Comprehension

GENRE: NARRATIVE NONFICTION

Have a student read the definition of Narrative Nonfiction on Student Book page 512. Students should look for factual information that is presented in a narrative, or story, form.

STRATEGY
ANALYZE TEXT STRUCTURE

Remind students that authors of nonfiction organize their texts in various ways. Some texts are organized by comparing and contrasting two or more features.

SKILL
COMPARE AND CONTRAST

Remind students that using a structure in which people, things, or ideas are compared and contrasted lets the author show how they are similar or different.

Vocabulary

Vocabulary Words  Review the tested vocabulary words: coral, reef, brittle, eventually, current, partnership, and suburbs.

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

polyps (p. 514): tiny sea animals that form the coral reef
tentacles (p. 514): a polyp’s little arms that catch food
planula (p. 515): a baby coral polyp
Preview and Predict

Ask students to read the title, preview the illustrations, and make predictions about the selection. Where do most of the creatures described in this selection live? Have students write about their predictions. Students should also write questions they may have about the selection.

Set Purposes

**FOCUS QUESTION** Discuss the “Read to Find Out” question on Student Book page 512. Remind students to look for the answer as they read.

Point out the Venn Diagram in the Student Book and on Practice Book page 142. Explain that students will fill it in as they read.

Read *At Home in the Coral Reef*

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

*As you read At Home in the Coral Reef, fill in the Venn Diagram.*

**Different**

- Soft Polyps
- Gobies/Grouper

**Alike**

- Polypa/Plants
- Hard Polyps

How does completing the Venn Diagram help you to analyze the text structure of *At Home in the Coral Reef*?

**On Level Practice Book A, page 142**

- Approaching Practice Book, A, page 142
- Beyond Practice Book, B, page 142
Down, down, down in the tropical clear blue sea lives a beautiful coral reef. The coral reef is a wonderful home for hundreds of kinds of fish and thousands of other kinds of creatures. The reef itself is made of zillions of tiny animals called coral polyps.

Each tiny coral polyp catches food with its little arms, called tentacles. The polyps share their food and live so close together that their skeletons are connected.

Some kinds of coral polyps make soft skeletons that sway gently back and forth in the water. These polyps have 8 tentacles. Other coral polyps make skeletons that are as hard as rock. Their hard skeletons form the coral reef. A hard coral polyp has 12, or 24, or 48, or more tentacles! Together, over 50 kinds of hard coral form this reef in the Caribbean Sea.

**1. COMPARE AND CONTRAST**

How are the soft coral polyps and the hard coral polyps alike? How are they different? (Alike: All the polyps use tentacles to catch food. They all have connected skeletons. Different: Soft coral polyps have skeletons that move. They have eight tentacles. Hard coral polyps have solid skeletons. They have twelve or more tentacles.) Use this information to fill in a Venn Diagram.
What are these pink things? Coral eggs! Once a year, coral polyps have babies. Eggs and sperm pop out of the polyps and float up and up to the top of the blue sea. There each fertilized egg becomes a baby coral called a planula. Now it is ready to search for a new home.

The planula is completely covered with little hairs. It swims by waving them through the water, but it cannot swim very fast. Watch out for those hungry wrasses!

Can you predict what the word wrasses means? (Suggested answer: No, it does not have a familiar base word, prefix, or suffix.) Tell how you can use descriptive context clues to figure out the meaning of the word wrasses. (The author uses the adjective hungry to describe the wrasses. There is a caption in the illustration that tells me the fish shown are called blue headed wrasses. A wrass is a kind of fish that will eat the coral planula.)
Just in time, a big wave carries the planula away to the crest, or top, of the coral reef. Here the water is very shallow. Because it is so shallow, the waves break and crash into the reef.

Splash! Crash! The breaking waves make the water very rough. It's so rough that only a few animals can live here. A fireworm holds on tight. A school of blue tangs darts in and out, hunting for food.

Crash! Splash! Will this be home for the planula? No, it's too rough. The planula is swept along, riding a wave over the crest to the lagoon.

The author has told us that the planula cannot swim very fast. What clues in the text let you know how the planula is able to travel over large distances? (A big wave carries the planula to the crest of the reef. Then it rides another wave to the lagoon. The planula depends on the waves to help it travel over large distances.)

**ELL**

*Check Comprehension* Help students understand the language used to describe the waves. Students who already know the meanings of *break* and *crash* may find the expressions confusing. They may wonder how water can break or crash.
The water in the lagoon is calm. Although the lagoon seems peaceful, it is really a busy place, from top to bottom. At the top, a pelican gulps a pouchful of fish. At the bottom, a stingray slurps up shrimp.

Many animals looking for food in the lagoon are hard to see. An emerald clingfish hides on a blade of turtle grass. Clams and crabs hide in the sand.

**Compare and Contrast**

How are the crest at the coral reef and the lagoon alike and different?

Alike: In both places, animals of various kinds are looking for food. Neither place is a good place for the planula to live.

Different: The water at the crest of the reef is very rough. Few animals live there. The water in the lagoon is calm. Many animals live, feed, and hide there.

**Strategies for Extra Support**

**Question**

Ask, What is a crest? Reread the first sentence on page 516, and show how the phrase after the word crest defines it. Point out how the illustration can help to confirm students’ understanding.

Ask, What do we know about the crest? What is the water like? What animals live there? Repeat these questions for the lagoon. Write students’ responses on the board. Then write these sentence frames on the board and have students compare the two places:

The crest of the reef and the lagoon are alike because _______. They are different because _______.

**Main Idea and Details**

Which sentence in the second paragraph on page 517 states the main idea? Explain your answer. (The first sentence. The other two sentences provide examples of animals being hard to see because they hide in either the grass or the sand.)
Develop Comprehension

7 WRITER’S CRAFT: FIGURATIVE LANGUAGE

Authors make their writing more exciting by using figurative language to evoke mental images. The second paragraph on page 518 contains an example of this kind of figurative language. What words does the author use and what is the picture she brings to mind? (The author uses “Flash! Glow! Blink!” and says the lights “twinkle like stars in the sky,” but underwater. As I read on I see that these lights are made by animals. It must be an amazing sight. No wonder the author uses such vivid language.)

8 GENRE: NARRATIVE NONFICTION

In what ways is the informational nonfiction text on page 518 like a story? In what ways is it different? (By asking questions, the author makes it sound as if she is talking directly to the reader, as a storyteller might. She also describes the sights and sounds of the lagoon at night the way someone writing a story might describe the setting. She speaks of the animals as if they are characters. The planula is on a journey, looking for a home. The other animals communicate with or scare each other. It is different from a story because the information is factual and the animals are only examples of thousands or millions of others like them.)
The planula needs a rocky place. It floats along to the red mangrove trees near the shore of the lagoon. Red mangroves can grow in salty water. Their roots grow out and hang down right into the ocean. Sponges and seaweeds grow on the roots. Millions of baby fish and baby shrimp start life in the water around mangrove roots. There's lots of food for them there. Will this be a home for the planula, too?

**Develop Comprehension**

**COMPARE AND CONTRAST**

Are there more similarities between the lagoon and its shore near the mangrove trees or more differences? Explain your answer. (There are more similarities. Both places are busy because they are home to many kinds of animals. There is a lot of food in both places. The most important difference is the fact that the mangrove trees grow near the shore.)
No, the water here is too shady for the planula. It turns away and swims to the shallow water near the beach of the lagoon.

The sunshine heats the sandy beach. The sand was made by the ocean waves. Over thousands of years, the waves have pounded the skeletons of reef animals and plants into smaller and smaller bits. Eventually, the bits formed so many grains of sand that they covered the bottom of the lagoon and washed up on shore to make a beach.

Will this be home for the planula? No, it is too shallow and too hot here.
The planula catches a *current* to deeper water. Oh, no, the water is so dirty! The water is so dirty, the coral is dying. The dirt smothers the coral polyps and blocks the sunlight they need.

Chemicals washed down the rivers from factories and farms poison the coral. In the dirty water harmful bacteria grow over the coral and kill it. Careless divers hurt the coral too. They step on it and break it with their boat anchors.

Without living coral, the fish and other animals will leave. The planula cannot live here either.

**AUTHOR’S PURPOSE**

Why do you think the author describes how the deeper water got to be so dirty? *(The author is letting us know that people have an effect on the plants and animals that live in the ocean. Her use of words, such as *smothers*, *poison*, and *careless*, shows that she thinks harming the creatures in the ocean is wrong and that pollution is a serious problem. By leading us along the planula’s journey, the author is persuading the reader to care about the animals that live in the sea.)*

Have students respond to the selection by confirming or revising their predictions. Ask them to use text evidence to modify questions and predictions.

**Extra Support**

**Compare and Contrast**

Have students think about questions they can ask themselves that might help them compare and contrast the various places to which the planula travels. Some sample questions are:

- What kind of water does the planula need?
- What is the water like at the crest of the reef? At the lagoon?
- What kind of bottom does the planula need?
- What is the bottom of the lagoon like? Of the shore near the mangrove trees?
- How much light and heat does the planula need?
- How much light is at the shore near the trees?
- How hot is it at the beach?
Luckily, a current carries it out of the lagoon, over the top of the reef, and down the other side of the reef deeper and deeper and deeper to a healthy part of the reef.

At last! A safe spot for the planula to settle down. The spot is hard and rocky. It is sunny but not too hot. Gentle currents bring clean water, and plenty of food. It will be a perfect home.

**SUMMARIZE**

In your own words, give a summary of the conditions that make a good home for a planula. (The water must not be too rough, but it should move enough to keep the area clean. The water should be just deep enough so that it receives plenty of sunlight but is not too hot. The bottom should be hard and rocky, not sandy.)
The planula begins to change. First, it sticks itself to a safe spot. Then, around its mouth it grows twelve little tentacles. Now it is a polyp. It looks like a flower, but it really is an animal. Under its soft body, the polyp starts to grow a hard white skeleton. In a few weeks it makes another tiny polyp exactly like itself. The polyps are connected to each other. Together, the two polyps have twenty-four tentacles for catching food.

The planula is growing up to be a staghorn coral. More polyps grow, and more and more.

**COMPARE AND CONTRAST**

The author says the polyp looks like a flower. Compare and contrast the information the author gives about the polyp with what you know about plants. (Answers will vary; possible answer: The young polyp’s tentacles may look something like the petals of a flower, but it is starting to grow a hard skeleton. The polyp keeps making new polyps that grow connected to one another, but plants often create seeds that will become separate plants. A plant uses sunlight to make its own food, but the polyp must catch food with its tentacles.)
Develop Comprehension

14 MONITOR AND CLARIFY
What self-monitoring strategies can you use to help you find out how the coral polyps warn each other of danger? (Possible answer: There is nothing in the text that tells how they are able to warn each other. The author says the polyps are all connected, so maybe they can communicate somehow. Students should seek help from other nonfiction sources, a teacher, or a librarian.)

15 CAPTIONS
What information do you learn from the captions in the illustration on page 524 that you do not learn from the text? Use examples from the text to explain your answer. (By reading the caption, we learn what the staghorn coral will look like when it is two years old. We can also tell about how large it will be compared to a fish like the butterfly fish.)
Many creatures in the reef are partners that help each other hide or find food. A crab hides in the coral to escape from a hungry octopus. A shrimp lives safely inside a vase sponge.

At a cleaning station, gobies eat what they clean from the teeth of a big grouper. The grouper holds its mouth wide open for the gobies. Away from the station, the grouper would eat gobies!

Even the tiny polyps have partners. The polyps get special food from little golden plants living just inside their skin. In return, the plants get a home. This partnership helps the coral grow big enough to form reefs.

**Develop Comprehension**

**COMPARE AND CONTRAST**

What is similar about the partnership between the gobies and the grouper and the partnership between the polyps and the golden plants? What is different? (In both partnerships, each partner gets something positive. In the partnership between the gobies and the grouper, the gobies get food and the grouper gets clean teeth. In the partnership between the polyps and the plants, the polyps get a special food and the plants get a home. The plants are always in the polyps’ skin, but the gobies swim around and can clean the groupers’ teeth in certain locations only.) Use this information to fill in a Venn diagram.

<table>
<thead>
<tr>
<th>Different</th>
<th>Alike</th>
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</thead>
<tbody>
<tr>
<td><strong>Gobies/Grouper</strong></td>
<td>each partner gets help</td>
</tr>
<tr>
<td>gobies get food</td>
<td></td>
</tr>
<tr>
<td>grouper gets clean teeth</td>
<td>guppies swim around</td>
</tr>
<tr>
<td></td>
<td>guppies always in polyps’ skin</td>
</tr>
</tbody>
</table>

Draw conclusions from this diagram. (Both partnerships are mutually dependent.)

**ELL**

**STRATEGIES FOR EXTRA SUPPORT**

**Question**

Review the meaning of the word *partnership*. Have students point to the grouper and to the gobies in the illustration on page 525. Tell students to find the words in the text that explain the animals’ partnership. For the polyps and golden plants, first show students the illustration on page 514 to remind them what coral polyps look like. Then have students read and tell you about their partnership. Finally, have students compare the two partnerships: *Their partnerships are alike because ______. Their partnerships are different because ______.*
Down, down, down in the tropical clear blue sea, this coral reef is alive and well. The place where it lives is clean. Zillions of coral animals have been adding their skeletons to the reef for over 8,000 years.

It takes thousands of years for a reef to grow but only a few years for one to be destroyed! This reef and other coral reefs all around the world are in danger because the oceans are becoming dirty. Coral reefs need our help.

**Compare and Contrast**

How was the safe spot the planula chose different from the other places? How were they all alike?

(Student Think Aloud) The author has provided a lot of facts by comparing and contrasting different environments and animals in and around the coral reef. Now that I’ve read about the special relationships among creatures in the reef and about how it takes thousands of years for a reef to grow, I know how sad it would be if the reef were destroyed. The author describes how easily people’s actions on land affect the animals in the ocean. If she had said this before telling all about the planula and the polyps, I don’t think it would have had as strong an effect on me.

**Cross-Curricular Connection**

**CORAL REEF DEVELOPMENT**

Coral reefs take thousands of years to grow. Made of layers of skeletons from creatures called polyps, the reef forms at a rate of about 1 inch per year. Ask students to compare the thousands of years it takes for a reef to form with the time it takes people to construct a building. Have them consider the importance of saving reefs and keeping them healthy, given how long it takes for them to form.

Have students identify a strategy for calculating the number of inches thick a reef might be after 1,000 years. Then have them find equivalents in feet and yards, rounding to the nearest whole unit. (1,000 in.; about 84 ft; about 28 yds) Ask them to explain in writing how they solved the problem.
What can we do to help a little baby planula grow up to become part of a big coral reef? The first step is to discover how what we do on land affects life in the sea.

All living creatures—including corals and people—need clean water. We all use water on our farms, in our suburbs, and in our cities. We throw many things into it that make it dirty. This dirty water flows into rivers, lakes, and underground streams, and eventually ends up in the sea. There it hurts the coral reef and all the creatures that make it their home.

But we can make a difference. We can make our rivers and lakes and oceans clean again. We can learn about life on the coral reef and share what we learn. We can help people everywhere to care about the amazing reefs and the tiny coral animals that build them.
**Author and Illustrator**

**AT HOME WITH KATY & KATHERINE**
Have students read the biographies of the author and the illustrator.

**DISCUSS**
Have students support their answers to these questions with details from text.

- Why did Katy Muzik feel it was important to share her concern for the rapid decline of the coral reefs?
- Why is Katherine Brown-Wing a good person to illustrate this book?

**WRITE ABOUT IT**
Ask students to think about where they would live if they could choose any place they wanted, such as on an island or in the desert. Have them write a description of this environment. Remind them to explain why they would choose to live there.

**Author’s Purpose**
Remind students that an author’s own life and personal experiences can influence his or her purpose for writing. Suggest students review the author’s biography and skim the story for clues about Katy Muzik’s purpose for writing.

**Author’s Craft**

**Sentence Fluency**

- Simple sentences have a subject and a verb. Compound and complex sentences combine two simple sentences in various ways.
- Good writers vary their sentence lengths and complexity to make their writing more interesting. For example, simple sentence: “The water in the lagoon is calm.” (p. 517) Compound sentence: “It looks like a flower, but it really is an animal.” (p. 523)
- Ask students how the varied length and complexity of sentences helps keep this selection interesting.
- Have students find and discuss other varied sentences, such as “At the top, a pelican gulps a pouchful of fish,” (p. 517) and “It swims by waving them through the water, but it cannot swim very fast.” (p. 515)

**Technology**
Students can find more information about Katy Muzik at [www.macmillanmh.com](http://www.macmillanmh.com)
Comprehension Check

**SUMMARIZE**

Have partners summarize *At Home in the Coral Reef* by paraphrasing. Remind students to use their Venn Diagrams to help them organize their summaries.

**THINK AND COMPARE**

Sample answers are given.

1. **Compare and Contrast:** The sandy beach is made up of the skeletons of reef animals and plants that were pounded into bits by the waves. The water by the beach is shallower than that by the reef. The weather is hotter. The reef is sunny, not too hot, and alive with colorful animals and plants. The beach has only sand.

2. **Analyze:** There’s food for baby fish and shrimp.

3. **Text to Self:** Answers may vary. Students may say they could use shampoos and detergents that do not pollute water. They might also say that if they visited a coral reef, they would be careful not to leave trash in the water or touch the reef.

4. **Text to World:** If there were too many reef butterfly fish, they might eat most of the coral polyps. This could stop the coral from growing.

**FOCUS QUESTION**

5. **Text to Text:** Both selections are about characteristics of different types of coral found in the ocean. “Coral Reefs” tells readers about hard and soft coral, their similarities and differences. In *At Home in the Coral Reef*, the author writes about the birth of coral polyps called planula and their journey to a safe place to live.

**Strategies for Answering Questions**

**Think and Search**

Model the Think and Search strategy with question 5.

The answer is found in more than one place. You need to put different parts of the text together to answer the question.

**Question 5 Think Aloud:** To answer this question, I know that:

- I must look carefully through both selections. I know that each one tells me about the different types of coral, but I need to review further for details about what makes each selection different. What is one selection telling me about coral reefs that the other is not?
- Finding these details will help support my answer.
Fluency

Repeated Reading: Punctuation

**EXPLAIN/MODEL** Tell students that paying close attention to punctuation will help them with proper intonation and expression. Contrast intonation for questions, statements, and exclamations as you model reading aloud **Transparency 20**. Then read one sentence at a time, having students echo-read each.

**ELL**

**Access for All**

**Practice Punctuation**

Discuss what is happening in each paragraph. Have students practice using the proper intonation for each kind of punctuation mark in a sentence. Choose sentences from the transparency and echo-read each sentence with students a few times.

**COMPREHENSION CHECK**

1. How is a tide pool different from a part of the ocean that is always under water? Compare and Contrast. A tide pool has a range of temperatures. Sometimes the tide pool is filled with water and sometimes the tide pool is dry. Other parts of the ocean do not change as much.
2. Why does the barnacle need to cement itself to a rock? Draw Conclusions. The barnacle needs to cement itself to a rock to avoid getting swept out to sea by the tides.

**Think Aloud** I am making sure to pay attention to all the punctuation.

- Each comma tells me to pause just a little. The exclamation marks after Splash! Crash! tell me to read those words with a louder voice and with excitement.

**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. Students will practice fluency using **Practice Book** page 143 or the Fluency Solutions Audio CD.

**Quick Check**

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

<table>
<thead>
<tr>
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<tr>
<td>If No → <strong>Approaching Level</strong></td>
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<td>If Yes → <strong>On Level</strong> Options, pp. 535Q–535R</td>
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<td><strong>Beyond Level</strong> Options, pp. 535S–535T</td>
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**Materials**

- Fluency Transparency 20
- Fluency Solutions
- Leveled Practice Books, p. 143

**Objectives**

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

**Comprehension**

1. How is a tide pool different from a part of the ocean that is always under water?
2. Why does the barnacle need to cement itself to a rock?

**Fluency Transparency 20** from *At Home in the Coral Reef*, page 516

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**Life in a tide pool is challenging.** The temperature may range from very hot in the daytime to very cold at night. Twice a day, during high tide, ocean waves rush in and fill the tide pool with water. At low tide the water goes out again. The same tide pool may be completely dry. Tide pool animals must hang on tight at high tide and keep themselves wet at low tide. They must adapt to both heat and cold. And they must defend themselves against becoming another creature’s lunch. Only the most adaptable tide pool animals can survive.

The barnacle is an example of a true tide pool survivor. A barnacle is born swimming freely. But soon after that, it finds a rock or other hard surface in a tide pool. The animal cements itself there for life.

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**During Small Group Instruction**

**Approaching Level** Fluency, p. 535N

**On Level** Options, pp. 535Q–535R

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**Materials**

- Fluency Transparency 20
- Fluency Solutions
- Leveled Practice Books, p. 143

**Objectives**

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

**MAINTAIN SKILL**

**DRAW CONCLUSIONS**

**EXPLAIN/MODEL**

- Readers can draw conclusions by combining what they learn or infer from the text and illustrations with what they already know.

- When reading a nonfiction text, readers should think about what they already know about the topic. Then they should ask themselves, “What new information is the author providing? What new information are the illustrations providing?”

Discuss how to draw conclusions in “Coral Reefs.”

**PRACTICE/APPLY**

Discuss the details in *At Home in the Coral Reef* that will help students to draw conclusions. Use the following questions to lead a discussion:

- What inferences can be made about the importance of coral reefs?

- Aside from food, what evidence tells you why the mangrove roots are a good place for baby fish and baby shrimp to live?

- What conclusions can you draw as to why it is a rough journey for the planula to find a safe place to live?

Next, have student pairs talk about the next question and write their responses. Ask student pairs to share with the class.

- What can you conclude about the author’s purpose for writing this selection? What is the author’s position related to this subject?

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

GENRE: MYTH

Have students read the bookmark on Student Book page 530. Explain that a myth:
- tries to explain a culture’s core beliefs and values;
- has larger-than-life characters who often exhibit human qualities;
- is set in ancient times and places.

Literary Elements: Protagonist and Hyperbole

EXPLAIN/MODEL Point out that all stories have a protagonist, or main character. For example, in The Blind Hunter, Chirobo is the protagonist. Hyperbole can be found in other selections, such as Dear Mrs. LaRue.

Discuss with students the use of hyperbole on Student Book page 532. Where else in the myth can they find hyperbole used?

PRACTICE/APPLY Have students locate examples of protagonists and hyperbole in selections they have read earlier.

Have students discuss the story grammar (character roles, plot, theme) with partners, emphasizing expression, gestures, and body language.

Poseidon and the Kingdom of Atlantis

At the beginning of time, the immortal Greek gods of Mount Olympus divided the world among themselves. Zeus, the king of the gods, ruled over the sky and the thunderbolt. Poseidon, his brother, was the god of the sea, the lake, and the earthquake. Poseidon’s power and bad temper earned him the name “Earth Shaker.” He could stir up the oceans with his trident, a three-pronged fishing spear. He could also calm the sea, riding over the waves in his golden chariot.

In this paragraph we learn about Poseidon. We see that he will be the protagonist of this story.
Along with the seas, Poseidon ruled over an island in the middle of the Atlantic Ocean called Atlantis. The people of the island grew wheat, fruit, and vegetables in its fertile soil. Gold and other metals lay beneath the soil. Herds of magnificent elephants and other animals lived in the forests. Poseidon created hot and cold springs, so the people always had fresh water to drink, and warm water in which to bathe.

On the island of Atlantis lived a beautiful woman named Cleito. Poseidon was so taken by Cleito’s beauty that he married this mortal woman. He built a palace for Cleito on a graceful hill in the middle of the island. To protect Cleito, Poseidon surrounded the hill with circular belts of water and land. A canal from the ocean to the hill cut across these belts. Cleito and Poseidon became the parents of five sets of twins, all of them boys. The boys grew up to rule over their father’s territory, with the oldest, Atlas, ruling as king.

**Myths**

**Read “Poseidon and the Kingdom of Atlantis”**

As you read, remind students to apply what they have learned about myths.

1. **LITERARY ELEMENTS: PROTAGONIST**
   Who is Poseidon and what makes him the protagonist in this myth? (Poseidon is the god of the sea, lakes, and earthquakes and is known for his terrible temper. He is the main character who ruled the island of Atlantis.)

2. **LITERARY ELEMENTS: HYPERBOLE**
   What are two examples of hyperbole in the first paragraph? (Possible answer: Poseidon could stir up the oceans with his trident, and he could calm them by riding over the waves in his chariot.)

**ELL**

**Ask Questions** Before reading, help students connect the information in the title to the illustration on pages 530–531 by asking, What place is this? What do you know about Atlantis from the illustration? What do you think the name of the male character is? Describe Poseidon. During reading, pause at times and check students’ understanding by asking questions such as Who is the king of the gods? What does Poseidon rule over? What does it mean when someone has a bad temper? If you lived in Atlantis, what would you eat? What would you see? Was Poseidon’s wife a god, too? Explain words as needed.
Myths

3 COMPARE AND CONTRAST
What was Atlantis like when the people followed Poseidon’s laws? How did it change when people ignored the laws? (When the people followed Poseidon’s laws, Atlantis was a rich and happy land. When people ignored the laws, the community became petty and greedy.)

4 GENRE
What natural occurrences are explained in this myth? (tsunamis and earthquakes)

Students should identify and explain the defining characteristics of myth.

Atlantis was the greatest island kingdom ever known. The power of its rulers extended beyond the island to Europe and Africa. For many generations, Atlantis was a rich and happy land. The walls of the city were lined with brass and tin. Gold covered the temple of Poseidon. The people of Atlantis were noble and virtuous and lived by a set of laws that Poseidon had created. But, over time, the kings and the people became petty and greedy. They ignored Poseidon’s laws and began to war against other nations.

Zeus saw what was happening to this great race of people and was angry. He called the gods to Mount Olympus. Pointing his finger at Poseidon, he blamed him for allowing Atlantis to become spoiled.

Using his powers, Poseidon took his trident and furiously whipped up the seas. A gigantic wave washed over the kingdom of Atlantis and flooded the island. Atlantis instantly sank into the sea.

Saying that Atlantis “instantly” sank into the sea is an exaggeration and an example of hyperbole.

The main character in a story is called the protagonist. Hyperbole is the use of exaggeration to make a point or create a sense of drama.

Read the passage below. Then answer the questions that follow.

Devin was amazed by what he saw when he jumped into the water. Through his mask, he could see different kinds of fish flitting around the coral. “There must be a million of them,” he thought to himself. Some shimmered so brightly that they must have been made of silver. Others were bright blue, red, and yellow. It was as if a museum full of paintings had been turned into fish and let loose among the coral.

To his left he could see his sister Brianna swimming near a big fan-shaped piece of coral. He motioned toward the surface, and they both swam up and stuck their heads out.

“Young!” said Brianna. “I’m going to spend my whole vacation out here.”

1. Who is the story’s protagonist? Devin
2. What are two examples of hyperbole from the story?
   1. “There must be a million of them”;
   2. Some shimmered so brightly that they must have been made of silver;
   3. As if a museum full of paintings had been turned into fish, “I’m going to spend my whole vacation out here.”
3. Use hyperbole to create your own description of a coral reef.

Possible responses provided.
There are some who believe that the great island kingdom of Atlantis really existed. The Greek philosopher Plato described such a place in his writings. Many people have searched for the sunken island, but no one has ever found it.

Connect and Compare

1. Pretend that you are writing your own version of this myth. Use hyperbole to describe Poseidon, Atlantis, or the island’s destruction. **Hyperbole**

2. In this myth, the god Poseidon is blamed for sinking Atlantis. Can you think of a natural cause for such an event? **Analyze**

3. If Atlantis did exist, it might now be covered by coral reefs. Think about what you learned from *At Home in the Coral Reef*. In what kind of waters would Atlantis have to lie to be a home to coral reefs? **Reading/Writing Across Texts**

Myths

Connect and Compare

**SUGGESTED ANSWERS**

1. Answers may vary. Students might describe the island of Atlantis using a hyperbole, such as “most wonderful kingdom since the beginning of time.” **HYPERBOLE**

2. Answers will vary. Students might say that a tsunami or an earthquake might have flooded Atlantis. **ANALYZE**

3. **FOCUS QUESTION** Atlantis would have to be in deep, unpolluted, clear water. **READING/Writing ACROSS TEXTS**

Many More Myths

The myth of Poseidon is only one example of the explanation and exaggeration of natural phenomena.

Have students use library and Internet resources to find another myth. Ask them to search for myths from other time periods and cultures. Have them compare themes, pointing out the protagonist, the writer's use of hyperbole, and what natural occurrences the myth explains.

Have students compare and contrast different versions of similar myths reflecting different cultures. Discuss works that have a common theme.

Internet Research and Inquiry Activity

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

Figurative Language

READ THE STUDENT MODEL

Have students read the bookmark. Explain that figurative language uses words to help readers make a picture in their minds of the writer's ideas. This keeps readers interested in the writing because they can "see" what they're reading.

Have students turn to pages 518–524. Identify and discuss the figurative language.

Have the class read the student model and the callouts. Tell students that they will write paragraphs describing how to solve a problem. They will also learn to use figurative language to paint pictures with words.

Write About a Community Project

Keeping It Clean

by Kyle M.

Do you want a clean beach that sparkles like diamonds? If so, then here's what you can do. You can organize a community beach cleanup. You can advertise it with posters at school, in the library, and in supermarkets.

On cleanup day, gather at the beach. Then, everyone should put on gloves and pick up litter. Be careful not to touch broken glass. Look for plastic bags and bottles along the edge of the water. Put everything in big trash bags. Finally, have a clean-beach party. Just be sure to pick up your mountain of trash!

Features of How-to Paragraphs

How-to paragraphs are written in clear sequential order so the reader can follow along easily.

- They describe how to do something.
- How-to paragraphs include a topic sentence and supporting details.
- They may include personal feelings.
**Prewrite**
Discuss the writing prompt on page 535. Explain that how-to paragraphs describe how to do something. Students’ audience will be their teacher and classmates.

Display Transparency 77. Discuss how the student writer used a flowchart to plan his writing. Have students use a flowchart to plan their own paragraphs.

**Draft**
Display Transparency 78. Discuss how the student writer used the flowchart to organize and write a draft. Talk about ways to improve it.

Present the explicit lesson on **Figurative Language** on page 535A and **Word Choice** mini lesson on page 535B. Have students use their How-To Flowcharts to write their paragraphs. Emphasize that they keep steps easy to follow and use sequence words. Remind them to use figurative language, including descriptive words and similes or metaphors.

**Revise**
Display Transparency 79. Discuss the writer’s revisions. Tell students they can revise their drafts or keep them to work on later. If they choose to revise, have them work in pairs to use the Writer’s Checklist on page 535. Then ask students to proofread their writing. For **Publishing Options**, see 535A.

For lessons on **Pronouns and Homophones, Spelling**, and **Simile and Metaphor**, see page 535B, and **5 Day Spelling** and **Grammar** on pages 535G–535I.
**Figurative Language**

**EXPLAIN/MODEL**

Good writers use figurative language to help readers picture their ideas. Figurative language includes words that have meanings beyond their dictionary definition. Display Transparency 80.

**Think Aloud** The first example tells me the writer’s feelings directly. The second example uses figurative language to create a picture of the writer’s feelings. Those feelings are the way I feel when I am at my home, but the writer doesn’t literally mean that he or she is at home.

**PRACTICE/APPLY**

Work with students to read the sentences and identify those with figurative language. Ask volunteers to read the figurative language in each of the identified examples and tell what it describes. Discuss how this language helps readers picture the sentence ideas. Then have students identify and discuss figurative language in another story or poem they have recently read.

Tell students that as they draft their how-to paragraphs, they should think about ways to use figurative language to create a picture in the reader’s mind.
Writer’s Toolbox

Writing Traits: Word Choice

**Explain/Model** Good writers choose words carefully to explain their ideas. They use descriptive words that help readers see, hear, taste, smell, and touch what is being described. Readers can use these words to make mental pictures.

**Practice/Apply** Work with students to find other examples of descriptive words in the student model and identify the sense each word appeals to. Discuss how using descriptive words helps readers clearly envision what the writer is talking about. As students draft their how-to paragraphs, ask them to choose descriptive words that create pictures.

Pronouns and Homophones

**Explain/Model** Three possessive pronouns, *its*, *their*, and *your*, are often confused with contractions. Contractions, such as *it’s*, *they’re*, and *you’re*, are formed by combining two words with an apostrophe. Good writers spell possessive pronouns and contractions correctly.

**Practice/Apply** Work with student pairs to create sentences that use possessive pronouns or contractions. Have partners exchange sentences and tell if possessive pronouns and contractions are used correctly. For a complete lesson on pronouns and homophones, see pages 535I–535J.

Mechanics

Remind students that contractions always have apostrophes to take the place of the missing letters. An apostrophe is never used in possessive pronouns.

Simile and Metaphor

**Explain/Model** Similes and metaphors are kinds of figurative language that compare two things. A simile uses *like* or *as*. For example, *Her hands were as cold as ice*. A metaphor is a comparison that does not use *like* or *as*. For example, *Her hands were ice*.

**Practice/Apply** Work with students to find an example of a simile and identify the things being compared. Then ask them to suggest a metaphor that makes the same comparison. As students draft, tell them to try to use similes or metaphors in their writing.

Spelling Words with /ô/

Ask students to find the word *small* in the selection on page 518. Point out that the sound /ô/ can be spelled *a* as in *small*, *aw* as in *straw*, or *ou* as in *fought*. Ask students to pay attention when they spell words with the /ô/ sound. Remind them that they can use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with /ô/ see pages 535G–535H.

Technology

Remind students that as they draft, revise, and proofread, they can replace words by selecting the text and typing the new text.
**Objectives**

- Apply knowledge of word meanings and context clues
- Use descriptions with examples to find the meaning of unfamiliar words

**Materials**

- Vocabulary Transparencies 39 and 40
- Leveled Practice Books p. 145

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**Review Vocabulary**

**Words in Context**

**EXPLAIN/MODEL**

Review the meanings of the vocabulary words. Display Transparency 39. 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, the writer and the sister make a plan to explore the reef by swimming in opposite directions. This agreement to work together allows them to cover a lot of territory in a short amount of time. I think that the missing word is *partnership*. When I try *partnership* in the sentence, it makes sense.

---

**PRACTICE/APPLY**

Instruct students to complete the remaining sentences on their own. Have them use context clues to fill in the missing words for items 2–6 on separate sheets of paper.

**Cinquains** As a class, select a vocabulary word and write a cinquain describing the word. Then have student pairs write cinquains for the other words and share their cinquains with the class.
Underline the context clues that describe the word in dark type. Then write the word’s definition.

1. I saw all kinds of marine life swimming underwater at the aquarium.
   Definition: marine

2. After the earthquake, there were a few smaller tremors that shook the ground.
   Definition: tremors

3. Some fish feed on plankton because these tiny plants and animals are very nutritious.
   Definition: plankton

4. To put out the fire, the man doused the flames with a bucket of water.
   Definition: doused

5. The captain pulled the rudder hard to the left to steer the ship away from the rocks.
   Definition: rudder

6. The brilliant sunshine streamed in through the window and lit up the room.
   Definition: brilliant

Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers will provide context clues through a description that makes the meaning of a word clearer.

Example: My uncle could never eat clams or oysters because he was allergic to mollusks. You can use the context clues clams and oysters to figure out the meaning of the word mollusks.

The wording of definitions in responses may vary. Underline the context clues that describe the word in dark type. Then write the word’s definition. Possible responses provided.

1. I saw all kinds of marine life swimming underwater at the aquarium.
   Definition: existing in the sea

2. After the earthquake, there were a few smaller tremors that shook the ground.
   Definition: shaking movements

3. Some fish feed on plankton because these tiny plants and animals are very nutritious.
   Definition: plankton and animals

4. To put out the fire, the man doused the flames with a bucket of water.
   Definition: doused water over

5. The captain pulled the rudder hard to the left to steer the ship away from the rocks.
   Definition: the part of a ship used to steer it

6. The brilliant sunshine streamed in through the window and lit up the room.
   Definition: very bright
Phonics

Decode Words with /ô/

**EXPLAIN/MODEL**

Remind students that the /ô/ sound can be spelled by several different letter combinations: aw as in saw; au as in vault; al as in talk; a as in wall; and ou as in cough. Write caution.

**Think Aloud** I see that this word begins with a c, followed by : au. This syllable probably sounds like /kô/. I know that tion is pronounced /shәn/. If I put the two syllables together, I get : /kô shәn/ caution. I know that word.

**PRACTICE/APPLY** Write these words on the board: claw, flaunt, bawl, talk, wall, stalk, scrawl, gauze, and malt. Model how to decode the word claw. Have students underline the letters that spell /ô/ in each word. Then have them read the words aloud.

**Decode Multisyllabic Words** Write these words on the board: autograph, auditorium, afterthought, awkward, and plausible. Model how to decode autograph, focusing on the /ô/ sound. Then work with students to decode the other words, explaining each spelling of the sound. For more practice, use the decodable passages on Teacher’s Resource Book page 24.

**Phonics Bingo** Make bingo cards with the spelling variations for the spelling of /ô/. Call out words with the different sounds. Students should place a game piece on a square with similar spelling of the vowel sound in each word you call out. The first person to cross off the whole card wins. Review and check student answers against the words called out.

**Quick Check** Can students decode words with /ô/?

**During Small Group Instruction**

- If No — **Approaching Level** Phonics, p. 535M
- If Yes — **On Level** Options, pp. 535Q–535R
- **Beyond Level** Options, pp. 535S–535T
Vocabulary Building

**Oral Language**

**Expand Vocabulary**  Write THE SEA in the center of a word web. Using the selection, dictionaries, interviews, newspapers, and other print and electronic resources, tell students to brainstorm items related to the sea.

- coral reefs
- sand
- pelicans
- seashells
- vessels
- salt water

**Apply Vocabulary**

**Write a Description**  Using the vocabulary words, ask students to write about any experiences that they have had with the sea. Some students may have visited the sea, while others may have read books or watched movies about the sea. Tell students to describe their impressions of the sea and to explain why the sea is so appealing to many humans. Have them include literary elements such as hyperbole, sensory detail, and figurative language in their descriptions.

**Vocabulary Building**

**Multiple-Meaning Words**  Ask students to look up the following words from *At Home in the Coral Reef*: watch, pop, rock, tight, change, and current. Have them write sentences with each of these words, using only one of the dictionary meanings. Then ask students to trade papers with partners. Challenge them to write additional sentences for each word, using other meanings. Volunteers can share their sentences with the class.

**Spiral Review**

**Vocabulary Game**  Using construction paper, make a coral reef on the board. Have students use additional construction paper to draw sea life for the reef. On the back of each creature, ask students to write a vocabulary word from Unit 4. Students should attach their creatures to the reef so that the vocabulary words are not visible. To play the game, ask a student to select a creature from the reef. The student must recall the definition for the word on the back of the creature, and use it correctly in a sentence in order to earn a point. Continue until all words are used.

**Technology**

Vocabulary PuzzleMaker

For additional vocabulary and spelling games, go to www.macmillanmh.com
**Spelling Words**

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Pretest</th>
<th>Word in</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>walker</td>
<td>halt</td>
<td>thought</td>
<td>wallpaper, awkward</td>
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<tr>
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<td>strawberry</td>
<td>talking</td>
<td>awkard</td>
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<td>caller</td>
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<td>drawn</td>
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</table>

**Review** south, pouch, annoy  
**Challenge** wallpaper, awkward

---

**Dictation Sentences**

1. A **walker** waited to cross the street.
2. Our teacher bought new **chalk**.
3. We have **laws** about speeding.
4. I took a picture of a **stalk** of corn.
5. White head feathers make some eagles look **bald**.
6. The player **caught** the ball.
7. How was that cartoon **drawn**?
8. Traffic was at a **halt** near the exit.
9. We bought a huge **strawberry**.
10. My uncle **fought** in two wars.
11. A car was given to the tenth **caller**.
12. Limes are on sale for **half** price.
13. We loaded the truck with **straw**.
14. My new puppy is still very **small**.
15. I **thought** the game had started.
16. We were **talking** during gym.
17. We watched in **awe** as the magician disappeared.
18. Grandma knitted a warm **shawl**.
19. We marked every question **false**.
20. The strong **squall** knocked branches off the trees.

**Review/Challenge Words**

1. Should we drive south or north?
2. The key is in the pouch.
3. The bugs will **annoy** us.
4. I have flowered **wallpaper** in my bedroom.
5. It was awkward walking in high-heled shoes.

Word in **bold** is from main selection.

---

**Words with /ô/**

**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 121. 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 85 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 122 for practice with the Spelling Words.

For **Leveled Word Lists**, go to www.macmillanmh.com

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**Spelling Practice Book, pages 121–122**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Pretest</th>
<th>Day 2</th>
<th>Word Sorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. walker</td>
<td>1. walker</td>
<td>1. walker</td>
<td><strong>TEACHER AND STUDENT SORTS</strong></td>
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<tr>
<td>2. chalk</td>
<td>2. chalk</td>
<td>2. chalk</td>
<td>□ Review the Spelling Words, pointing out that each has the same /ô/ sound spelled a different way. Point out how the l is pronounced before the t in halt, but is silent in chalk.</td>
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<tr>
<td>3. laws</td>
<td>3. laws</td>
<td>3. laws</td>
<td>□ Use the cards on the Spelling Word Cards BLM. Attach the key words small, laws, chalk, and thought to a bulletin board. Model how to sort the words by their spelling of /ô/. Have students take turns sorting cards and explaining how they sorted them.</td>
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<tr>
<td>4. stalk</td>
<td>4. stalk</td>
<td>4. stalk</td>
<td>□ When students have finished the sort, discuss any oddballs that do not fit into any category (caught, halt, awe). Then invite students to sort all the Spelling Words any way they wish, for example, by syllables or alphabetically. Discuss students’ methods of sorting.</td>
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<tr>
<td>5. bald</td>
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<td>24. wallpaper</td>
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<td>25. awkward</td>
<td>25. awkward</td>
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</tbody>
</table>

**Spelling Practice Book, page 123**

**Pattern Power** Write the spelling word under the matching vowel sound.

<table>
<thead>
<tr>
<th>/o/ spelled o</th>
<th>/o/ spelled o</th>
</tr>
</thead>
<tbody>
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<td>half</td>
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</tbody>
</table>

**Spelling Practice Book, pages 121–122**

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.
**Day 3: Word Meanings**

**ANTONYMS**

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 an antonym for each.

1. hairy (bald)
2. threw (caught)
3. continue (halt)
4. large (small)
5. listening (talking)

Challenge students to sort this week’s Spelling Words, Review Words, and Challenge Words into nouns, verbs, and adjectives.

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.

**Day 4: Review and Proofread**

**SPIRAL REVIEW**

Review words with /oi/ and /ou/.

Write south, pouch, and annoy on the board. Have students identify the spelling of the /oi/ and /ou/ sound in each word.

**PROOFREAD AND WRITE**

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

1. A small tree was knocked over in the squall. (small, squall)
2. I thought I heard a caller tawking. (caller, talking)
3. The bald man wanted to buy some false hair. (bald, false)
4. The waulker cut his best time in hal. (walker, half)

**Day 5: Assess and Reteach**

**POSTTEST**

Use the Dictation Sentences on page 535G 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 student partners to look for words that have the same vowel patterns they studied this week.

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**Spelling Practice Book, page 124**

**Fill in the Blanks**

Complete each sentence with a word from the spelling list.

1. Sharks __________ coral reefs for crabs, lobsters, and fish.
2. I am in __________ of the beauty of the coral reefs.
3. A sudden __________ caused the ship to crash on the coral reefs.
4. We must work to __________ the destruction of the coral reefs.
5. Many colorful fish are __________ by coral reef divers.
6. Coral reefs are created by very __________ animals and plants.
7. The group has __________ for years to preserve the coral reefs.
8. We watched the __________ eagle soar over the water.
9. I never __________ that I would get to see a coral reef.
10. Coral is considered a half animal and __________ plant.

**What’s the Word?**

Write the spelling words that match the clues below.

11. Someone who pays a visit __________
12. What you use to write on the board __________
13. A small red fruit __________
14. Someone who strode __________
15. A nap that keeps you warm __________

**Spelling Practice Book, page 125**

**Proofreading**

Look at the spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

What if...

Lastly the __________ flew over the water. Looking down, he could see the huge coral reef just below the surface of the waves. Each of them darted everywhere. The eagle imagined what it would be like to be a giant shark. All day he would swoop down, strike, and eat. Whatever __________ would be his next meal. Just then, a cold breeze ruffled the eagle’s feathers. In the air, he could smell that a great __________ was coming in from the south. Luckily, the eagle’s __________ and I am not a shark. I can fly away from the rain instead of remaining all day in the water. With that, the eagle flew toward land.

1. **bold** 3. **stalk** 5. **squall**
2. **Small** 4. **caught** 6. **thought**

**Writing Activity**

Write about an animal you might like to be. Use at least three spelling words in your paragraph.

---

**Spelling Practice Book, page 126**

**Look at the words in each set below. One word in each set is misspelled 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:**


**Sample B:**


---

**At Home in the Coral Reef 535H**
**Daily Language Activities**

Use these activities to introduce each day's lesson. Write the day's activity on the board or use Transparency 20.

**DAY 1**
The cabin at the ocean is our's. The troops cabin is near it. Each boy in the troop spends their vacation on the beach. (1: ours.; 2: troop's; 3: his)

**DAY 2**
My friend and me like to swim in the surf. Her likes to build sand castles, too. (1: friend and I; 2: She)

**DAY 3**
Their going to take their boat out. Your invited to come. Us girls always have a good time. (1: They're going; 2: You're; 3: We girls)

**DAY 4**
You aut to see the fossil the scientist's found. Its going to be studied this summer. (1: ought; 2: scientists; 3: It's)

**DAY 5**
Your coming to sleep on the beach, aren't you. My friend's haven't caught a fish all summer. (1: You're; 2: you?: 3: friends; 4: caught)

---

**Pronouns and Homophones**

**Day 1 Introduce the Concept**

**INTRODUCE NEW CONTRACTIONS AND REVIEW POSSESSIVE PRONOUNS**

Present the following:

- Review: A **possessive pronoun** shows ownership and takes the place of a possessive noun. Possessive pronouns are **my/mine, your/yours, his, her/hers, its, our/ours, and their/their/s**. Look at her bag. That bag is hers.

- Subject pronouns are often used with verbs to form **contractions**:
  - **Shes**'s carrying a bag.

- Pronoun contractions include such words as **you'll, you'd, we've, they're, she's, she'd, I'll, I've, I'd, it's, we're, he's, she'll, he'll, they'll, you're and you'll**.

**Day 2 Teach the Concept**

**REVIEW POSSESSIVE PRONOUNS AND CONTRACTIONS**

Discuss with students how to recognize possessive pronouns and contractions. Have them identify each one's purpose in a sentence.

**INTRODUCE HOMOPHONES**

Present the following:

- Homophones are words that sound alike but have different spellings and meanings.

- Homophones include contractions and possessive pronouns such as your/you're, its/it's, their/they're. You're going to lose your hat in this wind.

- Other, less confusing homophone pairs include our/hour, he'll/heel, and we've/weave.

---

**ELL Use Context Write sentences for each pair of homophones. Compare the differences in meaning and spelling between each word. Then have students create their own sentences. Make a homophone chart with short definitions or pictures next to the words.**

---

**Grammar Practice Book, page 121**

- It's, their, and you're are possessive pronouns.
- It's, they're, and you're are contractions for it is, they are, and you are.
- Be careful not to confuse possessive pronouns with contractions that sound the same.

**Grammar Practice Book, page 122**

- It's, their, and you're are possessive pronouns.
- It's, they're, and you're are contractions for it is, they are, and you are.
- The word means "in that place." It sounds just like their and they're.

---

**Activities**

**Daily Language**

**5 Day Grammar**

**Pronouns and Homophones**

**Day 1**

**INTRODUCE NEW CONTRACTIONS AND REVIEW POSSESSIVE PRONOUNS**

Present the following:

- Review: A **possessive pronoun** shows ownership and takes the place of a possessive noun. Possessive pronouns are **my/mine, your/yours, his, her/hers, its, our/ours, and their/their/s**. Look at her bag. That bag is hers.

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**Day 2**

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**Activities**

**Daily Language**

**5 Day Grammar**

**Pronouns and Homophones**

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Day 3 Review and Practice

REVIEW PRONOUNS AND HOMOPHONES
Review the differences between pronouns and their homophones.

MECHANICS AND USAGE: CONTRACTIONS AND POSSESSIVES
- Contractions always have apostrophes. The apostrophe takes the place of the missing letters.
- An apostrophe is never used with a possessive pronoun.
- To choose the correct word, think about whether you are combining words or trying to show possession: It’s (It is) time to leave the zoo.

**Grammar Practice Book, page 123**

- An apostrophe takes the place of letters left out of a contraction.
- Possessive pronouns do not have apostrophes.
- Be careful not to confuse possessive pronouns with contractions.

A. Read the pairs of sentences below. Then write the correct form of the underlined incorrect contraction or possessive pronoun on the line.

1. Have you heard about underwater parks? Their places where sea life is protected. _They’re_  
2. Fish and people both have homes. The ocean is their’s and the land is ours. _theirs_
3. Clean water is important to sea life. It’s like clean air for us. _It’s_
4. A lobster’s skeleton is on the outside of its body. Where’s your skeleton? _its, your_
5. Do you want to see the reef? You’re going to need a snorkel. _You’re_

B. Read each sentence below. Then decide if the underlined word in each sentence is a possessive noun or a contraction. Write your answer on the line provided.

1. The world’s oceans are home to thousands of miles of coral reefs. **possessive noun**
2. It’s filled with wonders. **contraction**
3. Some people think that coral is a plant, but really it’s an animal. **contraction**
4. Coral’s relatives have soft, jelly-like bodies. **possessive noun**
5. The hawksbill turtle is one of the many visitors. **possessive noun**

Day 4 Review and Proofread

REVIEW POSSESSIVE PRONOUNS
Ask students to explain the differences between possessive pronouns and contractions. An appositive means the same thing as or further explains another noun or pronoun. Commas are used to set off appositives.

**Proofread**
Have students correct errors.

1. Their on their way to the ocean. _They’re_
2. They took they’re car, an old jeep, from it’s parking spot. _their car from its_
3. Your going with them, aren’t you? _You’re_
4. That raft is there’s. _theirs_

**Grammar Practice Book, page 124**

Rewrite each sentence in the following short essay. There are 6 homophone mistakes.

Most people care about their environment and do things to protect it. But places exist here and there that we don’t see every day. It’s important to take care of them, too. This summer I visited a beautiful coral reef. But a coral reef isn’t just a nice place to visit. It’s also like a neighborhood. Millions of corals and holes are home to many kinds of sea creatures.

**Grammar Practice Book, pages 125–126**

**Assess**
Use page 125 of the Grammar Practice Book for assessment.

**Reteach**
Write a two-column sorting table on the board. Label the left side “Contractions” and the right side “Possessive Pronouns.” Have students sort the corrected possessive pronouns and contractions from the Daily Language Activities and Proofread activity. Students should write each word under the correct heading. When done, discuss the correct classifications with students.

Also use page 126 of the Grammar Practice Book for reteaching.

At Home in the Coral Reef
Administer the Test

Weekly Reading Assessment, Passage and questions, pages 245–252

ASSESSED SKILLS
- Compare and Contrast
- Vocabulary Words
- Context Clues: Descriptions
- Pronouns and Homophones
- Words with /ô/

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).

Approaching Level
- Weeks 1, 3, 5

On Level
- Weeks 2, 4

Beyond Level
- Week 6

Alternative Assessments
- Leveled Weekly Assessment for Approaching Level, pages 253–260
- ELL Assessment, pages 126–127
<table>
<thead>
<tr>
<th>Diagnose</th>
<th>Prescribe</th>
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<tbody>
<tr>
<td><strong>VOCABULARY WORDS</strong></td>
<td><strong>IF...</strong></td>
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<tr>
<td><strong>VOCABULARY STRATEGY</strong></td>
<td>0–2 items correct . . .</td>
</tr>
<tr>
<td>Context Clues: Descriptions</td>
<td><strong>THEN...</strong></td>
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<tr>
<td>Items 1, 2, 3, 4</td>
<td>Reteach skills, using the Additional Lessons page T9.</td>
</tr>
<tr>
<td></td>
<td>Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a></td>
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<tr>
<td></td>
<td>Vocabulary PuzzleMaker</td>
</tr>
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<td></td>
<td>Evaluate for Intervention.</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td>0–2 items correct . . .</td>
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<tr>
<td>Skill: Compare and Contrast</td>
<td>Reteach skills, using the Additional Lessons page T4.</td>
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<tr>
<td>Items 5, 6, 7, 8</td>
<td>Evaluate for Intervention.</td>
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<tr>
<td><strong>GRAMMAR</strong></td>
<td>0–1 items correct . . .</td>
</tr>
<tr>
<td>Pronouns and Homophones</td>
<td>Reteach skills: Grammar Practice Book page 126.</td>
</tr>
<tr>
<td>Items 9, 10, 11</td>
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<tr>
<td><strong>SPELLING</strong></td>
<td>0–1 items correct . . .</td>
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<tr>
<td>Words with /ô/</td>
<td>Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a></td>
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<tr>
<td>Items 12, 13, 14</td>
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<td><strong>FLUENCY</strong></td>
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<td>Evaluate for Intervention.</td>
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<tr>
<td>0–97 WCPM</td>
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</table>

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

**Materials**
- Student Book “Coral Reefs”
- Teacher’s Resource Book page 24

**WORDS WITH /ô/**

**Model/Guided Practice**
- Remind students that the letters aw as in jaw, au as in launch, al as in all, and ou as in thought stand for the /ô/ sound.
- Write the letters p, a, w on the board. Say the sounds that the letters stand for /p/ /ô/. Then blend the sounds: /pô/. Say the word with me: paw.
- Repeat the routine with au and vault, al and tall, and ou and fought.
- Ask students to provide their own examples of words with /ô/.

**MULTISYLLABIC WORDS WITH /ô/**
- Write the word talking on the board and have students identify the first syllable as containing /ô/ sound: talk. Have students repeat the syllable and then blend and read the whole word several times.
- Have pairs of students work together to practice decoding longer words with /ô/. 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 /ô/ sound. Then sort the words by spelling pattern.
  - launches, crawling, scrawling, basketball
  - hauling, salted, always, haunting
- Check each pair or group for their progress and accuracy.

**WORD HUNT: WORDS WITH /ô/ IN CONTEXT**
- Review words with /ô/.
- Have students search “Coral Reefs” to find words with this vowel sounds. Ask them to write the words and circle the syllable in each word that has /ô/.
- Check to see if students have found examples, such as small, all.
- Have students repeat the activity with the decodable passages on Teacher’s Resource Book page 24.

---

**Constructive Feedback**

The /ô/ sound can be difficult for some students to hear and produce. Have them practice saying /ô/ in isolation and then in words, while looking at you to see how the mouth moves to produce the /ô/ sound. For example, write the word lawn on the board and point out the aw.

*This word is lawn. The aw has the sound /ô/. Say it with me: /ô/. Let’s sound out and say the word together: /lôn/, lawn.*

Repeat with /ô/ and the word auto.

---

**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.
- Compare and Contrast, T4
- Context Clues: Descriptions, T9

---

**Decodable Text**

To help students build speed and accuracy with reading multisyllabic words, use the additional decodable text on page 24 of the Teacher’s Resource Book.
Objective
Read with increasing prosody and accuracy at a rate of 102–112 WCPM

Materials
• Index cards
• Approaching Practice Book A, page 143

**WORD AUTOMATICITY**

Have students make flashcards for the following words with /ō/: walker, halt, thought, chalk, strawberry, talking, laws, fought, awe, stalk, caller, shawl, bald, half, false, caught, straw, squall, drawn, small.

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 on Practice Book A page 143. Tell students to pay close attention to your pronunciation, especially of vocabulary words. Then read one sentence at a time and have students echo-read the sentences, copying your pauses and intonation.

During independent reading time, have students work with a partner. One student reads aloud while the other repeats each sentence. Remind students to wait until their partners get to the end of a sentence before they correct 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 143. 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 At Home in the Coral Reef

**VOCABULARY WORDS**

Display the Vocabulary Cards for this week’s words: coral, reef, brittle, eventually, current, partnership, and suburbs. Help students locate and read the vocabulary words in At Home in the Coral Reef. Review the definitions, and discuss the meanings. Then provide sentences for students with synonyms or synonym phrases for the vocabulary words. Have students write the correct vocabulary word after each sentence.
Vocabulary

**Objective**
Use correct pronunciation of vocabulary words

**VOCABULARY WORDS**

Review last week’s words (dove, massive, politicians, rumbling, snoring, tangles, unique) and this week’s words (brittle, coral, current, eventually, partnership, reef, suburbs). Have students write a sentence for each word.

Comprehension

**Objective**
Identify compare and contrast

**Materials**
- Student Book “Coral Reefs”
- Transparencies 20a and 20b

**STRATEGY**

**ANALYZE TEXT STRUCTURE**

Remind students that authors organize their texts in various ways. Authors of nonfiction texts present their information in a way that will help readers understand it.

**SKILL**

**COMPARE AND CONTRAST**

**Explain/Model**

- Authors sometimes organize information in a selection by comparing and contrasting two or more things.
- Comparing is telling how things or people are alike. Contrasting is telling how they are different.

Display Transparencies 20a and 20b. Reread the first page. Ask a volunteer to tell one way that hard and soft corals are alike and one way that they are different.

**Think Aloud**
If I pay attention to the way the author compares and contrasts two different things, I can often get a better grasp of the material I am reading.

**Practice/Apply**

Invite students to retell the selection, comparing the different facts and details the author presents. Discuss the following with students:

- How is coral different from rock?
- What are two other differences between hard and soft corals?
- Compare the colors and sizes of different corals.
Objective Read to apply strategies and skills

Materials • Leveled Reader *The Arctic Ocean*  • Student Book *At Home in the Coral Reef*

PREVIEW AND PREDICT

Ask students to read the title and preview the first two chapters. Have students make predictions and ask questions about what they will be reading.

VOCABULARY WORDS

Review the Vocabulary Words as needed. As you read together, discuss how context clues can help you figure out word meanings. Work with student to pronounce each vocabulary word correctly.

STRATEGY

ANALYZE TEXT STRUCTURE

Remind students that recognizing how a text is organized can help them draw comparisons and contrasts about its information.

SKILL

COMPARE AND CONTRAST

Remind students to pay attention to the details about the Arctic. Read the first two chapters with students.

*Think Aloud* In the second chapter the author compares the large amount of sea life in the Arctic Ocean and the coral reef. I need to remember this comparison for my Venn diagram.

READ AND RESPOND

Finish reading *The Arctic Ocean* with students. Discuss the following.

- Ask students to explain the differences and similarities between animal life under the ice and animal life on the surface.
- Have them find one difference between auks and penguins.

Work with students to review and revise their Venn diagrams.

MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare *At Home in the Coral Reef* and *The Arctic Ocean*. Discuss with students the following questions.

- Which has a colder temperature, the water in a coral reef or the water in the Arctic Ocean?
- Which animals mentioned in *The Arctic Ocean* are not mentioned in *At Home in the Coral Reef*?
As I read, I will pay attention to my pronunciation of vocabulary words.

1. Life in a tide pool is difficult. The temperature may change from very hot in the daytime to very cold at night.
2. Twice a day, during high tide, ocean waves rush in and fill the tide pool with water. At low tide the water goes out again. The same tide pool may be completely dry.
3. Tide pool animals must hang on tight at high tide and keep themselves wet at low tide. They must adapt to both heat and cold. And they must defend themselves against becoming another creature’s lunch. Only the most adaptable tide pool animals can survive.
4. The barnacle is an example of a true tide pool survivor. A barnacle is born swimming freely. But soon after that, it finds a rock or other hard surface in a tide pool. The animal cements itself there for life.

Comprehension Check

1. How is a tide pool different from a part of the ocean that is always under water? Compare and Contrast: A tide pool has a range of temperatures. Sometimes the tide pool is filled with water, and sometimes the tide pool is dry. Other parts of the ocean do not change as much.
2. Why does the barnacle need to cement itself to a rock to avoid getting swept out to sea by the tides? Draw Conclusions: The barnacle needs to cement itself to a rock to avoid getting swept out to sea by the tides.
**Objective**
Read to apply strategies and skills

**Materials**
• Leveled Reader *Tide Pools*

**PREVIEW AND PREDICT**
- Have students preview *Tide Pools*.
  - Ask students to write down any questions they have about the selection.
  - Ask students to predict what they will learn about tide pools.

**SKILL**
**COMPARE AND CONTRAST**
- When readers compare and contrast two or more things or people, they identify their similarities and differences. Explain that students will fill in similarities and differences about what they read in a Venn diagram.

**READ AND RESPOND**
- Read Chapter 1. Pause to discuss the various details about life in a tide pool. At the end of Chapter 1, fill in the Venn diagram. Have students compare and contrast information, such as the way mollusks and sea stars get their food.

**VOCABULARY WORDS**
- As they finish reading *Tide Pools*, ask students to point out vocabulary words as they appear. Then have students discuss how each word is used.

**MAKE CONNECTIONS ACROSS TEXTS**
- Invite students to draw connections between *Tide Pools* and *At Home in the Coral Reef*.
  - Ask students to compare and contrast information to summarize what they learned in *Tide Pools*.
  - Ask students if the details in *Tide Pools* seems as realistic as the details in *At Home in the Coral Reef*.
  - Ask students to compare the way natural events are described in both selections.
Vocabulary

Objective: Write a newspaper article using vocabulary words
Materials: • Dictionary

EXTEND VOCABULARY

Ask students to write short newspaper articles to share interesting facts about the Earth’s oceans using vocabulary words they have learned throughout the week’s lesson. Remind them to check the vocabulary words by using a dictionary. Invite students to edit their articles or a partner’s article and present them to the class.

Literary Elements

Objective: Use literary elements in a myth
Materials: • Student Book “Poseidon and the Kingdom of Atlantis” • Myths in books and other resources

PROTAGONIST AND HYPERBOLE

Point out that all myths generally include a protagonist and use hyperbole. Explain that myths have their beginnings in folklore, and that they sometimes have a god or goddess as the protagonist. Hyperbole is generally used to exaggerate what the main characters can do. Review “Poseidon and the Kingdom of Atlantis,” for examples.

Have students read myths in books and other resources, noting protagonists and uses of hyperbole. Then challenge them to compare and contrast two myths. Ask students to use a Venn diagram and list the similarities and differences between the two. Invite them to share their diagrams with a partner and discuss which myth they like better.

Beyond Practice Book B, page 143

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

1. Some ocean ecosystems are filled with bizarre and beautiful life forms.
2. In warm, shallow waters, lush coral reefs teem with life. Tourists visit...
**Leveled Reader Lesson**

**Objective**
Read to apply strategies and skills

**Materials**
• Leveled Reader *Hydrothermal Vents*

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

**SKILL**
**COMPARE AND CONTRAST**
Ask a volunteer to explain what the terms *compare* and *contrast* mean and how they can help readers analyze text. Explain that students will read *Hydrothermal Vents* together and fill in information about similarities and differences.

**READ AND RESPOND**
As students read, they should compare the different facts about hydrothermal vents that are presented in the selection, then fill in their Venn diagrams. Discuss with students if there were more similarities or differences.

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

**Self-Selected Reading**

**Objective**
Read independently to compare and contrast parts of a story

**Materials**
• Magazine or newspaper articles

**READ TO COMPARE AND CONTRAST**
Invite students to choose two articles about a topic that interests them for independent reading. Remind them that comparing and contrasting two selections means looking for similarities and differences. Have students read their articles and take notes in their response journals.

After reading, ask students to compare the information from both articles. How were the articles similar? What were the differences between the two? Did one article contain more information than the other about the topic?
English Language Learners

Academic Language

Throughout the week, the English language learners in your class 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 used by the teacher (see chart below) should be explained in the context of the task during Whole Group. You may use gestures, expressions, and visuals to support meaning.

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

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

**Academic Language Used in Whole Group Instruction**

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth's surface (p. 508)</td>
<td>analyze text structure (p. 511A)</td>
<td>figurative language (p. 534)</td>
</tr>
<tr>
<td>seas, sea floor (p. 508)</td>
<td>compare and contrast (p. 511A)</td>
<td>how-to paragraph (p. 534)</td>
</tr>
<tr>
<td>culture's core beliefs and values (p. 530)</td>
<td>Venn diagram (p. 511A)</td>
<td>sentence fluency (p. 535)</td>
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<td>earthquakes (p. 531)</td>
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<td>possessive pronoun (p. 535I)</td>
</tr>
<tr>
<td>temper (p. 531)</td>
<td>protagonist (p. 530)</td>
<td>contractions (p. 535I)</td>
</tr>
<tr>
<td>trident (p. 531)</td>
<td>hyperbole (p. 530)</td>
<td>homophones (p. 535J)</td>
</tr>
<tr>
<td>chariot (p. 531)</td>
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<td>apostrophe (p. 535J)</td>
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For additional language support and oral vocabulary development, use the lesson at [www.macmillanmh.com](http://www.macmillanmh.com).
Objective

- To apply vocabulary and comprehension skills

Materials

- ELL Leveled Reader

ELL 5 Day Planner

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<tr>
<td>• Academic Language</td>
<td>• Oral Language and Vocabulary Review</td>
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<td>• ELL Leveled Reader</td>
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Before Reading

DEVELOP ORAL LANGUAGE

Build Background Write ocean/sea on the board and have students share what they know about oceans. What are some words that describe the ocean? What animals live in the ocean? As students respond, write the information on the board.

Review Vocabulary Write the vocabulary and story support words on the board and discuss the meanings. Use each word in a sentence. Use the pictures in the book to convey meaning. Snails, mussels, and clams are mollusks that can be found in reefs.

PREVIEW AND PREDICT

Point to the cover photograph and ask students to describe it. Read the title aloud. What does tiny oceans mean? Explain that they will learn about tide pools, which are small areas of water—or “tiny oceans”—on the beach.

Set a Purpose for Reading Show the Venn Diagram and remind students they have used one before. Ask them to make a similar diagram to compare and contrast tide pools and oceans as they read.

During Reading

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

Beginning

Shared Reading As you read, model writing key information about tide pools. Model comparing and contrasting oceans and tide pools and fill in the Venn Diagram.

Intermediate

Read Together Read the first chapter. Help students gather and record key information about tide pools. Take turns reading with students. Model adding to the list. Model comparing and contrasting oceans and tide pools. Fill in the Venn Diagram.

Advanced

Independent Reading Have students read the story. Ask them to discuss it with a reading partner and write a list of key information. Using the information, have them compare and contrast oceans and tide pools and fill in the Venn Diagram.

After Reading

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