Comprehension

**GENRE: PHOTO ESSAY**

Have a student read the definition of a Photo Essay on Student Book page 486. Students should look for photographs that illustrate an informative text.

**STRATEGY**

**ANALYZE TEXT STRUCTURE**

Remind students that authors of nonfiction organize their texts in various ways. The author of an essay can help readers understand the topic by presenting the information in a particular structure.

**SKILL**

**SEQUENCE**

Remind students that they can help themselves understand an informative essay by identifying the sequence of events.

**Vocabulary**

**Vocabulary Words** Review the tested vocabulary words: **tangles, rumbling, snoring, massive, dove, unique, and politicians.**

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

- **lagoon** (p. 490): a small bay with shallow seawater
- **breaching** (p. 497): breaking through something, such as a water surface
- **bluff** (p. 498): a cliff
Preview and Predict

Ask students to read the title, preview the illustrations, and make predictions about the selection. Do they think the people and the whales are friendly to each other? Why or why not? Have students write about their predictions. They should also write down any questions they have about the story.

Set Purposes

FOCUS QUESTION Discuss the “Read to Find Out” question on Student Book page 486. Remind students to look for the answer as they read.

Point out the Sequence Chart in the Student Book and on Practice Book page 135. Explain that students will fill it in as they read.

Read Adelina’s Whales

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

On Level Practice Book O, page 135
Approaching Practice Book A, page 135
Beyond Practice Book B, page 135

As you read Adelina’s Whales, fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you to analyze the text structure of Adelina’s Whales?

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.

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Remind them to use self-monitoring skills while reading and to self-correct as needed.

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

Story available on Listening Library Audio CD
La Laguna is the name of a quiet, dusty fishing village on the sandy shore of Laguna San Ignacio, in Baja California, Mexico. A few dozen homesites are scattered along the water’s edge. These little houses are simple one- or two-room boxes patched together with plywood and sheet metal. Drinking water is stored outside in fifty-gallon plastic barrels, and electricity is turned on for only a few hours each day.

Adelina Mayoral has lived her whole life in La Laguna. She is a bright ten-year-old girl. She loves the ocean and the feeling of the ever-present wind that blows her long, dark hair into wild tangles. She knows what time of day it is by looking at the way the light reflects off the water. Adelina can tell what month it is by watching the kind of birds that nest in the mangroves behind her home. She can even recognize when it is low tide. Simply by taking a deep breath through her nose, she can smell the clams and seaweed that bake in the hot sun on the shoreline as the water level goes down.
In late January, every afternoon after school, Adelina walks to the beach to see if her friends—the gray whales—have returned. At this same time every year the whales come, traveling from as far away as Alaska and Russia. They slowly and steadily swim south, covering more than five thousand miles along the Pacific Coast during November, December, and January.
One night Adelina is awakened by a loud, low, rumbling noise. It is the sound of a forty-ton gray whale exhaling a room-size blast of hot wet air. As she has always known they would, the gray whales have come again to visit. Adelina smiles and returns to her sleep, comforted by the sounds of whales breathing and snoring outside her window. At daybreak she runs to the lagoon and sees two clouds of mist out over the water, the milky trails of breath left by a mother gray whale and her newborn calf.

HOMETOWNS

Adelina’s village, La Laguna, is described in the first paragraph of the selection as well as on page 491. There is something very special about the area. It is a gray whale nursery.

Ask students to think about La Laguna and the place where they live. What is different about the two places? What is the same? How do they think their lives would be different if they lived where Adelina lives? Have students use the questions above and information from the selection to write a paragraph or two paragraphs about the differences and the similarities between Adelina’s village and the place where they live.
The waters of the protected lagoon are warm and shallow. The scientists who have come to visit and study the whales have explained that Laguna San Ignacio is the perfect place for the mother whales to have their babies and then teach them how to swim. But Adelina knows why they really come—to visit her!

Adelina’s family lives far away from big cities with highways and shopping malls. Her little village does not have any movie theaters or traffic lights, but she knows that her hometown is a special place. This is the only place on earth where these giant gray whales—totally wild animals—choose to seek out the touch of a human hand. Only here in Laguna San Ignacio do whales ever stop swimming and say hello to their human neighbors. Raising their massive heads up out of the water, they come face-to-face with people. Some mother whales even lift their newborns up on their backs to help them get a better view of those who have come to see them. Or maybe they are just showing off, sharing their new baby the way any proud parent would.

**6 DEVELOP COMPREHENSION**

**6 WRITER’S CRAFT: VOICE**

The author writes about whales from the point of view and in the voice of Adelina, who lives in the small village in Mexico where the whales visit every year. Using this voice the author involves the reader in the lives of the villagers and the visits of the whales. Explain how the author gets the reader more involved by offering some examples of his voice. (The author says that Adelina feels especially connected to the whales. He does this by highlighting her excitement and interest in the whales, and he draws the reader into the special nature of the whales’ yearly visit to the small village. The author uses the stories her grandfather tells about his first visit with the whales, and we get a sense of the ongoing connection Adelina’s family has to the whales.)

**Comprehension**

**Figurative Language: Personification**

**Explain** The literary device of personification is a kind of figurative language that authors use to give human qualities or characteristics to an animal, object, or idea.

**Discuss** Have students reread the last three sentences on page 491. Ask them to identify the whales’ actual behavior. (The whales raise their heads out of the water. Mother whales lift their newborns onto their backs.) Then ask them what human characteristics or feelings the author says the whales may have. (They come “face-to-face” with people and want their babies to have a better view. They are proud parents showing off their babies.)

**Apply** Encourage students to consider why the author chose to personify the whales’ behavior. Ask them to explain how this literary device affects the way they think about the whales.

**Vocabulary**

Find the sentence that contains the word **massive**. What other words could you use in the sentence that mean the same thing as **massive**? (Possible answers: enormous, huge, gigantic)
Develop Comprehension

GENRE: PHOTO ESSAY

What statements in the text are supported by the photograph on page 492? (The author says the whales come to La Laguna to seek the touch of a human hand. The photograph shows a whale coming close to the boat and the man’s outstretched hands. It also shows that the whales make friendly visits.)

Documentary Films

**Explain** A photo essay uses still photos while a documentary film combines live action images and informational commentary.

**Discuss** Have students respond to the photographs in the selection. Ask, How do they add to our understanding of the people and the whales? How do they influence our opinions? How do they enhance communication? Ask students how a documentary film about the whales might be similar or different. Remind them to use **Discussion and Conversation Guidelines** on page 410.

**Apply** Have partners write proposals that explain how they would make a documentary film about a wild creature. Have them identify a subject, a location, the target audience, and the purpose or message of the film. What special equipment might they need? Then have students respond to each other’s proposals.
The whales have been coming to this lagoon for hundreds of years, and Adelina is proud that her grandfather, Pachico, was the first person to tell of a “friendly” visit with one. She loves to hear him tell the story of that whale and that day. She listens closely as he talks about being frightened, since he didn’t know then that the whale was only being friendly. He thought he was in big trouble.

Adelina looks first at the tight, leathery skin of her grandfather, browned from his many years of fishing in the bright tropical sun. From his face she glances down to the small plastic model of a gray whale that he keeps close by. As he begins to tell the story of his first friendly whale encounter, there is a twinkle in his eye and a large smile on his face. Adelina and her father, Runolfo, smile too, listening again to the story that they have heard so many times before.

Develop Comprehension

8 MONITOR AND CLARIFY

The author says that Adelina’s grandfather is the first person to tell of a “friendly” visit with a whale. Do you think he is the first person ever to experience such a visit? What strategies can you use to help you find an answer? (Answers may vary; possible answer: I can reread and generate questions. The author also says that whales have been coming to La Laguna for hundreds of years. Is it possible that other people have had friendly encounters with them? The village is very small and poor, so it may not have been there as long as the whales have returned to this spot. Perhaps at some other time in history, long before anyone who is alive today can remember, people also had friendly visits with the whales.)

Ways to Confirm Meaning

Semantic/meaning cues

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

**Model** Discuss the word *encounter* on page 493.

**Think Aloud** I'm not familiar with the word *encounter*, but I know it has to do with the grandfather and the whale. I see the word *friendly* used in the previous paragraph to describe the whale's visit. So, *encounter* must mean “meeting” or “a coming together.”

**Apply** Encourage students to use context clues and their background knowledge to help them with other difficult words or phrases, such as the word *biologist* on page 498.

Research

**Comprehension** Research shows that teaching word meanings to older students significantly improved vocabulary knowledge as well as improving the comprehension of texts containing the taught words.

Steven A. Stahl

Go to [www.macmillanmh.com](http://www.macmillanmh.com)
In a whisper, her grandfather begins to draw them in. Adelina closes her eyes to imagine the calm and quiet on that first afternoon when his small boat was gently nudged by a huge gray whale. As the boat rocked, her grandfather and his fishing partner’s hearts pounded. They held tight and waited, preparing themselves to be thrown into the water by the giant animal. The whale dove below them and surfaced again on the opposite side of their boat, scraping her head along the smooth sides. Instead of being tossed from the boat, they were surprised to find themselves still upright and floating.

For the next hour the whale glided alongside them, bumping and bobbing gently—as gently as possible for an animal that is as long as a school bus and as wide as a soccer goal. As the sun started to set behind them, the whale gave out a great blast of wet, snotty saltwater that soaked their clothes and stuck to their skin. The whale then rose up inches away from their boat and dove into the sea. Her first visit was over.
As her grandfather finishes the story, he looks to Adelina, who joins him in speaking the last line of the story: “Well, my friend, no fish today!” they say before breaking into laughter.

**Sequence**
Retell the grandfather’s story using sequence words.

Retell the grandfather’s story using sequence words. (At first, the two men were quietly fishing on a calm sea. Then they felt the boat begin to rock. When they realized a whale had bumped the boat, they held on, waiting to be thrown into the water. Next, the whale simply dove beneath the boat and scraped her head along its sides. After that, the whale spent the next hour swimming alongside the boat and gently bumping it. As the sun went down, the whale sprayed the men and swam away.)

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

**Extra Support**
If students are having difficulty reiterating the sequence of events, help them identify signal words in each of the sentences on page 494. Ask them to find the words that tell when or what time something happened. For example, in the first sentence, point out the word begins, and in the second sentence, point out the phrase on that first afternoon. Ask how each of these lets the reader know when an event happened. If a sentence does not have a signal word or phrase, model adding one that makes sense in context. For example, add While this was happening to the beginning of the fourth sentence and Then to the beginning of the fifth sentence. Have students retell the episode briefly using similar signal words and phrases.

Stop here if you wish to read this selection over two days.
After this first friendly visit with the whales, word quickly spread of the unique encounter between a wild fifty-foot whale and a tiny fishing boat. Scientists and whale watchers started to come to Laguna San Ignacio to see the whales themselves. Perhaps word spread among the whales, too, because now dozens of whales began to approach the small boats. With brains as large as a car’s engine, gray whales might even have their own language. They “talk” in low rumbles and loud clicks, making noises that sound like the tappings of a steel drum or the ticking that a playing card makes as it slaps against the spokes of a turning bicycle wheel. Maybe they told each other that it was safe to visit here.

Teacher Think Aloud In this part of the essay, the author tells the story of Adelina’s grandfather’s first encounter with a whale. We learn that word of this encounter spread and caused several things to happen. How do these events fit into the larger sequence of the essay? (Encourage students to apply the strategy in a Think Aloud.)

Student Think Aloud I learn that more whales came to the lagoon, and that more scientists and whale watchers started coming as a result. This section of the essay shows how the whales’ annual trip became an important event for Adelina’s village.

12 PERSONIFICATION

Explain ways in which the author gives the whales human qualities on page 496. (He says that “perhaps word spread among the whales,” but whales don’t use words the way people do. Then he explains something about the ways scientists think whales “talk” with each other and says they may have “told” each other that it is safe to visit the lagoon.)

Vocabulary

Find the sentence that contains the word unique. What are some words or phrases that mean the opposite of unique? (Possible answers: common, ordinary, nothing special)
Adelina’s favorite time of the day is the late afternoon, when her father and grandfather return from their trips on the water, guiding visitors to see the whales. They sit together as the sun goes down behind them, and she listens to stories of the whales. She asks them lots and lots of questions.

Adelina has learned a lot about the gray whales. She knows that when a whale leaps out of the water and makes a giant splash falling back in, it’s called breaching. When a whale pops its head straight up out of the water, as if it is looking around to see what is going on, it is called spyhopping. Adelina also learned how the whale’s wide, flat tail is called a fluke, and when it raises its tail up in the air as it goes into a deep dive, that is called fluking.

Why do you think Adelina does not go out in the boats too? (She may be in school at the times they go out, but she is also probably too young to go. The whales are friendly, but they are still wild animals. There is a risk that an accident could happen.)

How would you summarize the information about whales in the second paragraph of page 497? (Suggested answer: Whales show a number of particular behaviors. Breaching is when a whale jumps out of the water and splashes back in. Spyhopping is when a whale pokes its head out of the water. The wide, flat tail of a whale is called its fluke. Fluking is when the whale dives with its tail up in the air.)

**STRATEGIES FOR EXTRA SUPPORT**

**Question 14 SUMMARIZE**

**Cross-Check Meaning Using Visuals** Write the word *breaching* on the board. Tell students to find the word, reread the sentence containing the word, and tell you the meaning of the word. Provide help as needed. Then have students look through the photos in the selection to find one that appears to illustrate breaching. (pages 496 and 497) Allow students to work with a partner. Discuss the reasons why a photo could or could not be an example of breaching. Use gestures and drawings to help students understand the actions involved in breaching when necessary. Repeat the activity with the words *spyhopping* (pages 490 and 494) and *fluking* (page 487). Photos that seem to clearly demonstrate each word are in parentheses.
Although her home is a simple one on a sandy bluff hugging the edge of the Pacific Ocean, Adelina has many new friends who come to share her world. She has met people who come from beyond the end of the winding, bumpy road that rings the lagoon. Some are famous actors. Some are politicians. Some speak Spanish. Some speak English. Those that weigh forty tons speak to her in their own magical style. The whales have taught her that the world is a big place.

Adelina knows that she has many choices in her future. Sometimes she giggles with delight at the idea of being the first girl to captain a panga (a small open fishing boat) and teach people about the whales in the lagoon. Or sometimes she thinks she may become a biologist who studies the ocean and can one day help to unlock some of the mysteries of the whales in her own backyard. Or maybe she will take pictures like the photographer whom she watches juggling his three cameras as he stumbles aboard the whale-watching boat. But no matter what she chooses, the whales will always be a part of her life.
For these three months Adelina knows how lucky she is to live in Laguna San Ignacio, the little corner of Mexico that the gray whales choose for their winter home. This is the place where two worlds join together. She wouldn’t trade it for anything.

What events drew whale watchers to Laguna San Ignacio? Be sure to name the events in the order in which they occurred. (Gray whales have come to the warm waters in the lagoon each winter for hundreds of years. Adelina’s grandfather had the first “friendly” encounter with a whale. Once the whales and people began to “visit” with each other, more whales began coming to the lagoon. All sorts of people from all over the world heard about the whales and come to see them in the lagoon.)

For centuries, the island nation of Japan has depended on plants and animals from the ocean for food. However, the Japanese have not been eager to pass laws to protect ocean life and prevent pollution. Recently though, some Japanese conservationists formed a group called the Human-Animal Bond for the 21st Century. One of the group’s members, Keiichi Iwashige, built a conservation center for dolphins in Cambodia. This center will work to prevent dolphins from drowning in fishing nets. The group also wants to raise awareness about dolphins.

Have students draw posters or write the text for a Web site, asking people to help protect the dolphins. In this way, they can understand a task through group cooperation.
In the early spring the lagoon grows quiet. One by one the whales swim off, heading north for a summer of feeding. On their heads and backs they carry the fingermarks of those they met, the memories of their encounters in Mexico. Maybe, as the whales sleep, they dream of the colorful sunsets of Laguna San Ignacio.

Every afternoon Adelina continues to gaze across the water. Sometimes now, when she closes her eyes, she can still see the whales swimming by. And if she listens really closely, she can even hear their breathing.

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Develop Comprehension

RETURN TO PREDICTIONS AND PURPOSES

Review students’ predictions and purposes. Were they correct? Did students find out how the whales’ yearly visits affected Adelina’s life? (She has learned much about gray whales, has made new friends, and wants to do work involving the whales.)

REVIEW READING STRATEGIES

- What questions do you have about the selection? What strategies can you use to answer them?
- In what ways did identifying the sequence of events help you to understand the selection?
- What strategies did you use when you came to difficult words?

PERSONAL RESPONSE

Ask students to discuss and write about an experience that helped them think about what they would like to do when they grow up.

Quick Check

Can students analyze the structure of a text that presents factual information in sequential order?

During Small Group Instruction

If No  ➡ Approaching Level  Leveled Reader Lesson, p. 507P

If Yes  ➡ On Level  Options, pp. 507Q–507R

              Beyond Level  Options, pp. 507S–507T
Richard Sobol is a photographer who has snapped many different subjects in his long career. For the past few years, Richard has spent a lot of time photographing wildlife, including the whales. He is especially interested in capturing images of endangered species.

**Author’s Purpose**

Nonfiction texts are often written to inform the reader or to explain something. Why did Richard Sobol write *Adelina’s Whales*? What clues help you figure out his purpose in creating this photo essay?

**Source:** Adelina’s Whales (Richard Sobol, 2003)
Comprehension Check

**Summarize**

Summarize the relationship between humans and gray whales in Laguna San Ignacio. Use your Sequence Chart to organize events in the correct order.

**Think and Compare**

1. When did scientists and whale watchers start going to Laguna San Ignacio? Use text details to support your answer. Analyze Text Structure: Sequence

2. Reread page 494 of *Adelina’s Whales*. Why do you think the massive whale did not overturn the small boat? Use details from the text to support your answer. Analyze

3. How would you organize a club to study whales and visit Laguna San Ignacio? Develop a plan to show the steps you would take. Apply

4. Can you predict what will happen to the whales and Adelina’s community if the lagoon becomes polluted? Synthesize

5. Read “A Whale of a Trip!” on pages 484–485. What did you learn about whales in this article that was not in *Adelina’s Whales*? Reading/Writing Across Texts

**Focus Question**

5. Text to Text: In “A Whale of a Trip!” we learn about baleen whales, how they eat, and how they need to be protected from tuna fishing nets. The story of *Adelina’s Whales* not only talks about whales, but it also tells us about Adelina’s community.
Fluency

Repeated Reading: Tempo

EXPLAIN/MODEL  Tell students they will be doing a choral reading, or reading out loud together. Point out that the passage on Transparency 19 begins with slow action and a slow mood. After the whale nudges the boat, the fishers become frightened and the action picks up. As you model reading the passage, increase the speed the second and third times you read through the last four sentences. Have students pay attention to the tempo.

ELL  Vary Reading Pace  Act out the actions as you explain the sequence of events in the passage. Next, read it aloud using lots of expression and gestures to help with meaning. Then echo-read the passage with students. Ask students to imitate your tempo and voice.

PRACTICE/APPLY  Reread the first two sentences of the passage with students. Then divide them into two groups. Have groups alternate reading sentences. Remind students to pay attention to the tempo changes they should make. Students will practice fluency using Practice Book page 136 or the Fluency Solutions Audio CD.

As I read, I will pay attention to tempo and match the action in the story.

Comprehension Check

1. What action does a humpback whale take when it sings? Sequence

2. Why might a whale need to communicate with another whale? Draw

Conclusions: Whales might need to communicate with other whales to warn them about predators, to find mates, or to locate their calves.

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

Can students read accurately with good tempo?

During Small Group Instruction

If No  → Approaching Level  Fluency, p. 507N

If Yes  → On Level  Options, pp. 507Q–507R

Beyond Level  Options, pp. 507S–507T
Comprehension

**EXPLAIN/MODEL**

- You can use information from a selection as well as personal experience to **draw conclusions**.
- A reader can draw conclusions about a person's character and about events by looking for clues in the selection.

Lead a class discussion about drawing conclusions in “A Whale of a Trip!”

**PRACTICE/APPLY** Discuss the photo essay *Adelina’s Whales* and what details can help readers to draw conclusions. Then ask student partners to discuss the following questions. Encourage them to take notes so that they may share answers with their peers afterward.

- What tells you that Adelina enjoys living by the ocean?
- How do you know that Adelina wants to work with whales in the future? What do you think her grandfather’s reaction will be?
- What can you conclude about the future of Laguna San Ignacio? (Students should be able to identify a conclusion that summarizes the main idea.)

Using conclusions and parts of their discussion, have each student write a paragraph that continues the story. For comprehension practice use the Graphic Organizers on pages 40–64 in the Teacher’s Resource Book.
Poetry

**GENRE: LIMERICK**

Have students read the bookmark on Student Book page 504. Explain that a limerick:
- is meant to be funny;
- sometimes contains idioms, puns, or other kinds of figurative language.

**Literary Elements:**
**Meter and Rhyme Scheme**

**EXPLAIN/MODEL**

Tell students that literary elements, such as meter and rhyme scheme, help give poetry its rhythm.

- **Meter** is the rhythm, or beat, of a poem. It is created by the arrangement of accented and unaccented syllables in a line.

- **Rhyme scheme** is the pattern of rhymes in a poem. Capital letters are used to represent each individual rhyme.

Discuss how “Whale Watch” contains three accented syllables in lines 1, 2, and 5.

**PRACTICE/APPLY**

Have students point out the rhyme scheme of the limerick on page 505. Where does the rhyme scheme change? *(the second and third lines)*

**Poetry**

A Limerick is a funny poem with a specific pattern of rhyme and meter. All limericks have five lines.

**Literary Elements**

**Meter** is the rhythm of the syllables in a line of poetry.

**Rhyme Scheme** is the pattern of rhymes within a poem.

---

**A Whale of a Meal**

There once was a whale named Alene
Who strained all her meals through baleen.
But she dreamed of a lunch
With a food that goes “crunch”
Like a truckload of just-picked string beans.

—Doreen Beauregard

---

**Whale Watch**

Near our bōt is a mammal named Luke
Who’s exceedingly proud of his fluke.
Just don’t call it a tail
Or this dignified whale
Will respond with a splāshy rebůke.

—Doreen Beauregard

---

**Read “A Whale of a Meal,” “Whale Watch,” and “The Podless Whale”**

As you read, remind students to apply what they have learned about limericks.
Connect and Compare

1. What is the rhyme scheme of “Whale Watch”? What if the last line rhymed with the third and fourth lines? Rhyme Scheme

2. Why were the sea bass in “The Podless Whale” bewildered? Apply

3. How are the whales in these poems similar to the ones in Adelina’s Whales? How are they different? Reading/Writing Across Texts

SUGGESTED ANSWERS

1. The rhyme scheme of “Whale Watch” is AABB A. If the last line rhymed with the third and fourth lines, the rhyme scheme would be AABBB and this would not be a limerick. Rhyme Scheme

2. The sea bass were bewildered because a whale became a member of their group, and this is not typical of whale behavior. APPLY

3. A group of whales is called a pod. This can be figured out from “The Podless Whale.”)

Connect and Compare

HISTORY AND CULTURE OF LIMERICKS

Limericks derive from the Irish town of Limerick, and date back to the 14th century. Limericks were originally used in nursery rhymes for children. Later, these rhymes were repeated and changed by the working classes who created choruses based on the refrain, “Will you come to Limerick?”

A famous children’s book of limericks, Edward Lear’s Book of Nonsense, was published in England in 1846. Because limericks are short and funny, they have survived to this day across many cultures.
Why We Need Whales
by Maggie W.

We learned in class today that some kinds of whales are in danger of becoming extinct. I think we should try to save them. We need whales.

Why do we need whales? We don't need them for food. They don't do any work for us. But they are fascinating to watch. They seem to play and talk together. The world would be less interesting if there were no whales.

I want the world to be an interesting place, so I hope there will always be whales making their wonderful noises.

I tried to show why I feel that whales are important.

I think whales are great! I wrote this to express my point of view about whales.
Your Turn
Write an article of one or two paragraphs to explain your point of view about the importance of animals. You may write about animals in general or one kind of animal in particular. State your opinion and give strong reasons for it. Save your strongest reason for last. Back up your reasons with examples. End by restating your opinion. Use the Writer’s Checklist to check your writing.

Writer’s Checklist

✓ Ideas and Content: Did I explain my point of view clearly?
✓ Organization: Did I state my opinion first and then give reasons to explain it? Did I save the strongest reason for last?
✓ Voice: Is my voice clear as I write about the topic?
✓ Word Choice: Did I choose words carefully?
✓ Sentence Fluency: Did I vary the length of my sentences?
✓ Conventions: Did I spell possessive pronouns correctly?

PREWRITE
Read and discuss the writing prompt on page 507. Students can brainstorm a list of animals they feel it is important to save. Ask them to choose the animal they care most about saving.

Display Transparency 73 and discuss how Maggie used a point-of-view chart to plan an article with opinions about animals, including the use of strong supporting statements. Have students use a point-of-view chart to plan their own articles.

DRAFT
Display Transparency 74. Discuss how Maggie used her chart to organize and write a draft of her article. Talk about how she could improve the draft. Before students write, present the explicit lesson on Voice on page 507A and the Ideas and Content and Purpose and Audience mini lessons on page 507B. Have students use their charts to write their articles. Remind them to keep their purpose and audience in mind, to express strong opinions, and to emphasize strong supporting statements.

REVISE
Display Transparency 75 and discuss Maggie’s revisions. Point out that she added sentences to show her feelings about whales. Students can revise their drafts or keep them to work on later.

If students choose to revise, have them work in pairs to use the Writer’s Checklist on page 507. Then ask students to work with a partner to proofread their writing. For Publishing Options, see 507A. For lessons on Possessive Pronouns and Spelling, see page 507B and 5 Day Spelling and Grammar on pages 507G–507J.
EXPLAIN/MODEL

Good writers use language that shows their feelings about a topic. These feelings make up the writer’s voice. Reread the first paragraph of the model on page 506. Point out that Maggie shows her strong feelings about saving whales when she says we need them and that they are fascinating to watch. Display Transparency 76.

Think Aloud The first example shows me how the writer feels about her cat. He is her best buddy. She likes it when the cat comes to see her in the garden. The second example tells me only the facts, without saying how the writer feels about them. I don’t learn as much about the writer or the animal from this example.

PRACTICE/APPLY

Work with students to read the two choices in each set. Invite volunteers to identify the stronger voice in each set and explain how it shows the writer’s feelings. Then have students identify and discuss voice in another story they have recently read.

Tell students that as they draft their article, they should think about ways to create a voice that shows their feelings about the animal or animals they are describing.
Writer’s Toolbox

Writing Trait: Ideas and Content

Explain/Model  Good writers state their opinions or point of view at the beginning of their writing. They use appropriate words to show voice, and they use good reasons and examples to support their opinions and explain their point of view. They end their writing by repeating their opinion strongly in a closing sentence.

Practice/Apply  Have students reread the student model on page 506. Discuss the callouts on the left. Can students identify Maggie W.’s point of view in her article? Ask students if Maggie W. supports her point of view.

Possessive Pronouns

Explain/Model  Possessive pronouns take the place of nouns that show ownership, as in her. Point out the first possessive pronoun her in the first sentence of Adelina’s Whales on page 494. This pronoun shows that the grandfather is Adelina’s.

Practice/Apply  Work with students to find more possessive pronouns in the story on page 494. Have them identify the ownership each pronoun suggests. For a complete lesson on possessive pronouns, see pages 507I–507J.

Mechanics  Do not use apostrophes in possessive pronouns. As students proofread their stories, ask them to check that they have used possessive pronouns correctly.

Purpose and Audience

Explain/Model  Point out that one purpose of writing an article is to inform and persuade the audience of your opinion. Using examples, as Maggie did, helps to do this.

Practice/Apply  As students draft, tell them to consider their audience. They should use ideas that will appeal to the people who will read their article.

Spelling Words with /oi/ and /ou/

Ask students to find the words noise and clouds in the main selection on page 490. Point out that the sound /oi/ is spelled oi in noise. Explain that the sound /ou/ is spelled ou in clouds, but can also be spelled ow as in flowers. For a complete lesson on words with /oi/ and /ou/, see pages 507G–507H.

Technology

Remind students to use centering to position their title correctly, and to use formatting to capitalize the first letter in each important word of the story’s title.
Objectives
- Apply knowledge of word meanings and context clues
- Use a dictionary to look up the meanings of homographs

Materials
- Vocabulary Transparencies 37 and 38
- Leveled Practice Books p. 138

Vocabulary
- tangles (p. 488) things twisted together, such as strands of hair
- rumbling (p. 490) heavy, deep, and rolling
- snoring (p. 490) making loud breathing sounds when sleeping
- massive (p. 491) big or heavy
- dove (p. 494) jumped into the water head first
- unique (p. 496) one of a kind
- politicians (p. 498) people who hold a government office

EXPLAIN/MODEL
Review the meanings of the vocabulary words. Display Transparency 37. Model how to use word meanings and context clues to fill in the first missing word with students.

Think Aloud In the first sentence, I learn that the speaker is going on a boat to whale watch. The speaker makes a note about the boat’s size. A boat for whale watching would be large. I think that the missing word is massive. When I try massive in the sentence, it makes sense.

PRACTICE/APPLY
Help students complete item 2. Then have them use context clues to write missing words for items 3–6 on a separate sheet of paper. Students can exchange papers, check their answers, and explain the context clues they used to determine the missing words.

Fun with Puns Remind students that the vocabulary word dove is a homograph. Review its pronunciations and definitions. Have students work in small groups to create puns using dove. Invite groups to share their puns with the class.
**EXPLAIN/MODEL**

Remind students that homographs are words that are spelled alike but have completely different meanings and may have different pronunciations. Explain how a dictionary and context clues can help a reader to figure out the correct meaning and pronunciation of homographs.

Read the first sentence and definitions on Transparency 38. Model how to figure out the meaning of *content*, trying both definitions and pronunciations. Ask student volunteers to read aloud and choose the correct homograph definitions for numbers 2–4.

**PRACTICE/APPLY**

Ask students to look up meanings and write sentences for the following homographs: *bow*, *row*, and *present*.

---

**Homographs**

1. What was the *content* of Karla’s letter?
   - a. subject or topic *noun*
   - b. satisfied *adjective*
2. We tried to *wind* the kite string around a stick.
   - a. moving *air* *noun*
   - b. to wrap around *verb*
3. Casey did not shed a *tear* as he watched the sad movie.
   - a. to pull apart or into pieces *verb*
   - b. a drop of fluid that comes from the eye *noun*
4. Tanya put *dates* and nuts in her bread.
   - a. specific points in time *noun*
   - b. fruits from palm trees *noun*

---

**Quick Check**

Do students understand word meanings? Can students use context clues and dictionaries to understand homographs?

**During Small Group Instruction**

- **If No** → **Approaching Level** Vocabulary, pp. 507N–507O
- **If Yes** → **On Level** Options, pp. 507Q–507R
  - **Beyond Level** Options, pp. 507S–507T

---

**Homographs**

- Words that have the same spelling but different meanings. They may also have different pronunciations.

Read the list of homographs and their meanings. Then read the sentences and decide the meaning of the underlined homograph. Write the letter of the correct meaning in the blank next to the sentence.

- *dove* → a. past tense of *dive*  b. a kind of bird
- *fluke* → c. part of a whale’s tail  d. something lucky

1. The whale splashed the surface of the water with its *fluke*.
2. The eagle dove for its prey.
3. It was a *fluke* that my mother won the game.
4. The bird watchers saw a *mourning dove* sitting in a tree.

Pick another homograph. Write one sentence for each meaning of the word.  
**Possible response provided.**
- s. My brother gave his girlfriend an engagement ring.
- t. I didn’t hear the phone ring, so I missed your call.
**Phonics**

**Decode Words with /oi/ and /ou/**

---

**EXPLAIN/MODEL**

Remind students that the letters *oi* and *oy* almost always spell the sound /oi/. The letters *ou* often spell /ou/, unless they are followed by *r* or *gh*. The letters *ow* often spell /ou/, but they may also spell /ō/. Write *bow*.

**Think Aloud** This word is a homograph. When I say /bou/, I know the word means “to bend the head” or “the front of a boat.”

When I say /bō/, I know the word means “a weapon” or “a knot with loops.” I need to look at the context to figure out which word the writer means.

**PRACTICE/APPLY** Write these words on the board: *joy, spoil, mountain, blouse, coin, tower,* and *around*. Have students underline the letters that spell /ou/ and /oi/. Then have them read the words aloud, pronouncing each sound with emphasis.

**Decode Multisyllabic Words** Write these words on the board: *voyage, hardboiled, encounter, southpaw, ownership,* and *nowadays*. Model how to decode *voyage*, focusing on the sound /oi/. Then work with students to decode the other words, explaining the spelling of each sound. For more practice, use the decodable passages on *Teacher’s Resource Book* page 23.

**Fill-in-the-Blanks** Have students write out ten Spelling Words or other words with the /ou/ or /oi/ sound. Tell them to leave blanks for the letters that represent these vowel sounds. For example, C L _ _ _ N. Students can trade papers with a partner and fill in the missing letters.

---

**Objectives**

- Decode the sounds /ou/ and /oi/
- Identify and write sentences with homophones

**Materials**

- Leveled Practice Books, p. 139
- Teacher’s Resource Book, p. 23

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**Use Context** Hearing and distinguishing vowel sounds can be challenging for students. As students read and hear the words within the context of shared reading and writing activities, they will connect the sounds to their spelling patterns.

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**Access for All**

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**Quick Check**

Can students decode words with /oi/ and /ou/?

During Small Group Instruction

If No → **Approaching Level** Phonics, p. 507M

If Yes → **On Level** Options, pp. 507Q–507R

**Beyond Level** Options, pp. 507S–507T
Spiral Review

Vocabulary Game  Form two teams. Divide the Vocabulary Cards electrical, globe, decayed, amazement, loosened, midst, mysterious, patchwork, responsibility, and soared from past weeks between the teams.

A Team 1 player takes a card and reads the word. A Team 2 player tells the word’s meaning and uses it in a sentence. If the definition and sentence are correct, Team 2 gets a point. If not, the card is returned to the bottom of the pile. Then a Team 2 player takes a card and reads the word.

Continue playing until all the words have been correctly defined and used in sentences. The team with the most points wins.

Vocabulary Building

Homophones  Write on the board, The children let out (wails)(whales) because they couldn’t see the (wails)(whales). Remind students that a homophone is pronounced in the same way as another word but has a different meaning and spelling. Have students write more sentences containing homophone pairs, or triples (there, they’re, their). Make sure students know how homophones differ from homographs.

Adjectives  Verbs

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>huge</td>
<td>spray</td>
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<tr>
<td>humpback</td>
<td>swim</td>
</tr>
<tr>
<td>endangered</td>
<td>spout</td>
</tr>
<tr>
<td>slippery</td>
<td>leap</td>
</tr>
</tbody>
</table>

Apply Vocabulary

Write a Personal Narrative  Using the vocabulary words, ask students to complete the following sentence: “I had a whale of a good time when . . .” Tell students to continue writing after completing this sentence. Remind students to use descriptive language that appeals to the five senses. They should provide a context to allow the reader to picture the world of the event. Post student writing inside the body of a whale on a display board.

Oral Language

Expand Vocabulary  Write the weekly topic Whales on the board above a two-column chart. Label the columns Adjectives and Verbs. Using the selection, print and electronic resources, including interviews and newspapers, tell students to brainstorm adjectives or verbs relating to whales.

Technology

For additional vocabulary and spelling games, go to www.macmillanmh.com
5 Day Spelling

Words with /oi/ and /ou/

**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 115. 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 84 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 116 for more practice with this week’s Spelling Words.

For **Leveled Word Lists**, go to [www.macmillanmh.com](http://www.macmillanmh.com).

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**Dictation Sentences**

1. A daisy is a flower.
2. We heard voices outside.
3. The princess hid in the tower.
4. We dumped a mound of dirt.
5. I read a story about a cowboy.
6. Her wedding gown was beautiful.
7. You frowned when you are not happy.
8. We drove south to Florida.
9. Why are the dogs howling?
10. It will annoy Mike if you keep interrupting him.
11. The car made noises yesterday.
12. My kitten weighs about a pound.
13. The hound followed the scent.
14. Put your money in the pouch.
15. We collected a thousand cans.
16. I wound the rope around the tree.
17. I’m a grouch when I’m tired.
18. I felt fine, but I still had a cough.
19. I’ve grown two inches in a year.
20. They took a voyage to China.

**Review/Challenge Words**

1. I ate a peanut butter cookie.
2. Use the zoom on your camera.
3. The new mall is huge.
4. During a drought, we can’t water the grass.
5. We took the bus downtown.

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

---

**Spelling Practice Book, pages 115–116**

- **Flower**
- **South**
- **Thousand**
- **Voices**
- **Howling**
- **Wound**
- **Tower**
- **Annoy**
- **Mound**
- **Noises**
- **Cowboy**
- **Pound**
- **Grown**
- **Gown**
- **Hound**
- **Voyage**

---

**Spelling Practice Book, page 117**

<table>
<thead>
<tr>
<th>/oi/ spelled ow</th>
<th>/oi/ spelled au</th>
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</thead>
<tbody>
<tr>
<td>1. hound</td>
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</tr>
<tr>
<td>2. pound</td>
<td>2. voices</td>
</tr>
<tr>
<td>3. thousand</td>
<td>3. tower</td>
</tr>
<tr>
<td>4. sound</td>
<td>4. mound</td>
</tr>
<tr>
<td>5. howl</td>
<td>5. cowboy</td>
</tr>
<tr>
<td>6. grow</td>
<td>6. gown</td>
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<tr>
<td>7. brown</td>
<td>7. brown</td>
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<tr>
<td>8. south</td>
<td>8. south</td>
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<td>9. howling</td>
</tr>
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<td>10. annoy</td>
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<td>11. noises</td>
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<td>13. hound</td>
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<td>14. pouch</td>
<td>14. poux</td>
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<td>21. cookie</td>
<td>21. cookie</td>
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<td>22. annoy</td>
<td>22. annoy</td>
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<td>23. cowboy</td>
<td>23. cowboy</td>
</tr>
<tr>
<td>24. drought</td>
<td>24. drought</td>
</tr>
<tr>
<td>25. grown</td>
<td>25. grown</td>
</tr>
</tbody>
</table>

---

**Pattern Power!**

Write the spelling words that have these patterns.

- /oi/ spelled **ow**
- /oi/ spelled **au**

---

**Order Please!**

Write the following words in alphabetical order: hound, gown, thousand, pouch, flower, sunshine.

- flower
- sunshine
- sunshine
- sunshine
- sunshine
Day 3  Word Meanings

SYNONYMS

Write the following list of words on the board. Have students copy the words into their word study notebooks, and write the Spelling Word that is a synonym for each.

1. pile  (mound)
2. scowl  (frown)
3. trip  (voyage)
4. crying  (howling)
5. dress  (gown)

Challenge students to identify three Spelling Words that can be used as both a noun and a verb. Have them write sentences for both usages.

Have partners write a sentence for each Spelling Word, leaving a blank space where the word should go. They can exchange papers and fill in the blanks.

Day 4  Review and Proofread

SPIRAL REVIEW

Review words with /"u/, /"u/, and /"u/.
Write cookie, zoom, and huge on the board. Have students identify the spelling of the /"u/, /"u/, or /"u/ sound in each word.

PROOFREAD AND WRITE

Write these sentences on the board, including the misspelled words. Ask students to proofread, circling incorrect spellings and writing the correct spellings.

1. My lizard has grown, and she gained two pounds. (grown, pounds)
2. My cog is starting to annoy me. (cough, annoy)
3. The noises in the hall were howling dogs. (noises, howling)
4. A thousand voices were singing. (thousand, voices)

Day 5  Assess and Reteach

POSTTEST

Use the Dictation Sentences on page 507G for the Posttest.

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

Challenge students to look for words that have the same vowel patterns they studied this week.

The Whole Voyage

We began our whale-watching trip in Seattle, Washington. I was being a bigger boy than the trip. Prior to all, it had been raining all day and I didn’t want to be cold and wet. Then, on the car trip to the dock, I realized I had forgotten to bring my food. So, now my stomach was making noises and I was hungry, too. My parents kept telling me not to eat, but I couldn’t help it. I didn’t want to go whale watching. I wanted to stay home and play with my friends. When we got out on the water, I was miserable. Then I saw my first whale! A huge one came out of the water above our boat. It was incredible!

1. Voyage  3. noises  5. thousand
2. grouch  4. frown

Writing Activity

Write about a trip you have taken. Use at least three spelling words in your paragraph.

Proofreading

Write the following list of words on the board, leaving a blank space where the word should go. They can exchange papers and fill in the blanks.

Day 3  Word Meanings

SYNONYMS

Write the following list of words on the board. Have students copy the words into their word study notebooks, and write the Spelling Word that is a synonym for each.

1. pile  (mound)
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Have partners write a sentence for each Spelling Word, leaving a blank space where the word should go. They can exchange papers and fill in the blanks.

Day 4  Review and Proofread

SPIRAL REVIEW

Review words with /"u/, /"u/, and /"u/.
Write cookie, zoom, and huge on the board. Have students identify the spelling of the /"u/, /"u/, or /"u/ sound in each word.

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Write these sentences on the board, including the misspelled words. Ask students to proofread, circling incorrect spellings and writing the correct spellings.

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Day 5  Assess and Reteach

POSTTEST

Use the Dictation Sentences on page 507G for the Posttest.

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

Challenge students to look for words that have the same vowel patterns they studied this week.
Possessive Pronouns

Day 1: Introduce the Concept

INTRODUCE POSSESSIVE PRONOUNS

Present the following:

- A **possessive pronoun** shows ownership.
- A possessive pronoun takes the place of a possessive noun. Possessive pronouns never have an apostrophe: *my*, *your*, *his*, *her*, *its*, *our*, and *their*.
- Possessive pronouns must match the nouns they replace in both number and gender: Give the pass to Armita. *Give the pass to her.* This is Dillon and Leigh’s car. *This is their car.*

Day 2: Teach the Concept

REVIEW POSSESSIVE PRONOUNS

Discuss with students how to recognize possessive pronouns.

INTRODUCE STAND-ALONE POSSESSIVE PRONOUNS

Present the following:

- A **stand-alone possessive pronoun** is not used directly before a noun.
- Most stand-alone possessive pronouns are formed by adding *s* to the pronoun that is used before a noun. These pronouns are *yours*, *hers*, *ours*, *theirs*, and *mine*: *This report is ours. That one is yours.*
- *His* and *its* are the same when used as stand-alones or before a noun: *His shirt was brown. The shirt was his.*

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### ELL Access for All

**Possessive Pronouns**

Write on the board: *This pencil belongs to Sheila. It is _____ pencil.* Model how to choose the correct pronoun in the second sentence. Create more sentences using other students’ names and your name to practice all the pronouns.
Day 3 Review and Practice

Review POSSESSIVE PRONOUNS

Review how to identify possessive pronouns.

MECHANICS AND USAGE: POSSESSIVE NOUNS AND PRONOUNS

- Possessive nouns are formed with apostrophes: teachers’ books.
- Most possessive pronouns that are used before a noun are not formed with s: her book, his car. The exception is its.
- Possessive stand-alone pronouns are formed without apostrophes. Except for mine, the last letter is always s: It is yours.
- All possessive pronouns should agree in number and gender with the nouns they replace.

Day 4 Review and Proofread

Review TYPES OF POSSESSIVE PRONOUNS

Ask students to explain the differences between regular and stand-alone possessive pronouns.

PROOFREAD

Have students correct errors in the following sentences.

1. That whale is Renas favorite, and this one is mine favorite. (Rena’s; my)
2. Each boy should take their seat while the whales are close. (his seat)
3. This book about whales is my. (mine)
4. Which is the better picture of a whale—Miguel or her’s? (Miguel’s; hers)

Day 5 Assess and Reteach

ASSESS

Use page 119 of the Grammar Practice Book for assessment.

RETEACH

Have students create sentences using possessives pronouns. After checking for accuracy, have students write the sentences again, this time leaving a blank where the pronoun should be. Students should trade papers with a partner and try to fill in the blanks. They can then check their own work.

Also use page 120 of the Grammar Practice Book for reteaching.

Grammar Practice Book, page 117

- Some possessive pronouns are used before nouns (my, your, his, her, its, our, yours, theirs).
- Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

My name is Robert and this is mine wife, Florence. That’s her’s given name, but she prefers to be called Fluffy. Let us show you around our’s home. Down the hall we have our’s offices. The one on the left is mine, and the one on the right is Fluffy’s. My office is where we keep our’s jewelry. They were my mother’s. My father bought them for her on his many trips abroad. He used to travel a lot in order to study whales. On his trip, he met some of the world’s top scientists. Their knowledge of whales was amazing.

That’s her given name, but she prefers to be called Fluffy. Let us show you around our home. Down the hall we have our offices. The one on the left is mine, and the one on the right is Fluffy’s. My office is where we keep our’s jewelry. They were my mother’s. My father bought them for her on his own trips abroad. He used to travel a lot in order to study whales. On his trips, he met some of the world’s top scientists. Their knowledge of whales was amazing.

Grammar Practice Book, page 118

- Some possessive pronouns are used before nouns (my, your, his, her, its, our, yours, theirs).
- Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Some students prefer to be called Fluffy. Let us show you around our home. Down the hall we have our offices. The one on the left is mine, and the one on the right is Fluffy’s. My office is where we keep our’s jewelry. They were my mother’s. My father bought them for her on his own trips abroad. He used to travel a lot in order to study whales. On his trips, he met some of the world’s top scientists. Their knowledge of whales was amazing.

Grammar Practice Book, pages 119–120

- Some possessive pronouns are used before nouns (my, your, his, her, its, our, yours, theirs).
- Some possessive pronouns can stand alone (mine, yours, his, hers, its, ours, yours, theirs).

Rewrite the following paragraph. Be sure all possessive nouns and pronouns are used correctly.

Some students prefer to be called Fluffy. Let us show you around our home. Down the hall we have our offices. The one on the left is mine, and the one on the right is Fluffy’s. My office is where we keep our’s jewelry. They were my mother’s. My father bought them for her on his own trips abroad. He used to travel a lot in order to study whales. On his trips, he met some of the world’s top scientists. Their knowledge of whales was amazing.

Adelina’s Whales 507J
Administer the Test

Weekly Reading Assessment, Passage and questions, pages 237–244

**ASSESSED SKILLS**
- Sequence
- Vocabulary Words
- Dictionary: Homographs
- Possessive Pronouns
- Words with /oi/ and /ou/

Administer the Weekly Assessment online or on CD-ROM.

**Fluency**

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goal for all students: **102–122 words correct per minute (WCPM).**

<table>
<thead>
<tr>
<th>Approaching Level</th>
<th>On Level</th>
<th>Beyond Level</th>
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<tbody>
<tr>
<td>Weeks 1, 3, 5</td>
<td>Weeks 2, 4</td>
<td>Week 6</td>
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</tbody>
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**Alternative Assessment**

- ELL Assessment, pages 122–123
# End-of-Week Assessment

## Diagnose

<table>
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<tr>
<th>Vocabulary Words</th>
<th>IF...</th>
<th>THEN...</th>
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<tbody>
<tr>
<td>Vocabulary Strategy</td>
<td>0–2 items correct . . .</td>
<td>Reteach skills using the Additional Lessons page T8.</td>
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<tr>
<td>Dictionary: Homographs</td>
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<td>Items 1, 2, 3, 4</td>
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<td>Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>.</td>
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<tr>
<td>Skill: Sequence</td>
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<td>0–1 items correct . . .</td>
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<td>Words with /oi/ and /ou/</td>
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<td>Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a>.</td>
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<td>Fluency Solutions Evaluate for Intervention.</td>
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<td>0–97 WCPM</td>
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**Reading Triumphs**

**An Intervention Program**

To place students in the Intervention Program, use the **Diagnostic Assessment** in the Intervention Teacher’s Edition.
Objective  Decode words with /oi/ and /ou/

Materials  • Student Book Adelina’s Whales

WORDS WITH /oi/ AND /ou/

Explain/Model

■ Remind students that the letters oi and oy together usually stand for /oi/, as in coil and joy. The letters ou as in house and ow as in cow usually stand for /ou/. However, ow can also stand for /o/ as in snow.

■ Write the letters t, o, y, on the board. Say the sounds that the letters stand for /t/ /oi/. Then blend the sounds: /toi/. Say the word with me: toy. Repeat this process with oi and boil.

■ Write the letters t, o, w, n on the board. Say the sounds that the letters stand for /t/ /ou/ /n/. Then blend the sounds: /toun/. Say the word with me: town. Repeat this process with ou and house.

■ Ask students to provide their own examples of words with /oi/ and /ou/. Listen and provide constructive feedback.

MULTISYLLABIC WORDS WITH /oi/ AND /ou/

■ Write the word destroy on the board. Have students identify the second syllable as containing /oi/: troy. Have students repeat the syllable, then blend, and read the whole word several times. Repeat this process with pounding and /ou/.

■ Have student pairs work together to practice decoding longer words with /oi/ and /ou/. Write the following words on the board and ask student pairs to copy them onto index cards or sheets of paper. Say each word. Circle the letters that stand for the /ou/ or the /oi/ sound. Then sort the words by spelling pattern.

rejoice annoy crouching underground

growling browning moisture employment

■ Check each pair for their progress and accuracy.

WORD HUNT: WORDS WITH /oi/ AND /ou/ IN CONTEXT

■ Review words with /oi/ and /ou/. Have students search pages 488–490 of Adelina’s Whales to find words with /oi/ and /ou/. Ask them to write the words and circle the letters that spell the /oi/ and /ou/ in each word.

■ Check to see if students have found examples, such as outside, down, south, thousand, loud, noise, sound, clouds, and out.
Objective: Read with increasing prosody and accuracy at a rate of 102–112 WCPM

Materials: • Index cards  • Approaching Practice Book A, page 136

**WORD AUTOMATICITY**

Have students make flashcards for the following words with /oi/ and /ou/: flower, south, thousand, voices, howling, wound, tower, annoy, grouch, mound, noises, cough, cowboy, pound, gown, hound, voyage, frown, pouch.

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 136. Tell students to pay close attention and listen to your tempo. Then read sentences in clusters based on tempo, and have students read each cluster back, copying your tempo.

During independent reading time, have students work with a partner. One student reads aloud while the other repeats each sentence. Remind students to use positive and encouraging phrases when giving feedback to their partners. Circulate and provide constructive feedback. 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 136. 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.

**Vocabulary**

Objective: Apply vocabulary word meanings

Materials: • Vocabulary Cards  • Student Book Adelina’s Whales

**VOCABULARY WORDS**

Display the Vocabulary Cards for this week’s words: dove, politicians, snoring, massive, tangles, rumbling, and unique. Help students locate and read the vocabulary words in Adelina’s Whales. Review the definitions of each word in the Glossary of the Student Book, and discuss the meanings. Then have students write their own narratives about whales using all of these vocabulary words.

**Approaching Practice Book A, page 136**

As I read, I will pay attention to my tempo and try to match it to the action in the story.

There are many species of whales. They live in oceans all over the world. Some whales live in clear water. Others live in water that is so polluted that it is brownish. Sperm whales are the largest kinds of whales in the ocean. They can grow to be 80 feet long. They eat large amounts of krill, which is a type of shrimp. They are also known for their baleen. Baleen are made of keratin, a substance that is similar to hair. Dolphins are also known as whale, but they are not related to whales. They are mammals, but they are not whales. A dolphin has a blowhole on the top of its head. Whales have a blowhole on the side of their head. Whales are important to people because they provide food for many different kinds of people. They also provide meat, oil, and other products. Some people hunt whales, but they are not endangered because their numbers are still large. Today, many whales are in danger. The situation is changing, but the situation is still very bad. Some people are working to protect whales. Some laws are against hunting whales. Others stop people from polluting the oceans. But there are still problems with pollution.
Vocabulary

Objective Use homographs

DICTIONARY: HOMOGRAPHS

Have students create simple crossword puzzles using Vocabulary and Spelling Words. Make sure they include at least two homographs (wound, dove) and write the definitions of the homographs as clues. They may use a dictionary to help them, if necessary.

Comprehension

Objective Identify sequence

Materials • Student Book “A Whale of a Trip” • Transparencies 19a and 19b

STRATEGY

ANALYZE TEXT STRUCTURE

Remind students that recognizing how a text is organized can help them to identify the sequence of story events.

SKILL SEQUENCE

Explain/Model

■ Authors sometimes use signal words, such as first, next, and last, to help readers recognize the sequence of events in a story.
■ Authors of history texts or how-to articles typically use chronological order to organize their texts.

Display Transparencies 19a and 19b. Reread the first pages. Ask a volunteer to identify what the narrator saw first and identify the signal words.

Think Aloud As I read I learn that many things are happening. It helps to recognize sequence words to help summarize what is happening in the story so I can better understand it.

Practice/Apply

Invite students to retell the story, considering the sequence of events. Ask the following questions.

■ Before going on the trip, do you think the narrator expected the whale would be as big as it turned out to be?
■ What was the first thing Matty told people on the whale-watching trip?
■ Why are birds often seen in areas where whales are present?
**Objective**  
Read to apply strategies and skills

**Materials**  
- Leveled Reader *Saving the Whales*

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### PREVIEW AND PREDICT

Have students read the title, look at the images, and preview the first chapter. Have students make predictions about what they will read and set a purpose for reading.

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### VOCABULARY WORDS

Review the vocabulary words as needed. As you read together, discuss how context clues can help you figure out word meanings.

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### STRATEGY

#### ANALYZE TEXT STRUCTURE

Remind students that recognizing how a text is organized can help them better understand the text’s important ideas and the author’s purpose.

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### SKILL

#### SEQUENCE

Remind students to pay attention to the way the selection is organized and the order in which events occur. Read Chapter 2 with students.

**Think Aloud**  
In the first chapter I learn that in the past, there were whale hunters in all parts of the world. Now there are laws to protect whales from hunters, but whales are still being killed in other ways. I need to remember this information for my Sequence Chart.

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### READ AND RESPOND

Finish reading *Saving the Whales* with students. Discuss the following:

- If the plants that the krill eat die, and then the krill die, ask students what will happen next in the food chain.
- Ask them what happened after Keiko the whale was set free.

Work with students to review and revise their Sequence Charts. Help students paraphrase the important ideas in each chapter.

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### MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare *Adelina’s Whales* and *Saving the Whales*.

- Have students identify which selection is organized into chapters. Ask them why this format is better for this selection.
- Have students explain how reading *Saving the Whales* helps them better understand the information and events in *Adelina’s Whales*. 

On Level Options

Vocabulary

Objective: Apply vocabulary words and homographs
Materials: • Vocabulary Cards • Dictionary

VOCABULARY WORDS

Tell students that they will play a word-definition game. Display half of the Vocabulary Cards. Have the first team use a dictionary to help create two different definitions for each displayed word. One should be the correct definition, and the other should be incorrect. Then have students write each pair of definitions on the board. The second team chooses the definition they think is correct. They get one point for each correct answer. The team with the most points wins.

DICTIONARY: HOMOGRAPHS

Remind students that homographs are spelled alike but have different meanings, so they have separate dictionary entries. Have students use the adjective fine in a sentence. Then challenge them to use the homograph fine (money paid) in another sentence. Repeat with the word content.

Literary Elements

Objective: Read poems to identify literary elements
Materials: • Poetry books and resources with limericks • Student Book “Limericks”

METE R AND RHYME SCHEME

Discuss the use of meter and rhyme in each limerick on Student Book pages 504–505. Then have students look through poetry books and other resources to locate limericks. Ask students to discuss the meter and rhyme scheme in the limericks.

Fluency

Objective: Read fluently with appropriate prosody at a rate of 102–136 WCPM
Materials: • On Level Practice Book O, p. 136

REPEATED READING

Model reading the passage on page 136 of Practice Book O. Remind students to pay attention to the tempo to see if it matches the action of the story. Then read one sentence at a time, having students echo-read the sentence back, imitating your pace. Echo-read through the entire passage again, speeding up to reflect each part of the selection. During independent reading time, partners take turns reading.

Timed Reading Have students read the passage and record their rates.
Leveled Reader Lesson

Objective: Read to apply strategies and skills

Materials: • Leveled Reader Looking at Whales

PREVIEW AND PREDICT

Have students preview Looking at Whales.

■ Ask students to write down any questions they have about the selection.
■ Ask if they think this book will be the story of one whale or about many whales.

SKILL SEQUENCE

The sequence is the order in which events happen. Signal words, such as before, after, and then, often help to indicate the sequence of events. Explain that students will fill in this information in Sequence Charts.

READ AND RESPOND

Read Chapter 1. Pause to discuss how the information in the chapter is presented. At the end of Chapter 2, fill in the Sequence Chart. Have students discuss the sequencing of information, including how the word then helped them understand the information about humpback whales singing.

VOCABULARY WORDS

As they read Looking at Whales, ask students to point out vocabulary words as they appear. Then have students discuss how each word is used.

Ask, Are blue whales massive or small?

MAKE CONNECTIONS ACROSS TEXTS

Invite students to draw connections between Looking at Whales and Adelina’s Whales.

■ Ask students to use chronological order words to summarize the information they learned in Looking at Whales.
■ Ask students if they think Adelina would know most of the information in Looking at Whales.
Vocabulary

Objective Apply vocabulary words in writing

EXTEND VOCABULARY

Ask students to write a nonfiction piece about a whale. Have them use all of the vocabulary words from this week’s selection and as many words from this unit’s previous weeks as possible.

Invite them to edit their essays or a partner’s essay. Remind them to check the spelling and usage of each word.

Literary Elements

Objective Use meter and rhyme to write a limerick

Materials • Student Book "Limericks" • Poetry books with limericks • Nonfiction books about whales

METER AND RHYME SCHEME

Use limericks to point out that meter and rhyme scheme can add to a reader’s enjoyment of a poem. Ask: How does the use of meter and rhyme scheme make these limericks more fun to read?

Have students read limericks and note the use of meter and rhyme scheme. Then have them read information about whales or use what they have already learned to write their own limerick about whales.

Fluency

Objective Read fluently with appropriate prosody at a rate of 112–136 WCPM

Materials • Beyond Practice Book B, p. 136

REPEATED READING

Work with students to begin marking up the Fluency passage on page 136 of Practice Book B. Remind them to pay attention to the tempo. Then read one sentence at a time, having students echo-read the sentence back, imitating your pace. Echo-read through the entire passage again, speeding up to reflect each part of the selection.

During independent reading time, partners can take turns reading the passage they have practiced reading aloud. Remind students to pay attention to one another’s tempo and discuss how different actions in the passage change the tempo or mood.

Timed Reading Have students read the passage and record their reading rate.
**Objective**
Read to apply strategies and skills

**Materials**
- Leveled Reader *Gray Whales*

**PREVIEW AND PREDICT**
Have students preview *Gray Whales*, predict what it is about, and set a purpose for reading.

**SKILL SEQUENCE**
Ask a volunteer to explain what the terms *text structure* and *sequence* mean. Have another volunteer explain why identifying the text structure or sequence of events is important for understanding a selection. Explain that students will read *Looking at Whales* together, and fill in information about order in Sequence Charts.

**READ AND RESPOND**
As students read, they should identify the order of events in the selection, and fill in their Sequence Charts. Discuss with the group how the story would change if the sequence of events were different.

**VOCABULARY WORDS**
Have students pay attention to vocabulary words as they come up. Ask students to provide definitions as needed. Ask, *What do whales sometimes get tangled in?*

**Self-Selected Reading**

**Objective**
Read independently to identify the sequence of a text

**Materials**
- Leveled Readers or informational trade books at students’ reading level

**READ TO IDENTIFY SEQUENCE**
Invite students to use their personal interests to choose a nonfiction book for independent reading. Have students read their books and take notes on the selection’s sequence in their response journals.

After reading have students compare the order in which the information was presented in the book they chose to one of the selections they read during this week’s lessons. Ask: *Which selection presented information in the more interesting way? Which selection taught you the most about the topic?*
Academic Language

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

Strategies to Reinforce Academic Language

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

Academic Language Used in Whole Group Instruction

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
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<tr>
<td>ocean (p.484)</td>
<td>homograph (p. 484)</td>
<td>voice (p. 506)</td>
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<td>aquarium (p. 484)</td>
<td>photo essay (p. 486)</td>
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<td>sequence (p. 485A)</td>
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<td>legend (p. 485)</td>
<td>rhyme scheme (p. 504)</td>
<td>stand-alone possessive pronoun (p. 507I)</td>
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<td>pod (p. 505)</td>
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Objective
• To apply vocabulary and comprehension skills

Materials
• ELL Leveled Reader

ELL 5 Day Planner

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<td>• Oral Language and Vocabulary Review</td>
<td>• ELL Leveled Reader</td>
<td>• ELL Leveled Reader</td>
<td>• ELL Leveled Reader</td>
<td>• ELL Leveled Reader Comprehension Check and Literacy Activities</td>
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Before Reading

DEVELOP ORAL LANGUAGE

Build Background Write the word *whales* on the board and have students share what they know. *What do whales look like? What do they eat? How do they communicate?* List key points. Then do a brief picture walk of the book to add on to the list.

Review Vocabulary Write the vocabulary and story support words and discuss the meanings. Use each word in a sentence. Clarify the two meanings of *schools* and *dove*. *Schools of fish are large groups of fish, not where fish go to learn. Who can use "schools of fish" in a sentence?*

PREVIEW AND PREDICT

Point to the cover photograph and read the title aloud. *What are we going to read about?* Have students brainstorm a list of questions about facts they would like to learn from this book.

Set a Purpose for Reading Show the Sequence Chart and remind students they have used it before. Ask them to use a similar chart to identify the sequence of events as they are presented in the book.

During Reading

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

**Beginning**

**Shared Reading** As you read, model analyzing text structure by identifying key information about whales. Number the facts to explain sequence. Model filling in the chart.

**Intermediate**

**Read Together** Read the first chapter. Help students analyze text structure by numbering and recording key information. Take turns reading with students. Ask them to identify events in sequence as they read.

**Advanced**

**Independent Reading** Have students read the story. After reading each day, ask them to work with a partner to analyze text structure and identify events in sequence. Encourage them to use the new vocabulary.

After Reading

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