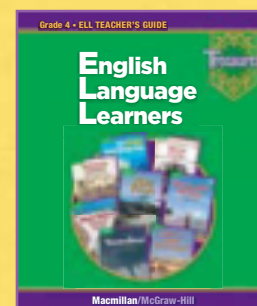
- To apply vocabulary and comprehension skills

### 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