

Read

MAIN SELECTION

- *Meet a Bone-ified Explorer*
- Skill: Make Generalizations

TEST PREP

- "Out on a Limb"
- Test Strategy: On My Own

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 729M–729V

Comprehension

GENRE: NONFICTION ARTICLE

Have a student read the definition of a Nonfiction Article on **Student Book** page 722. Students should look for photographs and captions that provide information about the topic.

STRATEGY

MONITOR COMPREHENSION

Remind students to take the time to pause and check their understanding as they read.

SKILL

MAKE GENERALIZATIONS

Remind students that generalizations are broad statements, often using such words as *most*, *many*, *all*, or *every*.

Real World Reading

Comprehension

Genre

A **Nonfiction Article** gives information about real people, places or things.

Monitor Comprehension

Make Generalizations

A generalization is a broad statement. It combines facts in a selection with what a reader already knows to tell what is true in many cases.

Meet a Bone-ified Explorer

What does a paleontologist do next after she's discovered the largest and most complete Tyrannosaurus Rex fossils ever found?



722

Vocabulary

Vocabulary Words Review the tested vocabulary words: **fossil**, **stumbled upon**, **paleontologist**, and **inspected**.

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

specimens (p. 723): items of a certain type collected for study

backbones (p. 724): bones forming the spinal column of an animal or person

professionals (p. 725): people whose careers involve specialized knowledge



Preview and Predict

Ask students to read the title, preview the illustrations, and skim the text to make predictions about the article. In what kinds of places does Sue Hendrickson work? Have students write predictions and questions.

Set Purposes

FOCUS QUESTION Discuss the question under the title of the article. Explain that students will fill in the Generalizations Chart on **Practice Book** page 202 as they read.

Read *Meet a Bone-ified Explorer*

1 STRATEGY

MONITOR COMPREHENSION

Teacher Think Aloud In the first paragraph, the author describes how a strong interest in finding things, combined with a habit of shyly looking down, led Sue Hendrickson toward an exciting career as a paleontologist. I know that it takes years of studying to become a scientist, so I think the author is making a generalization about how Sue became interested in her career. What strategies might you use to check your understanding of the point the author is making here?

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

Student Think Aloud As I reread this page, it seems clear that Sue Hendrickson is a curious person, but I can read ahead to see if the author says anything about how much work it probably took to become a paleontologist.



Sue Hendrickson poses with a model of the foot of the Tyrannosaurus Rex she found.

As a little girl in Munster, Indiana, Sue Hendrickson always kept her eyes on the ground. “I was really shy and always walked with my head down,” she says, “but my curiosity was strong.” She often searched the ground for low-lying treasures. Hendrickson’s interest in finding things turned into an exciting job. Now she is a field **paleontologist**. As a paleontologist, Hendrickson gets to spend a lot of her time exploring—and digging. Her searches for new discoveries have taken her to countries around the world.

Hendrickson became famous after making a gigantic discovery in August 1990. After a long day of digging in South Dakota, she **stumbled upon** one of the largest and most complete specimens of a T. rex skeleton ever found. “It was as if she was just waiting to be discovered,” Hendrickson says. “It took 67 million years, but we finally got to her.”

723

Read Together

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

Read Independently

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Remind students to set and adjust their reading rate when reading informational nonfiction.

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



Technology

Story available on **Listening Library Audio CD**

Develop Comprehension

2 MAKE GENERALIZATIONS



Access for All

Sue says that finding the T. rex skeleton is the greatest discovery she will ever make. Based on your own knowledge and details in the article, do you think her generalization is valid? (The author says that Sue became famous because of the discovery and that the fossils she found made up the largest and most complete T. rex skeleton ever found. I know that scientists don't find such important fossils very often. Her generalization is probably valid.)

3 MAKE GENERALIZATIONS



Given the fact that Sue works underwater as well as digging in rocks, what generalization can you make about her approach to her work? (Suggested answer: Sue is interested in finding treasures of all sorts, no matter where they may be.)

Information from Text	What I Know	Generalization
Sue shyly looked down as a child. She was curious about finding things.	It takes a lot of studying to become a scientist.	Sue's habit of searching the ground as she walks led to her career as a paleontologist.
The T. rex skeleton was the largest and most complete ever found.	It is not easy to find such fossils.	These T. rex fossils will be her greatest discovery.
Sue explores shipwrecks as well as rocks containing fossils.	It takes effort and enthusiasm to work in such different places.	Sue is interested in finding treasures no matter where they may be.

Finding the Fossil

How did this fossil hunter discover this ancient natural wonder? It all started with a flat tire. While others from her digging team went to get the tire fixed, Hendrickson decided to explore a nearby cliff with her golden retriever, Gypsy. She walked around with her eyes to the ground, as usual. Suddenly, she noticed a few pieces of bone. Then she looked up. She inspected the rocky cliffs above her head and saw three dinosaur backbones. She quickly headed back to the team to tell them about her exciting discovery.

Over a period of three weeks, the paleontologist and her team were able to uncover the huge dinosaur fossil. The team decided to name the dino fossil Sue, after Hendrickson. How does Hendrickson feel about finding Sue? “She is, I am certain, the greatest discovery I will ever make,” she said.

2



Sue Hendrickson stands next to the skull and teeth of the T. rex skeleton before they were removed from the cliff.

724

ELL

Access for All

STRATEGIES FOR EXTRA SUPPORT

Question 2 MAKE GENERALIZATIONS

Remind students that a valid generalization is one that seems to be true or correct. Ask, *Why does Sue think this is the greatest discovery she will ever make? Why were the fossils she discovered so important?* Reread sections with students to help them answer.

Diving for Treasure

Hendrickson's adventurous spirit and curiosity about the past have taken her to extreme places to do her work. When she's not digging for bones, she's diving for sunken treasure. She has been working with a team in Egypt to find the palace of Cleopatra. The palace sank underwater during a fifth century earthquake. "Sharing these finds with the world is the biggest thrill," says Hendrickson.

Hendrickson also explored a 400-year-old sunken ship in the waters near the Philippines. The ship was called *San Diego*. It was a Spanish ship that was used for trade and battle. In 1600, the ship sank to the bottom of the South China Sea. Hendrickson was part of the team that helped make the *San Diego* famous again.

In 2004, Hendrickson joined a team of divers in Egypt to find an ancient sunken city. She also was part of a dive in Cuba to explore a ship that sank in 1714.

What advice does Hendrickson have for kids who want to get their fingers dirty? "Spend some time volunteering out in the field with professionals," she recommends. "And focus on school. It will equip you to learn on your own."



Sue Hendrickson explores an ancient shipwreck.

Think and Compare

1. What is a paleontologist?
2. What generalization can you make about Sue Hendrickson's life?
3. Do you think you would like traveling as much as Sue Hendrickson does? Why or why not?
4. What is the value of the discoveries—fossils in amber, "Bambi," "snottites"—described in these selections?

725

Quick Check

Can students make generalizations about the information in a nonfiction article?

During **Small Group Instruction**

If No → **Approaching Level** Leveled Reader Lesson, p. 729P

If Yes → **On Level** Options, pp. 729Q–729R

Beyond Level Options, pp. 729S–729T

4 STRATEGY WORD PARTS



The **Latin root** *extrem-* means "being the most outside." How does this help you figure out the meaning of the English word *extreme*? (In the sentence, the adjective *extreme* is used to describe places where Sue works. In this context, *extreme* must mean "out of the ordinary" or "the most unusual.")



PERSONAL RESPONSE

Ask students to write about what a scientist does after discovering the largest and most complete *Tyrannosaurus Rex* fossils ever found. They should locate information in a text that is needed to solve a problem.



Comprehension Check



SUMMARIZE

Have students use their Generalizations Charts to write a summary of *Meet a Bone-ified Explorer*.

THINK AND COMPARE

Sample answers are given.

1. **Details:** A paleontologist is a person who explores and digs up fossils.
2. **Make Generalizations:** Possible answer: Sue Hendrickson's life has been full of adventure.
3. **Text to Self:** Answers may vary. Students might say they would like to travel because they enjoy adventure.
4. **Text to World:** Answers will vary. Answers should reflect the idea that these discoveries can teach us about history and ourselves.



Objectives

- Read accurately with good prosody
- Rate: 113–133 WCPM
- Identify cause and effect relationships in a story

Materials

- Fluency Transparency 28
- Fluency Solutions
- Leveled Practice Books, p. 203

**Transparency 28**

Amber is nature's time capsule. It forms a tight seal around whatever is trapped inside, protecting it from the effects of aging. Scientists have found insects preserved in amber that come from the time of the dinosaurs.

Fluency Transparency 28

**Skills Trace****Cause and Effect**

Introduce	635A–B
Practice / Apply	636–651; Leveled Practice, 178–179
Reteach/ Review	657M–T, 665A–B, 666–681, 687M–T; Leveled Practice, 187–188
Assess	Weekly Tests; Unit 5, 6 Tests
Maintain	725A

Fluency

Repeated Reading: Punctuation

EXPLAIN/MODEL Tell students that good readers pay careful attention to punctuation while they are reading to themselves or aloud. They know what to do when they see periods, commas, question marks, exclamation points, and dashes. Model reading aloud the second paragraph of “Amber: Nature’s Time Capsule.” Then read one sentence at a time while students echo-read each.



PRACTICE 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. Have students write down any words they could not pronounce or understand. Students will practice fluency using **Practice Book** page 203 or the Fluency Solutions Audio CD. Do a Quick Check to determine which students need small-group instruction.

Comprehension

**MAINTAIN SKILLS****CAUSE AND EFFECT****EXPLAIN/MODEL**

- **Cause and effect** is a text structure in which an author explains how or why something happens.
- Readers should look for events that cause things to happen. Sometimes a cause may have more than one effect.
- Briefly discuss with students a cause-and-effect relationship in “Amber: Nature’s Time Capsule.”

**PRACTICE/APPLY**

Have students use the following questions to discuss cause-and-effect relationships in *Meet a Bone-ified Explorer*.

- What event led Sue Hendrickson to her greatest discovery?
- What effect did discovering the dinosaur fossil have on Sue Hendrickson’s career as a paleontologist?

Next, ask students to brainstorm details from another selection they have read about cause-and-effect relationships. Invite them to continue the discussion with a partner.

Research Study Skills



Functional Documents

EXPLAIN

Tell students that we can interpret details from functional documents for a specific purpose. For example: We can *find* information in many sources—articles like “Amber: Nature’s Time Capsule,” newsletters, and posters. We *give* information in other ways, such as forms and applications.

Discuss **functional documents**.

- Newsletters, e-mail messages, posters, forms, menus, and surveys all help us do things.
- Flyers, posters, and schedules are put in public places to give information about times, places, and dates that an event will take place.
- Forms request information and have spaces to write that information. Forms are required to get a driver’s license, receive a park permit, or join organizations.
- To complete a form or an application, first read through it to make sure you understand it. Then start at the beginning and carefully write the information for each item in the space. Follow the directions—you may need to check a box, fill in a circle, write an explanation, or use handwriting to sign your name. When you finish, check to see that it is complete.

MODEL

Use the following with **Transparency 6**.

Think Aloud Jaime wants to volunteer at Ned’s Pet Store and Shelter. Let’s look at his application. He printed his name, last name first, and included his address and telephone number. He didn’t check the box for horses because he hasn’t cared for one. He checked “mornings” and “Saturday or Sunday,” because he can work on weekend mornings. He signed his name and had his father sign it because he is under sixteen.

PRACTICE/APPLY

Ask students to write the information they would include to fill out the application transparency.

Objective

- Discuss functional documents

Materials

- Transparency 6
- Leveled Practice Book, p. 204



Transparency 6

Functional Documents

Ned’s Pet Store and Shelter 14 Bernardino Street • Las Vegas, New Mexico

Volunteer Application

Thanks for your interest in being a volunteer at Ned’s Pet Store and Shelter!

Please fill out each item listed below. Be sure to print clearly.
Last Name Rivera First Name Jaime
Address: Street 1079 Alameda Avenue
City: Las Vegas State NM Zip Code: 87701
Telephone Number 505-843-6039

Do you currently go to school? ☒ yes ☐ no
Name of School Valley Elementary School Grade 7

Do you now own or care for any of the following pets?
Check the boxes that apply.
☐ cat ☒ dog ☐ bird ☐ turtle or fish ☐ snake
☐ horse ☐ sheep ☒ goat

Briefly describe your experiences in caring for animals:
I feed my two dogs, brush them, and take them for walks.
I feed our goats and help take care of them.

What times and days would you be available to volunteer?
Check the boxes that apply. ☒ mornings
☐ afternoons ☐ some weekdays ☒ Saturday or Sunday

Please sign your name below. Volunteers under the age of 16 must also include a signature from a parent or guardian.

Jaime Rivera
Signature
Robert S. Rivera
Parent or Guardian’s Signature

Study Skills Transparency 6

On Level Practice Book 0, page 204

For items 1–12, read the passage and fill in the information asked for in the form. Then answer the questions that follow.
Possible responses provided.
Mr. Carter’s fourth-grade class plans to visit the York Science Museum on Friday, April 22. The bus will leave at 8:00 A.M. and return at 4:00 P.M. Students should bring a bag lunch on the day of the trip. Permission forms must be returned to Mr. Carter by Friday, April 8.

Field Trip Permission Form	
1. Student’s Name	<u>Brigit Olana</u>
2. Date of trip	<u>April 22</u>
3. Student’s Address	<u>732 Main St.</u>
	<u>Anytown, IL</u>
4. Home Phone #	<u>222-555-1212</u>
5. Destination	<u>York Science Museum</u>
6. Transportation by	<input checked="" type="checkbox"/> Bus <input type="checkbox"/> Car <input type="checkbox"/> Subway
7. Time Departing	<u>8 a.m.</u>
8. Time Returning	<u>4 p.m.</u>
9. Parent’s Name	<u>Carol Olana</u>
10. <input checked="" type="checkbox"/> I give permission for my son/daughter to go.	
11. Parent’s Signature	<u>Carol Olana</u>
12. Today’s Date	<u>April 6, 2007</u>

13. Should the student write in the space next to item 11 on the form? Explain why.
No. A parent has to sign in that space.

14. What is the latest date that should appear in the space next to item 12?
April 8



Approaching Practice Book A, page 204

Beyond Practice Book B, page 204

Answer Questions

Test Strategy: On My Own

REVIEW

Review with students the test strategies that they have learned in the previous units: **Right There**, **Author and Me**, and **Think and Search**. Have students use these strategies to answer questions 1–3 and identify the strategy used.

Question 1 (B) [Think and Search]

Question 2 (C) [Think and Search]

Question 3 (A) [Right There]

ON MY OWN

EXPLAIN

- Sometimes the answer to a question will not be found in the text. You have to use what you know to answer the question.
- **Think** about what the question is asking you. Make a judgment based on the selection and on your own experience. Then form your answer to the question.

MODEL

Remind students to record their answers on a separate sheet of paper.

Question 4 Read question 4.

Remind students that they will be using the **On My Own** strategy to answer this question. What is this question asking you to do? (*express an opinion*) How do you know this? (*It uses the words what do you think and most.*)



Test Strategy On My Own

The answer is not in the selection. Use what you know to form your answers for questions 4 and 5.



A canopy crane lowers researchers from the Smithsonian Tropical Research Institute into the canopy of a rain forest in Panama.

Out on a Limb

Rain forests are one of Earth's last frontiers. They are filled with plants and animals that are rarely—if ever—seen by humans. According to one estimate, more than half of all life forms on Earth live in tropical rain forests. Some scientists believe there may be many millions more.

Scientists are now focusing on the forest canopy. The canopy is the highest part of the forest. It is a network of leaves, vines, and branches that forms a world within a world. It functions differently from other parts of the forest because of its height and exposure to sunlight. This world has been difficult to study because of the great height of rain forest trees. New techniques and equipment are changing that. The canopy crane is one important example.

The canopy crane is an ordinary construction crane equipped with a special platform. The crane lifts the platform above the treetops and then gently lowers it into the canopy. Scientists use the platform as a base of operations for their studies. One scientist described this experience as “like landing on the moon.” Scientists agree that there is much to learn about this unique place that is right here on Earth.

Directions: Answer the questions.

1. Why are rain forests considered one of Earth's last frontiers?

- A Travel is prohibited in most places.
- B Scientists have been unable to study many of the organisms that live there.
- C The forest canopy keeps scientists out.
- D Scientists have little interest in studying the plants and animals of the rain forest.

2. What condition helps make the canopy different from other parts of the rain forest?

- A People do not live there.
- B Animals cannot reach it.
- C It is higher and receives more sunlight.
- D It contains no plants.

3. The canopy crane allows scientists to

- A work from a platform that has been lowered into the treetops.
- B parachute into the canopy from above, like astronauts.
- C remove trees more easily.
- D avoid the dangerous animals on the forest floor.

4. What do you think is the most interesting thing about the work of these scientists?

5. Do you think it is important for scientists to continue to study the plant and animal life in the rain forests of the world? Why or why not?

Tip

Use what you know.

STOP

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Test Prep Student page 727

Think Aloud This question wants to know what I think might be the most interesting part of work done by the scientists who study rain forests. I know that this information is not in the text, but some of the information in the text will help me formulate an answer. I can also use what I already know about rainforests to help answer this question. I read that there are many forms of life to be observed and studied in a rain forest. I know that scientists enjoy learning about new things, it is their job.

APPLY

Question 5 Read question 5.

Have the students use the **On My Own** strategy to formulate an answer.

After students have read the question and formulated a response in their minds, ask, What is the question asking? (Is it important for scientists to continue their study of plant and animal life in the world's rain forests?) Anything else? (my opinion as to why or why not)

Ask, How can you answer this question? (by using the information I learned from the article and what I already know) Ask, What do you already know? (I know that rain forests are very large and many species of wild life and plants live there.) Answers will vary but should include details about the unique nature of the rain forest, the millions of plant and animal species that live there, and an opinion about what scientists might learn.

Connect Language Arts

WRITING WORKSHOP

- **Tested Writing:** Personal Essay
- **Expository:** Report
- **Research and Inquiry**

WORD STUDY

- Words in Context
- **Word Parts:** Latin Roots
- **Phonics:** Prefixes
- Vocabulary Building

SPELLING

- Prefixes *dis-*, *mis-*, *non-*, *un-*

GRAMMAR

- Negatives

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 729M–729V

Writing Prompt

EXPLAIN/MODEL

Help students analyze the writing prompt on **Student Book** page 728.

Determine the Mode and Form What clues tell the type of writing the prompt is asking for? (*personal essay and your opinion*)

Determine the Purpose What clues tell what the writing should be about? (*a time when you had to go someplace new or face something new, what you experienced*)

Determine the Audience Does the prompt tell the student to whom she is writing? (*no*) To whom should she write? (*her teacher*)

Writing: Personal Essay

Write to a Prompt

Sometimes scientists must go to new and unfamiliar places. Write a personal essay about a time when you had to go somewhere new or face something new. Express your opinion about what you experienced.

Change Can Be Good



I summed up my opinion in the last paragraph.

I grew up in a small town. I knew just about every person there, and they knew me. I was very happy there. Why would I want to leave? Then one day my mother said we were moving. She had a great new job, in a city a thousand miles away.

The city was very different. I didn't know anybody. I didn't know my way around. We lived in an apartment, not a house. People spoke with a different accent. Even the food was different.

Well, I was miserable for about three days. Then I met my new neighbor, a kid my age. He introduced me to his friends. When school started, I met even more new friends. I learned my way around, and there was a lot to do. I decided I liked most of the food.

I still miss my old town and my old friends. But I can go back for a visit, so now I figure I have two home towns!

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SCORING RUBRIC

4 Points	3 Points	2 Points	1 Point
Writing is on topic and interesting. There is a beginning, middle, and end. Writing generally shows accuracy in punctuation and capitalization.	Writing is on topic. There is an attempt to sequence or develop thought. The writing holds the reader's attention. May have errors but they do not interfere with understanding.	Writing is generally on topic. There is an attempt to get sentences on paper. Sentences may be simple or incomplete with limited vocabulary. Errors may make understanding difficult.	Writing may show little or no development of topic, but may contain meaningful vocabulary. There is an attempt to get words on paper. Written vocabulary is limited. Writing shows no use of writing conventions.

Writing Prompt

Some people welcome new experiences. Others like things to stay the same. Either way, we all have to face new things in life. Write a personal essay about a time when you had to face something new. Describe the situation, how you felt before, and how you felt after.

Writer's Checklist

- ☒ Ask yourself, who will read my essay?
- ☒ Think about your purpose for writing.
- ☒ Plan your writing before beginning.
- ☒ Use details to support your opinion.
- ☒ Be sure you state your opinion and give reasons for it.
- ☒ Use your best spelling, grammar, and punctuation.

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PRACTICE

Work with students to read the writing prompt on page 729 and find the clues that determine the mode, form, purpose, and audience.

Mode and Form: clues—personal essay, express your opinion about what you experienced

Purpose: clues—write about a time when you had to face something new, describe how you felt before and after

Audience: no clues, so write the essay to your teacher

APPLY

Ask students to identify the clue words in the prompt. Make sure their summaries include the mode, form, purpose, and audience.

TIMED WRITING PRACTICE

You may wish to have the students practice writing from the prompt by simulating a test-taking situation. After they have analyzed the prompt, tell students they will have 45 minutes to complete their personal essays.

Tell students, *You may use scrap paper to help organize your thoughts before you begin your draft. I will tell you when to begin and tell you when you have 15 minutes left to finish writing. Use the Writer's Checklist to make sure you have included all the right information.*

Picture Prompt

For further timed writing practice use the picture prompt on page 167 of the **Teacher's Resource Book**.

Teacher's Resource Book, page 167

Write to a picture prompt. Use the picture below. What can you learn from studying the natural world? Write an essay about it.



Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write your essay on lined paper.
- Proofread your essay.

Expository Writing: Report

GENERATE QUESTIONS

Direct students to the vocabulary passages “Amber: Nature’s Time Capsule” and “A Dinosaur Named Bambi” on **Student Book** pages 720–721. Explain that they will research a well-known paleontologist, such as Sue Hendrickson, and write an expository report about her or his travels and discoveries.

Ask students what they would like to learn about paleontologists. Draw a KWL chart and work with students to fill in the first two columns. Then have students create their own KWL chart to help them generate questions and narrow the focus of their topic.

What I Know	What I Want to Know	What I Learned
Paleontology is the study of fossils.	What paleontologist is known for his or her discoveries? What was involved?	

FIND INFORMATION

Explain to students that after choosing a topic and generating questions that help them narrow their focus, they should begin researching. Tell students that using the library to complete research can be one of the most helpful ways to find current facts and interesting details about a topic.

ORGANIZE INFORMATION

Emphasize to students that gathering interesting and useful information about a topic is only one step in completing a research project: the information they gather must be organized. Use the **Skimming and Scanning** minilesson on page 729B and **Transparency 109** to show students how to skim and scan material. Use the **Outline Information** mini lesson on page 729B and **Transparency 110** to discuss with students how to create an outline to guide their writing.

SYNTHESIZE AND WRITE

Have students use their outlines to write a draft. Remind them to add three or more supporting details to each paragraph and end with a concluding sentence. Suggest that students include a time line of their paleontologist’s life or a list of his or her discoveries. Show **Transparency 111** and discuss the draft of the report. Then display **Transparency 112** and discuss the changes. Have students revise their reports and then exchange them with a partner.

Publishing Options

To publish their reports, students should make a neat, final copy. Create a bulletin board for students to display their reports. Have them include pictures or photos with captions of their paleontologist and his or her findings. Use large note cards to list the dates of the discoveries made by paleontologists researched. Ask them to place their reports next to the year indicated.

Speaking and Listening

SPEAKING STRATEGIES

- Apply techniques, such as volume, page, and eye contact when speaking.
- Give credit to others for the presentation of ideas and information.
- Emphasize points so that the listeners can follow important ideas.

LISTENING STRATEGIES

- Listen for the speaker’s tone, mood, and emotion.
- Listen carefully to evaluate the speaker’s presentation and point of view.
- Distinguish between positive and negative verbal and nonverbal communication.

4-Point Scoring Rubric

Use the rubric on **Teacher’s Resource Book** page 156 to score published writing.

Writing Process

For a complete lesson, see Unit Writing on pages 787A–787H.

Writer's Toolbox

Skimming and Scanning

Explain to students that they can skim and scan for relevant information. When researching, they should check each possible source quickly to see if it has useful information. They might check headings or search for key words or names.

- Display **Transparency 109**. Discuss how to skim and scan a newspaper article to find the facts or details needed.
- Remind students that they can highlight and paraphrase important information. Discuss which phrases they would highlight on the transparency.
- When using a science book or other reference books, students may want to check the table of contents and index for their paleontologist's name. Then they can skim and scan for the most important details and relevant information about the paleontologist's work and discoveries.
- When using functional documents, they should look for those that contain relevant information, such as a brochure or online description from a museum where treasures found by paleontologists are displayed.



Transparency 109

Paleontologist Pages

The Nature and Dinosaur Museum will host a convention for future paleontologists on June 2nd at 1:00 in the afternoon. Our special guest speaker will be Sue Hendrickson.

Ms. Hendrickson has become quite famous due to her discovery in August of 1990 in South Dakota. She uncovered the largest skeleton of a T. rex.

Writing Transparency 109

© Macmillan/McGraw-Hill

Writing Transparency 109

Outlining

Explain to students that making an outline helps a writer organize information and see how it is related. Students will use their outlines to serve as a guide for writing their expository report.

Display **Transparency 110**. Use it to discuss with students how to create an outline. Remind students that in an outline, main ideas are listed under Roman numerals and details or subtopics related to the main idea are listed under capital letters.



Transparency 110: **Outlining**

Research Tips

Remind students to evaluate the information by asking themselves these questions:

- Is the information accurate?
- Does it include primary sources?
- Will this information help me write my expository report?
- Is this information too difficult for me to read? Do I need to find another source?

Objectives

- Apply knowledge of word meanings and context clues
- Use Latin roots to understand unfamiliar words

Materials

- Vocabulary Transparencies 55, 56
- Leveled Practice Books, p. 205

**Vocabulary**

paleontologist (p. 723)
a scientist who studies fossils

stumbled upon (p. 723)
found by accident

fossil (p. 724) the remains of a plant or animal that lived long ago and was preserved in rocks

inspected (p. 724) looked at closely

ELL**Access for All****Develop Vocabulary**

Write, *I was walking through the forest when I stumbled upon a baby deer.* Discuss the meaning of the sentence. Point out the *-ed* ending in *stumbled* indicating past tense. Brainstorm with students other things they might stumble upon in a forest. Have students write their own sentences and read them in groups. Do a similar activity for *inspected*.

Review Vocabulary

**Words in Context**

EXPLAIN/MODEL Review the meanings of the vocabulary words. Display **Transparency 55**. Model how to use word meanings and context clues to fill in the first missing word with students.

Think Aloud In the first sentence, the speaker found the nest while doing something else. Finding the nest was an accident, so *stumbled upon* seems like the best phrase to describe what happened.

**Transparency 55**

paleontologist inspected stumbled upon fossil

1. Last weekend I stumbled upon a bird's nest while jogging through the park.
2. I would love to work as a paleontologist and study fossils.
3. My aunt gave me a fossil of a beautiful snail.
4. I closely inspected the fossil to see what kind of animal it was.

Vocabulary Transparency 55

Access for All

PRACTICE/APPLY Ask students to complete the remaining sentences on their own. Review students' answers as a class, or have partners check their answers together.



Guess the Word Have student pairs alternate between writing clues for and guessing vocabulary words. For *fossil*, students could say: *I am a noun. Scientists can learn about the past by studying me. I am preserved in rocks.*



STRATEGY

WORD PARTS: LATIN ROOTS

EXPLAIN/MODEL

Many English words have Latin roots. Knowing these roots can help the reader understand the meaning of many unfamiliar words.

Read the following sentence from **Student Book** page 724: *She inspected the rocky cliffs above her head and saw three dinosaur backbones.* Model how knowing the meaning of the root *spec* can help to figure out the meaning of *inspected*. Help students fill in the blanks for item 1 on **Transparency 56**. Then have them try 2–6 on their own.

Access
for All



Transparency 56

Latin Roots

- Spectators* are people who are looking at something.
Latin root *spec-* means: looking or sight
- Audible* means “able to be heard.”
Latin root *aud-* means: hearing or sound
- Portable* means “able to be carried.”
Latin root *port-* means: carry
- A *scribe* is someone who writes.
Latin root *scrib/script-* means: write
- Your *diction* is the way you speak.
Latin root *dict-* means: say, speak
- A *location* is a place.
Latin root *loc-* means: place

Vocabulary Strategy Transparency 56

PRACTICE/APPLY

Have students write sentences using each word with a Latin root from the transparency. Challenge them to think of other words with the same Latin roots.

Quick Check

Can students use context clues to choose the correct word?
Can students recognize Latin roots to help them with the meanings of unfamiliar words?

During **Small Group Instruction**

If No → **Approaching Level** Vocabulary, pp. 729N–729O

If Yes → **On Level** Options, pp. 729Q–729R

Beyond Level Options, pp. 729S–729T

ELL

Access
for All

Provide a Context Help students understand the meanings of the words on the transparency by writing sentences with them: *There were many spectators watching the game.* Help them identify the context clues. Students can use these sentences as models when they write their own.

On Level Practice Book 0, page 205

Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome.

- All words that have the root *aud-* have something to do with sound or hearing.
- All words that have the root *spec-* have something to do with sight or seeing.

Complete each sentence with a word from the box that takes the place of the underlined words.

audible audio audience spectacles spectator spectacular

- From the back of the auditorium, we could hardly hear the part that can be heard portion of the paleontologist's presentation. audio
- A person who watches at the dinosaur exhibit knew so much more than I did about fossils. spectator
- The museum fire alarms had both flashing lights and an able to be heard signal. audible
- The people who came to hear the scientist speak applauded at the end. audience
- Dinosaurs must have been amazing to see. spectacular
- Ping left his eyeglasses in the pocket of his coat, so he couldn't read where the bones of the ichthyosaurus were found. spectacles



Approaching Practice Book A, page 205



Beyond Practice Book B, page 205

Objectives

- Recognize the prefixes *dis-*, *mis-*, *non-*, and *un-*
- Figure out meanings of words using Latin roots

Materials

- Leveled Practice Books, p. 206
- Teacher's Resource Book, pp. 34–35

ELL**Access for All****Write Sentences/**

Compare Write the following pairs of words on the board: *courage/dis courage*, *understand/misunderstand*, *sense/nonsense*, *interested/uninterested*. Co-construct sentences with students for the words in each pair and discuss how the prefix changes the meaning of the word. Challenge students to think of other words containing the same prefixes.

On Level Practice Book 0, page 206

When added to the beginning of a word, a prefix changes the meaning of the word.

The prefixes *un-*, *non-*, and *dis-* mean "not" or "the opposite of."

- *dis* + trust = distrust to not trust
- *non* + sense = nonsense something that doesn't make sense
- *un* + covered = uncovered the opposite of covered

The prefix *mis-* means "badly" or "incorrectly."

- *mis* + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

Underline the prefix in the following words. Then write the meaning of the word. **Possible responses provided.**

1. disobey not obey
2. unsure not sure
3. misbehave behave badly
4. nonsense the opposite of sense
5. unhappy not happy
6. dislike not like
7. misunderstand incorrectly
8. disconnect not connect
9. unbelievable not believable
10. miscalculate calculate incorrectly



Approaching Practice Book A, page 206



Beyond Practice Book B, page 206

Phonics**Decode Words with Prefixes****Access for All**

EXPLAIN/MODEL Explain that a prefix is a group of letters added to a word to make a new word. Recognizing common prefixes can help students decode words and understand their meanings.

Some prefixes that change a word's meaning to its opposite or mean "not" are *dis-*, *non-*, and *un-*. The prefix *mis-* means "bad or wrong." Each of these prefixes has a short vowel sound. Write *disbelief*.

Think Aloud When I look carefully at this word, I recognize the prefix *dis-* and the word *belief*. When I blend the two together, I get /dis bæ lēf/. That word means "lack of belief."

PRACTICE/APPLY Write *discourage*, *uncomfortable*, *misnumber*, *nonfiction*, *misplace*, and *uncertain*. For each word, have students draw a line to separate the prefix from the word to which it was added. Then help students to decode each word, read it aloud, and tell what it means.

Decode Multisyllabic Words Remind students to apply what they learned about prefixes to decode longer words. For more practice, use the decodable passages on **Teacher's Resource Book** pages 34–35.



The Prefix Race Game Divide students into groups. Have each group designate a recorder. Students will have two minutes to think of as many words as they can that begin with the prefix you call out. At the end of the time, groups will only get points for words that no other group has written down. Time begins when you call out or write the prefix on the board.

When time is up, have each group designate a reporter to read the group's list of words. As each word is read, other teams must call out if they too have the word on their list. If so, all groups with that word cross it off their lists. If not, the team gets a point for having a unique word. The team with the most points wins.

Quick Check**Can students decode words with prefixes?**

During **Small Group Instruction**

If No → **Approaching Level** Phonics, p. 729M

If Yes → **On Level** Options, pp. 729Q–729R

Beyond Level Options, pp. 729S–729T

Vocabulary Building

Oral Language

Expand Vocabulary Tell students to write NATURE'S SECRETS in the middle of their own word webs. Have students brainstorm ideas and fill in as many outer circles as they can with things that relate to the secrets of the natural world. Students can use prior knowledge and then share with a group.



Apply Vocabulary

Invite students to suppose that they have *stumbled upon* a million year old fossil that can actually talk! Have them write a list of three or more questions that they would ask the fossil about life in prehistoric times. Students can then exchange their lists of questions with a partner and write answers to their partner's questions as if *they* are the fossils. Students should include one vocabulary word in their questions and another in their answers.



Vocabulary Building

Latin Roots Display the following list of Latin roots and challenge students to build as many words as possible: *aud-*, *spec-*, *port-*, *scrib-*, *script-*, *dict-*, *loc-*. They can use a dictionary to check their words and then use them in a sentence.

Spiral Review

Vocabulary Game Tell students that they will be playing a vocabulary game. Write the vocabulary words for this week and the previous week on cards. Divide the class into two teams. Then draw three cards and ask the first team to write a sentence, or two related sentences, using all three words. Shuffle the cards and repeat for the second team. Teams get a point for each word that they use correctly. Continue until each team has had five turns.

Technology



Vocabulary PuzzleMaker



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

5 Day Spelling

Spelling Words

discourage	mislead	unable
disappoint	misstep	unplug
disbelief	misnumber	uncertain
distrust	nonfat	uncomfortable
disloyal	nonfiction	uncover
misplace	nonsense	unclean
mislablel	nonstop	

Review prince, weighed, bolder

Challenge mishap, unravel

Dictation Sentences

1. Bad news did not discourage her.
2. My dog will never disappoint me.
3. He stood there in total disbelief.
4. Do you distrust the girl who stole your shoe?
5. Some fans were being disloyal.
6. Did you misplace your gloves?
7. I did not mislablel the jar.
8. My compass will not mislead me.
9. I tried not to misstep.
10. She was careful not to misnumber the list.
11. The nonfat milk is much healthier.
12. Nonfiction books include facts.
13. The baby talk was all nonsense.
14. We are taking a nonstop flight.
15. Ned was unable to fix the TV.
16. Unplug the iron after use.
17. I felt uncertain about my answer.
18. That is a very uncomfortable chair.
19. The cook will uncover the dish.
20. The basement was unclean.

Review/Challenge Words

1. Who married the prince?
2. The butcher weighed the meat.
3. That is a much bolder thing to say.
4. That fall off your bike was a terrible mishap.
5. Unravel the garden hose.

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

Words with Prefixes

Day 1 Pretest

ASSESS PRIOR KNOWLEDGE

Use the Dictation Sentences. Say the underlined word, read the sentence, and repeat the word. Have students write the words on **Spelling Practice Book** page 173. For a modified list, use the first 12 Spelling Words and the Review Words. For a more challenging list, use Spelling Words 3–20 and the Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on **Teacher's Resource Book** page 93 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 174 for additional practice with this week's Spelling Words.

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

Day 2 Word Sorts

TEACHER AND STUDENT SORTS

- Review the Spelling Words, point out prefixes, and discuss word meanings. Note that the prefixes *dis-*, *mis-*, *non-*, and *un-* all mean "not" or "wrongly."
- Use the cards from the Spelling Word Cards BLM. Attach the key words *discourage*, *misplace*, *nonfat*, and *uncertain* to a bulletin board. Model how to sort words by prefixes. Then have students take turns putting cards on the bulletin board, explaining how they decided where to place the word.
- Finally, have students use their own Spelling Word cards. Have them sort the Spelling Words any way they wish, for example, by parts of speech, by syllables, or by vowel sounds. Discuss students' various methods of sorting.

Spelling Practice Book, pages 173–174

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|---------------------------|-------------------|
| 1. _____ | 1. discourage |
| 2. _____ | 2. disappoint |
| 3. _____ | 3. disbelief |
| 4. _____ | 4. distrust |
| 5. _____ | 5. disloyal |
| 6. _____ | 6. misplace |
| 7. _____ | 7. mislabel |
| 8. _____ | 8. mislead |
| 9. _____ | 9. misstep |
| 10. _____ | 10. misnumber |
| 11. _____ | 11. nonfat |
| 12. _____ | 12. nonfiction |
| 13. _____ | 13. nonsense |
| 14. _____ | 14. nonstop |
| 15. _____ | 15. unable |
| 16. _____ | 16. unplug |
| 17. _____ | 17. uncertain |
| 18. _____ | 18. uncomfortable |
| 19. _____ | 19. uncover |
| 20. _____ | 20. unclean |
| Review Words 21. _____ | 21. prince |
| 22. _____ | 22. weighed |
| 23. _____ | 23. bolder |
| Challenge Words 24. _____ | 24. mishap |
| 25. _____ | 25. unravel |

Spelling Practice Book, page 175

discourage	misplace	nonfat	unplug
disappoint	mislablel	nonfiction	uncertain
disbelief	mislead	nonsense	uncomfortable
distrust	misstep	nonstop	uncover
disloyal	misnumber	unable	unclean

Pattern Power!

Write the spelling words with the following prefixes.

- | | |
|----------------------|--------------------------|
| dis- | |
| 1. <u>discourage</u> | 4. <u>disloyal</u> |
| 2. <u>distrust</u> | 5. <u>disbelief</u> |
| 3. <u>disappoint</u> | |
| mis- | |
| 6. <u>misnumber</u> | 9. <u>misplace</u> |
| 7. <u>misstep</u> | 10. <u>mislablel</u> |
| 8. <u>mislead</u> | |
| non- | |
| 11. <u>nonstop</u> | 13. <u>nonfiction</u> |
| 12. <u>nonsense</u> | 14. <u>nonfat</u> |
| un- | |
| 15. <u>uncover</u> | 18. <u>unable</u> |
| 16. <u>unplug</u> | 19. <u>uncomfortable</u> |
| 17. <u>uncertain</u> | 20. <u>unclean</u> |

Day 3 Word Meanings

ANALOGIES

Write these analogies on the board. Have students copy them into their word study notebooks and complete them with a Spelling Word.

1. *find* is to *discover* as *lose* is to _____ (**misplace**)
2. *jump* is to *hop* as *trip* is to _____ (**misstep**)
3. *story book* is to *fiction* as *science book* is to _____ (**nonfiction**)
4. *happy* is to *sad* as *sure* is to _____ (**uncertain**)
5. *relaxed* is to *calm* as *nervous* is to _____ (**uncomfortable**)

Challenge students to come up with other analogies using Spelling Words, Review Words, or Challenge Words.

Day 4 Review and Proofread

SPIRAL REVIEW

Review homophones. Say the following homophone pairs aloud: *weighed/wade*; *bolder/boulder*; and *prince/prints*. Have students write each word correctly in a sentence.

PROOFREAD AND WRITE

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

1. Taylor was unable to stop talking non-sense. (**unable, nonsense**)
2. I was uncertin about my dance partner and feared he would make me mistep. (**uncertain, misstep**)
3. Sam looked on in dissbelief as the alien held up a nunfiction book. (**disbelief, nonfiction**)

Day 5 Assess and Reteach

POSTTEST

Use the Dictation Sentences on page 729G 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 prefixes they studied this week.

Spelling Practice Book, page 176

discourage	misplace	nonfat	unplug
disappoint	mislabel	nonfiction	uncertain
disbelief	mislead	nonsense	uncomfortable
distrust	misstep	nonstop	uncover
disloyal	misnumber	unable	unclean

What's the Word?

Complete each sentence with a spelling word.

1. Be careful not to **mislabel** the bags of fossils.
2. We were **uncertain** if the dig would be successful.
3. She removed the layer of soil to **uncover** the fossil below.
4. Not finding anything does not **discourage** fossil hunters.
5. I hope you did not **misplace** your notes on the dig.
6. If you work hard, you will not **disappoint** your boss.

Prefixes

A prefix occurs at the beginning of a word. A prefix gives a word a different meaning. Read the meanings for the prefixes in your spelling words. Notice that all of the prefixes share the meaning "the opposite of."

dis- "not" or "the opposite of"
non- "without" or "the opposite of"
un- "not" or "the opposite of"
mis- "wrong," "badly" or "the opposite of"

Write the spelling word that matches each meaning below.

7. without fat **nonfat**
8. opposite of loyal **disloyal**
9. a wrong step **misstep**
10. not clean **unclean**

Spelling Practice Book, page 177

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

Dear Grandma,

I just got back from the dinosaur museum! I was **unsertan** about how much I would learn there, but it did not **dissappoint** me.

When we walked into the T. Rex exhibit, I was **unabel** to talk. That was one huge dinosaur! We read the sign about how the scientists **uncovar** the fossils very carefully.

We made only one **mistepp**. We did not get there early enough. The museum closed before we were done, even though we were going **nonstop** the whole time. Mom promised we could go back soon. Maybe you could come, too!

Love,
Yoli

1. **uncertain**
2. **disappoint**
3. **unable**
4. **uncover**
5. **misstep**
6. **nonstop**

Writing Activity

Imagine that you are a scientist who studies animals or plants through fossils. Write an e-mail to a co-worker about something you have found. Use at least four spelling words in your e-mail.

Spelling Practice Book, page 178

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- ☐ A misstake
☒ B mistake
☐ C mistaik
☐ D mistake
☐ E mistayke

Sample B:

- ☐ E disssplay
☒ F display
☐ G displai
☐ H displaye

1. ☐ A dikerage
☒ B discourage
☐ C dikeraje
☐ D discouraje
2. ☐ E disapoint
☒ F disappoint
☐ G disappoint
☐ H disappoynt
3. ☐ A disbeleef
☒ B disbelief
☐ C disbeleaf
☐ D disbeleif
4. ☐ E distrusts
☒ F distrust
☐ G disstrust
☐ H distrust
5. ☐ A disloyel
☒ B disloyal
☐ C disloyal
☐ D dissloyel
6. ☐ E misplase
☒ F misplace
☐ G misplace
☐ H misplaise
7. ☐ A mislabel
☒ B mislabel
☐ C mislabyl
☐ D mislabile
8. ☐ E mislead
☒ F mislead
☐ G mislead
☐ H mislead
9. ☐ A mistep
☒ B missteppe
☐ C misstep
☐ D misstepp
10. ☐ E misnumber
☒ F misnumber
☐ G misnubir
☐ H misnubir
11. ☐ A nonfatt
☒ B nonphat
☐ C nonfate
☐ D nonfat
12. ☐ E nonfikshin
☒ F nonfikshun
☐ G nonfiction
☐ H nonphiction
13. ☐ A noncents
☒ B noncense
☐ C nonsents
☐ D nonsense
14. ☐ E nonnstop
☒ F nonstop
☐ G nonstoppe
☐ H nonstap
15. ☐ A unabel
☒ B unable
☐ C unabile
☐ D unaybel
16. ☐ E unploug
☒ F unplug
☐ G unplugg
☐ H unpluhg
17. ☐ A uncertain
☒ B unserten
☐ C uncerten
☐ D unsertin
18. ☐ E uncomfterble
☒ F uncomfortable
☐ G uncomfortbel
☐ H uncomfortabel
19. ☐ A uncover
☒ B uncuver
☐ C uncovr
☐ D uncovr
20. ☐ E unclean
☒ F unkleen
☐ G uncleen
☐ H unklene

Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Daily Language Transparency 28**.

DAY 1

We can't go bike riding. We have to wait for the rain to stop maybe your mom can drive us? (1: can't; 2: stop. Maybe; 3: us.)

DAY 2

I not want a ticket for that movie. I like not scary movies. (1: do not want; 2: do not like scary movies.)

DAY 3

I can't come to your house. I have'ent studied enough for my math Test. (1: I can't come; 2: I haven't studied; 3: test.)

DAY 4

Mom don't want to listen to no loud music. I'm unsertain what station would be better. (1: Mom doesn't want; 2: listen to (any) loud music.; 3: uncertain)

DAY 5

How could you missplace my jeans! I can't wear no skirt to gym. (1: misplace; 2: jeans?; 3: can't wear a skirt)

ELL

Access for All

Language Tip Spanish requires double negatives in many types of sentences; therefore, your Spanish-speaking students will benefit from extra practice in the form of games or guided writing. During conversations, model the correct use of negatives by restating what students say.

Negatives

Day 1 Introduce the Concept

INTRODUCE NEGATIVES



Present the following:

- A negative is a statement that means "no," or the opposite of its regular meaning. Most statements can be changed to a negative form: *I want those shoes. I do not want those shoes.*
- If a sentence has a form of *be* or *have* as a main or helping verb, just add *not* to make it negative: *He is my brother. He is not my brother.*



See Grammar Transparency 136 for modeling and guided practice.

Grammar Practice Book, page 173

- A **negative** is a word that means "no," such as *not*, *never*, *nobody*, *nowhere*, and contractions with *n't*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.

Correct each sentence by removing one of the negatives. Then rewrite the sentence. **Sample answers are given.**

- Imagine if we didn't never know about dinosaurs.
Imagine if we didn't know about dinosaurs.
- What if there wasn't no place you could go to see their bones?
What if there was no place you could go to see their bones?
- Maybe you never thought nothing about it.
Maybe you never thought about it.
- A long time ago, people weren't never interested in studying dinosaurs.
A long time ago, people weren't interested in studying dinosaurs.
- There wasn't no effort made to keep bones and other items that were found.
There was no effort made to keep bones and other items that were found.
- We didn't never have a way to know how these animals lived.
We didn't have a way to know how these animals lived.
- There weren't never museums like there are today.
There weren't museums like there are today.
- Years ago, there wasn't no one who wanted to search for dinosaurs.
Years ago, there was no one who wanted to search for dinosaurs.

Day 2 Teach the Concept

REVIEW NEGATIVES

Discuss with students how they can change different statements into negatives.

INTRODUCE NEGATIVES WITH HELPING VERBS

Present the following:

- Many verbs with *not* can be made into contractions. The apostrophe takes the place of the *o* in *not*: *haven't*, *doesn't*. Some contractions have special spellings: *won't* for *will not*, *can't* for *cannot*.
- There are other negative words that can be used in sentences, such as *never*, *no one*, *nothing*, *no*: *I have no shoes. I do not have shoes.*



See Grammar Transparency 137 for modeling and guided practice.

Grammar Practice Book, page 174

- You can correct a sentence with two negatives by changing one negative to a positive word.
- | | | |
|------------|------------------|------------------|
| no—any | nothing—anything | no one—anyone |
| never—ever | nobody—anybody | nowhere—anywhere |

Correct these sentences by changing one negative word to a positive word.

- Hakeem never wanted nothing to do with science.
Hakeem never wanted anything to do with science.
- He didn't like to be nowhere near dirt and bones.
He didn't like to be anywhere near dirt and bones.
- His teacher thought he wouldn't never pass her class.
His teacher thought he wouldn't ever pass her class.
- There wasn't nobody who disliked science more than he did.
There wasn't anybody who disliked science more than he did.
- Hakeem hadn't never seen anything like that piece of amber.
Hakeem hadn't ever seen anything like that piece of amber.
- Now there isn't no class more fun than science.
Now there isn't any class more fun than science.
- Hakeem isn't never late for class anymore.
Hakeem isn't ever late for class anymore.
- There isn't no better way to thank her for what she did.
There isn't any better way to thank her for what she did.

Day 3 Review and Practice
REVIEW NEGATIVES WITH VERBS

Review how to change statements containing different types of verbs into negative statements. Ask students to recall other negative words.

MECHANICS AND USAGE: CORRECTING DOUBLE NEGATIVES

- Never use two negatives in one sentence. This is an error called a *double negative*: *I don't know nobody on the team.*
- There is often more than one way to correct a double negative. You can take out one negative word, or you can change one of the negative words to a positive word: *I don't know anybody on the team.* *I know nobody on the team.*



See Grammar Transparency 138 for modeling and guided practice.

Grammar Practice Book, page 175

- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence below by dropping a negative or changing one negative to a positive word. Possible responses are given.

- I haven't found nothing in this area yet.
I haven't found anything in this area yet.
- Our team didn't waste no time finding the skeleton.
Our team didn't waste time finding the skeleton.
- Don't never go out in the bright sun without putting on a hat.
Don't ever go out in the bright sun without putting on a hat.
- There isn't no place to find dinosaur bones here.
There isn't any place to find dinosaur bones here.
- I wouldn't never want to see a dinosaur in real life.
I wouldn't want to see a dinosaur in real life.
- Doesn't no one know about the oldest fossil ever found?
Doesn't anyone know about the oldest fossil ever found?
- The team couldn't find the sunken ship nowhere.
The team couldn't find the sunken ship anywhere.
- Iris didn't put no labels on the stones she found.
Iris didn't put labels on the stones she found.

Day 4 Review and Proofread
REVIEW HOW TO USE NEGATIVES

Have students practice using negatives. Ask one student to describe something that he or she does. Have a second student turn that sentence into a negative. Discuss different ways the statement can be made negative.

PROOFREAD

Have students correct errors in the following sentences.

- I don't like no red shoes. (don't like red)
- We willn't ride our bikes today. (won't ride; will not ride)
- Those glasses do not be new. (are not new)
- They are not like nobody I know. (anybody; are like nobody)



See Grammar Transparency 139 for modeling and guided practice.

Grammar Practice Book, page 176

Read the personal essay below. Underline the sentences that contain two negatives.

The New Kid in Class

Last month, I started going to a new school. I didn't know nobody at this school. At first, I thought there wasn't no way I would be comfortable here. The teacher introduced me to the class. I had to tell them a little about myself. Everyone was laughing at me. I didn't have no idea what to say. I told the class about how I'd seen a real bear far off in the woods.

Instead of laughing at me, the students were all listening to me. They asked me lots of questions. I still don't know if I'll get used to this new school, but my first day didn't turn out so bad.

Rewrite the above personal essay, correcting the sentences that contain two negatives.

Last month, I started going to a new school. I didn't know anybody at this school. At first, I thought there was no way I would be comfortable here.
The teacher introduced me to the class. I had to tell them a little about myself. Everyone was laughing at me. I didn't have any idea what to say. I told the class about how I'd seen a real bear far off in the woods.
Instead of laughing at me, the students were all listening to me. They asked me lots of questions. I still don't know if I'll get used to this new school, but my first day didn't turn out so bad.

Day 5 Assess and Reteach
ASSESS

Use the Daily Language Activity and page 177 of the **Grammar Practice Book** for assessment.

RETEACH

Write the positive forms of the sentences from the Daily Language Activities and Proofread activity on index cards. Have students form two teams. One team draws a card and reads the sentence. The other team tells how to make the sentence into a negative. If the team calls out the wrong answer, the other team has a chance to correct them. Whichever team calls out the correct answer then draws the next card.

Also use page 178 of the **Grammar Practice Book** for reteaching.



See Grammar Transparency 140 for modeling and guided practice.

Grammar Practice Book, pages 177–178

A. Each numbered sentence contains two negatives. Circle the answer choice that best revises it.

- Sue can't think of nothing more exciting than finding fossils.
 - Sue can think of anything more exciting than finding fossils.
 - Sue can't not think of anything more exciting than finding fossils.
 - Sue can't think of anything more exciting than finding fossils.
 - Sue can think of nothing no more exciting than finding fossils.
- No one nowhere had found a dinosaur smaller than this one.
 - No one never had found a dinosaur smaller than this one.
 - No one anywhere had found a dinosaur smaller than this one.
 - Not no one anywhere had found a dinosaur smaller than this one.
 - Nobody nowhere had found a dinosaur smaller than this one.
- Isn't amber not always a golden color?
 - Isn't any amber always a golden color?
 - Is amber never no golden color?
 - Is amber always no golden color?
 - Isn't amber always a golden color?
- That sunken ship isn't nowhere near here.
 - That sunken ship is anywhere near here.
 - That sunken ship isn't not nowhere near here.
 - That sunken ship isn't nowhere ever near here.
 - That sunken ship is nowhere near here.
- Scientists didn't have no equipment to explore the tops of rainforest trees.
 - Scientists didn't have any equipment to explore the tops of rainforest trees.
 - Scientists did have no equipment to explore the tops of rainforest trees.
 - Scientists didn't never have equipment to explore the tops of rainforest trees.
 - Scientists did have equipment to not explore the tops of rainforest trees.
- Nobody never knew that the lost city was right under them.
 - Nobody not never knew that the lost city was right under them.
 - Nobody didn't never know that the lost city was right under them.
 - Nobody ever knew that the lost city was right under them.
 - No one never knew that the lost city was right under them.

Monitoring Progress

Administer the Test



Weekly Reading Assessments, Passage and questions, pages 349–356

ASSESSED SKILLS

- Make Generalizations
- Vocabulary Words
- Word Parts: Latin Roots
- Negatives
- Prefixes



Assessment Tool

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



Weekly Assessment, 349–356



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: **113–133 words correct per minute (WCPM).**

Approaching Level

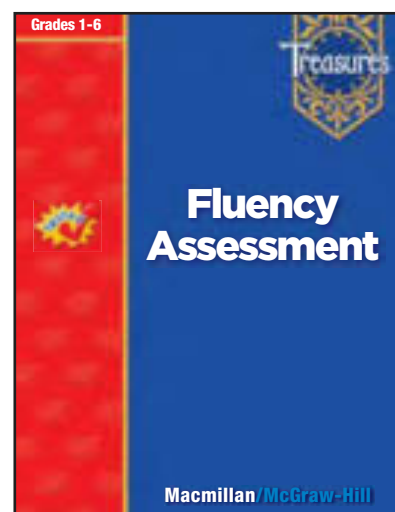
Weeks 1, 3, 5

On Level

Weeks 2, 4

Beyond Level

Week 6

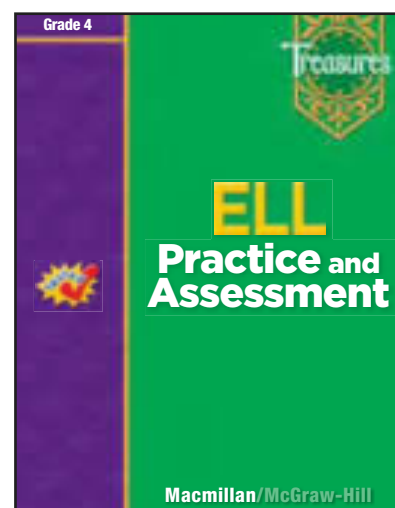


Fluency Assessment



Alternative Assessments





- **Leveled Weekly Assessment** for Approaching Level, pages 357–364
- **ELL Assessment**, pages 170–171



ELL Practice and Assessment, 170–171



End-of-Week Assessment

Diagnose		Prescribe
VOCABULARY WORDS VOCABULARY STRATEGY Word Parts: Latin Roots Items 1,2,3,4	IF... 0–2 items correct . . .	THEN... Reteach skills using the Additional Lessons page T8.  Reteach skills: Go to www.macmillanmh.com  Vocabulary PuzzleMaker Evaluate for Intervention.
COMPREHENSION Skill: Make Generalizations Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills using the Additional Lessons page T3. Evaluate for Intervention.
GRAMMAR Negatives Items 9, 10, 11	0–1 items correct . . .	Reteach skills: Grammar Practice Book page 178.
SPELLING Prefixes Items 12, 13, 14	0–1 items correct . . .	 Reteach skills: Go to www.macmillanmh.com
FLUENCY	109–112 WCPM 0–108 WCPM	 Fluency Solutions Evaluate for Intervention.

READING
Triumphs
AN INTERVENTION PROGRAM



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



Approaching Level Options

Small Group



Phonics

Constructive Feedback

For students who are confused by words with the prefixes *dis-*, *non-*, *mis-*, and *un-*, write the following on the board: *un* + *able* = *unable*. Point to *unable*.

If I can't figure out what this word is, I can look for the prefix and the word that makes it up. I can decode the prefix and the word separately: /un/ and /ābəl/. Say it with me: /un/ /ābəl/. I can blend them together: /un ābəl/. Then I can think about what the word means. *Un-* means "not." *Unable* means not able.

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.

- Make Generalizations, T3
- Word Parts: Latin Roots, T8
- Functional Documents, T12

Decodable Text

To help students build speed and accuracy with phonics patterns, see additional decodable text on pages 34–35 of the **Teacher's Resource Book**.

Objective

Decode words with prefixes

Materials

- **Student Book** *Meet a Bone-ified Explorer*
- **Teacher's Resource Book**, pp. 34–35

WORDS WITH PREFIXES

Model /Guided Practice

- Explain that a prefix is a group of letters added to a word to make a new word.
- The prefixes *dis-*, *non-*, and *un-* change the meaning of a word to its opposite or mean "not." The prefix *mis-* means "badly or incorrectly." Each of these prefixes has a short vowel sound.
- Write *unsure* on the board. Point out the prefix *un-* and the word *sure* and draw a line to separate them. *When I blend together un- and sure, I get /un shūr/, unsure. Unsure means "not sure."*
- Have students follow your model to decode the words *disable*, *misstep*, and *nonstop*; read them aloud, and tell what they mean. Provide constructive feedback.

MULTISYLLABIC WORDS WITH PREFIXES

- Write *misunderstand* on the board. *When I look carefully, I see the prefix mis- and the word understand. When I blend together mis- and understand, I get /mis un dər stand/, misunderstand. Misunderstand means "not sure."*
- Have pairs of students practice reading longer words with prefixes. Write the following words on the board and ask students to copy them onto a sheet of paper. Have them take turns saying each word, drawing a line to separate the prefix and the base word, and using what they know about the meaning of the prefix to tell what the word means.

misbehaving	uncommon	disagreeable	nonprofit
misconduct	unselfishly	disrespect	nonviolent
- Check each pair or group for their progress and accuracy.

WORD HUNT: WORDS WITH PREFIXES IN CONTEXT

- Review words with prefixes.
- Have students search page 724 of *Meet a Bone-ified Explorer* to find words with prefixes.
- Check to see that students have found the following: *discover*, *uncover*.
- Repeat the activity with the decodable passages on **Teacher's Resource Book** pages 34–35.

Skills Focus **Fluency**

- Objective** Read with increasing prosody and accuracy at a rate of 113–123 WCPM
- Materials** • Index cards • **Approaching Practice Book A**, page 203

WORD AUTOMATICITY

Have students make flashcards for the following words with prefixes: *discourage, mislead, unable, disappoint, misstep, unplug, disbelief, misnumber, uncertain, distrust, nonfat, uncomfortable, disloyal, nonfiction, uncover, misplace, nonsense, unclean, mislabel, and nonstop.*

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 203. Have the group echo-read the passage. Then have partners practice reading to each other. Circulate and provide constructive feedback. Help students pronounce difficult vocabulary. Partners should continue practicing throughout the week.

TIMED READING

At the end of the week, have students do a final timed reading of the passage on **Practice Book A** page 203. Students should

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

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

Constructive Feedback

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

Skills Focus **Vocabulary**

- Objective** Apply vocabulary word meanings
- Materials** • **Vocabulary Cards**

VOCABULARY WORDS

Display the **Vocabulary Cards** for this week’s words: *fossil, paleontologist, inspected, and stumbled upon*. Help students review the definition of each word in the Glossary of the **Student Book**. Partners can then use each word in a sentence that also includes an action word. For example, *I’m a paleontologist and I’m looking for amber*. One student can read the sentence aloud as the partner performs the action mentioned in the sentence. Repeat the activity using last week’s vocabulary words.

Approaching Practice Book A, page 203

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

Pompeii was buried under eight to ten feet of ash and rock. Only the tops of some buildings could be seen. People who had escaped came back to search through the rubble and find their homes. Over time, people stopped searching for their homes. Pompeii became a forgotten city, lost in ash and rock. Hundreds of years passed. The whole city of Pompeii was now covered with debris. People never guessed that a lost city was buried near the smoking volcano. In 1710, a well digger **stumbled upon** the remains of a building in a nearby town. Soon people began to realize that this was the ancient city of Pompeii. Explorers and scientists began to dig up the lost city. As they **inspected** the ruins, they found vases, statues, and parts of homes.

Comprehension Check

1. Why were people interested in Pompeii? **Make Generalizations**
Scientists wanted to learn about it.
2. How was Pompeii found again? **Cause and Effect** **A well digger stumbled upon some remains and people soon realized that they must be from Pompeii.**

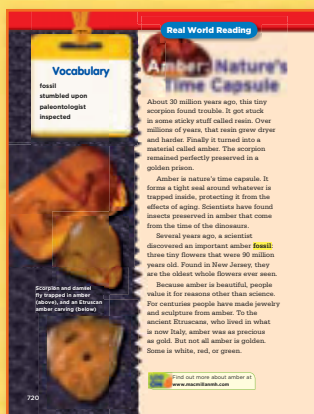
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Approaching Level Options

Small Group

Vocabulary

Review last week's vocabulary words (**wistfully, eavesdropping, scuffling, acquaintance, jumble, scornfully, logical**) and this week's words (**fossil, stumbled upon, paleontologist, inspected**). Have students use each of the words in a sentence.



Student Book, or
Transparency 28

Skills Focus

Vocabulary

Objective Use Latin roots

WORD PARTS: LATIN ROOTS

Provide students with a list of common Latin roots, such as *spect*, *form*, *port*, *tract*, and *dict*. Brainstorm with students some words that have these roots, such as *spectator*, *spectacles*, *uniform*, *transform*, *portable*, *import*, *tractor*, *contract*, *dictionary*, and *dictation*. Have students use a dictionary or thesaurus to find the meaning of as many words with Latin roots as they can. Ask them to use five of their words in sentences, then trade them with a partner. Have partners try to guess the meaning of the words from the sentences.

Skills Focus

Comprehension

Objective Identify and make generalizations

Materials • Student Book "Amber: Nature's Time Capsule" • Transparency 28

STRATEGY MONITOR COMPREHENSION

Remind students that asking themselves whether they have understood what they have read can help them to locate and clarify areas of the text they are unsure about.

SKILL MAKE GENERALIZATIONS

Explain/Model Remind students that a generalization is a broad statement that combines facts in a selection with a reader's prior knowledge to tell what is true in many cases.

Display **Transparency 28**. Read the first page of "Amber: Nature's Time Capsule."

Think Aloud I read that people have used amber to make jewelry and other precious objects over the years, but I also know that scientists study items that have been preserved in this amazing substance. I can generalize that amber is valuable for more than one reason.

Practice

After reading the selection, invite students to restate the material, identifying any generalizations they can make. Discuss the following:

- Do you think most people would agree that amber is beautiful?
- What generalization can you make about insects trapped in amber?



Leveled Reader Lesson

Objective Read to apply strategies and skills

Materials

- **Leveled Reader** *Discovering Pompeii*
- **Student Book** *Meet a Bone-ified Explorer*

PREVIEW AND PREDICT

Have students read the title and preview the first chapter. Ask them if they have any questions before reading. Have students make predictions about what they will learn as they read.

VOCABULARY WORDS

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

STRATEGY

MONITOR COMPREHENSION

Remind students that asking themselves whether they have understood what they have read can help them clarify the text.

SKILL

MAKE GENERALIZATIONS

Remind students to pay attention to the text and think about what they already know as they read and think about the selection.

Think Aloud In the first chapter, I read about what life was like in Pompeii before the volcano exploded. I think that people in Pompeii were not that different from people today. They had jobs just like people do now, and the kids played games. And when the troubles started, they did the same kinds of things I would do if I was scared. I need to remember this information for my Generalizations Chart.

READ AND RESPOND

Finish reading *Discovering Pompeii* with students. Discuss the following generalizations.

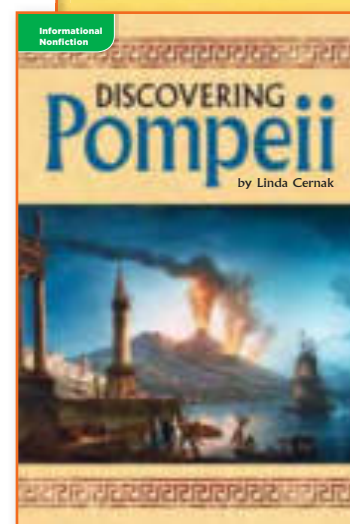
- Would most people be afraid to be near a volcano when it erupted?
- In what ways was entertainment in Pompeii similar to the kinds of entertainment we have today?

Work with students to revise their Generalizations Charts.

MAKE CONNECTIONS ACROSS TEXTS

Have students compare *Meet a Bone-ified Explorer* and *Discovering Pompeii*.

- Think about discoveries you have read about in these selections. Would you rather find a dinosaur skeleton or an ancient city? Why?



Leveled Reader

ELL

Access for All

Graphic Organizer Have students write the word *fossil* in the middle of a graphic organizer. Ask students to think about fossils and words that are details connected to them. Have them read their details aloud and tell how the details are connected to the word *fossil*. Then have them write the details in their graphic organizers. When they are finished, discuss the graphic organizers and types of fossils.

On Level Options

Small Group

Skills Focus

Vocabulary

Objective

Apply vocabulary words and identify words with Latin roots

Materials

• Vocabulary Cards

• **Student Book** *Meet a Bone-ified Explorer*

VOCABULARY WORDS

Tell students that they will play a word game. Divide them into teams and display the **Vocabulary Cards**. Review the definitions together. Have each team write a few sentences, using as many of the words as they can in the time allotted. Each team gets one point for every vocabulary word they use correctly.

WORD PARTS: LATIN ROOTS

Review that many English words have Latin roots. Remind students that the Latin root *spec* (looking or sight) is found in *inspected*, which they read in *Meet a Bone-ified Explorer*. Encourage students to start a list of words with Latin roots that they find in their reading. They can begin by looking back at this week's selections.



Student Book

Skills Focus

Text Features

Objective

Interpret information to complete an application

Materials

• Applications, flyers, newsletters, and other documents

FUNCTIONAL DOCUMENTS

Review the different ways students can find and give information. Have partners create an application for a club, such as a book club or sports club. Review important items that they should include, such as space for addresses and phone numbers. Make sure students include a check box or fill-in circle, as well as a space for a signature at the bottom of the form. Help students complete the forms as needed. Partners can check each other's work.

On Level Practice Book O, page 203

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

Thousands of years ago pharaohs ruled the great kingdom of Egypt. When pharaohs died, they were buried in tombs with their treasures. One of these pharaohs was very young. His name was King Tutankhamen (TOOT-ahngk-ah-muhn). The entrance to Tutankhamen's tomb was well hidden. The Egyptians built tombs that were hard to find and even harder to enter. They made secret entrances and false passages. Soon after the king was buried, robbers broke into the tomb and took some of the treasures. The tomb was then resealed. It stayed buried in the sand for thousands of years. In the early 1900s, an Englishman named Lord Carnarvon began the search for this pharaoh's tomb. Carnarvon believed that the king was buried in the Valley of the Kings. In 1907, Carnarvon began working with a man named Howard Carter. Carter was an artist for paleontologists. He made drawings of the fossils and other findings. Carter and Carnarvon began a search for King Tutankhamen's tomb. It was a search that would last for many years. 168

Comprehension Check

- How do you know that the two men were dedicated in their search for the tomb? **Draw Conclusions** You know that Carnarvon and Carter were dedicated to finding the pharaoh's tomb because their search took them many years.
- Why did the Egyptians build tombs that were hard to find? **Cause and Effect** The Egyptians built tombs that were hard to find to make it more difficult for robbers to steal from the tombs.

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

Skills Focus

Fluency

Objective

Read fluently with appropriate prosody at a rate of 113–133 WCPM

Materials

• **On Level Practice Book O**, p. 203

REPEATED READING

Model careful reading of difficult words in the passage on page 203 of **Practice Book O**. Then have partners take turns reading the passage. Give fluency support as needed.

Timed Reading Have students continue practicing the passage. At the end of the week, have students read the passage and record their reading rate.



Leveled Reader Lesson

Objective Read to apply strategies and skills

Materials

- **Leveled Reader** *Discovering Tutankhamen*
- **Student Book** *Meet a Bone-ified Explorer, "Amber: Nature's Time Capsule"*

PREVIEW AND PREDICT

Have students preview *Discovering Tutankhamen*.

- Ask students to write down any questions they have about Tutankhamen.
- Ask them if they think the selection is about someone who lives in the present or a person from the past.

VOCABULARY WORDS

Review the vocabulary words. Have students identify and discuss the words in context as they read.

STRATEGY

MONITOR COMPREHENSION

Remind students that asking themselves whether they have understood what they have read can help them to locate and clarify areas of the text they are unsure about.

SKILL

MAKE GENERALIZATIONS

When you make generalizations you combine facts in a selection with what you already know, to tell what is true in many cases. Explain that students will fill in Generalizations Charts as they read.

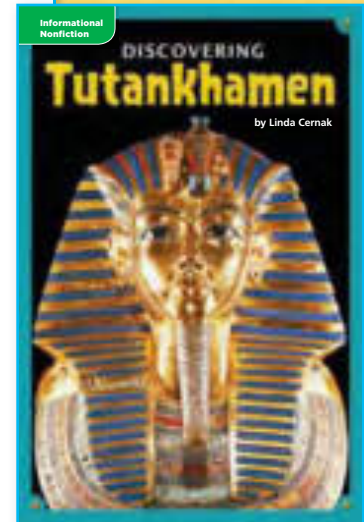
READ AND RESPOND

Read Chapter 1. Pause to discuss the information included about the discovery of the tomb. At the end of Chapter 1, fill in the Generalizations Chart. Have students talk about the treasures, the team's discovery of the tomb, and other details mentioned in that chapter. Discuss such issues as whether or not most people would be excited if they had made such a big discovery. Then have students finish the book.

MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare and contrast *Meet a Bone-ified Explorer, "Amber: Nature's Time Capsule"* and *Discovering Tutankhamen*.

- Ask students why they think scientists are interested in fossils.
- Ask students which selection they enjoyed the most and why.



Leveled Reader

ELL
Leveled Reader

Go to pages
729U–729V.

Beyond Level Options

Small Group

ELL

Access
for All

Act Out Write the following vocabulary words on the board: *fossil, paleontologist, inspected, stumbled upon*. Then divide the class into two teams. Ask the teams to take turns acting out the words. The student acting out the word cannot speak and must get his or her team to guess the word. As words are acted out, erase them from the board. Continue the game until all the words have been acted out.

Skills Focus

Vocabulary

Objective

Generate questions and sentences using vocabulary words

Materials

- Dictionary



EXTEND VOCABULARY

Challenge partners to create a full sentence question that includes a vocabulary word. Have students exchange papers. The partner must write an answer using a *different* vocabulary word. For example, *Did the paleontologist find the dinosaur bones? Yes, he stumbled upon them*. You may wish to invite partners to read their questions and answers aloud for the class. Encourage students to check the spelling of each vocabulary word by using a dictionary.

Skills Focus

Text Features

Objective

Interpret information to complete an application

Materials

- Applications, flyers, newsletters, and other documents



FUNCTIONAL DOCUMENTS

Review the fact that functional documents include newsletters, flyers, posters, forms, and schedules. Ask students to look through functional documents and identify details that reveal a purpose.

Then have students in small groups use correct examples of functional documents to create an application for a club, such as a book club or sports club. Review important items that they should include, such as space for addresses and phone numbers. Make sure students include at least one item with a check box or fill-in circle, and a space for a signature. Groups can exchange forms and fill them out.

Skills Focus

Fluency

Objective

Read fluently with appropriate prosody at a rate of 123–133 WCPM

Materials

- **Beyond Practice Book B**, p. 203

REPEATED READING

Model reading the Fluency passage and have students echo-read using **Practice Book B** page 203. Remind them to use the decoding strategy and context clues to figure out the pronunciation and meaning of new words. Model reading aloud the entire passage. Then read one sentence at a time while students echo-read the sentence back.

During independent time, partners can take turns echo-reading the passage together.

Beyond Practice Book B, page 203

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

12 The auction was about to begin. For years, many people had waited
23 anxiously for this day. On October 4, 1997, in New York City, a
37 Tyrannosaurus rex named Sue came into the room and was put up for sale.
49 Well, really just her skull came into the room. Dinosaur Sue's skull
59 was 5 feet (1.5 m) long and weighed 600 pounds (272 kg). It looked
71 like a big boulder. But it was much more valuable than that.
83 Dinosaur Sue caused a lot of excitement when she was discovered by
93 fossil hunter Sue Hendrickson in 1990. Fossil hunters search for fossils.
105 Fossils are hardened remains of plants or animals that lived long ago.
116 Many fossil hunters search for dinosaur remains. The fossils of Dinosaur
127 Sue were carefully removed from their home in South Dakota, where
138 they had rested for 67 million years, and were put in storage.
153 Seven years later, Sue was sold and was finally ready to move to her new
164 home. The Field Museum in Chicago had shocked everyone by bidding
171 nearly \$8.4 million for Sue at the auction.
182 Dinosaur Sue lived during a period of Earth's history called the
Mesozoic (mez-uh-ZOH-ik) Era. 184

Comprehension Check

1. Do museums usually buy fossils in auctions? How do you know? **Make Generalizations No, people were shocked when the Field Museum bought them.**
2. Why did Dinosaur Sue cause a lot of excitement? **Cause and Effect The dinosaur was very large and valuable, and people disagreed about who owned the bones.**

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



Leveled Reader Lesson

- Objective** Read to apply strategies and skills
- Materials** • **Leveled Reader** *Dinosaur Sue: Tale of a T. Rex*

PREVIEW AND PREDICT

Have students preview *Dinosaur Sue: Tale of a T. Rex*, predict what it is about, and set a purpose for reading.

STRATEGY

MONITOR COMPREHENSION

Remind students that asking themselves whether they have understood what they have read can help them to locate and clarify areas of the text they are unsure about.

SKILL

MAKE GENERALIZATIONS

Ask a student to explain what the term *make generalizations* means and why it is important for understanding a selection. Explain that students will read *Dinosaur Sue: Tale of a T. Rex* together and fill in a Generalizations Chart.

READ AND RESPOND

As students read, they should identify the information in the text about dinosaurs and fill in their Generalizations Chart. Invite students to discuss generalizations they have made, using details from the story and what they already know.

VOCABULARY WORDS

Have students pay attention to vocabulary words as they come up. Review definitions as needed. Ask, *Why would a paleontologist be interested in dinosaur bones?*



Leveled Reader

RESEARCH

Why It Matters



Vocabulary Most of the new vocabulary words that intermediate and advanced readers learn are acquired from reading, compared to speaking. Active readers develop rich vocabularies.

Donald R. Bear



Go to

www.macmillanmh.com

Skills
Focus

Self-Selected Reading

- Objective** Read independently to identify and make generalizations
- Materials** • Leveled Readers or trade books at students' reading levels

READ TO IDENTIFY GENERALIZATIONS

Invite students to choose a book for independent reading and enjoyment. Remind them to use personal criteria when choosing a selection. As they read, have them identify details from the selection and use prior knowledge to identify, make, and share generalizations.

English Language Learners

Small Group



Academic Language

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

LOG ON Technology

For additional language support and oral vocabulary development, use the lesson at www.macmillanmh.com



Use Strategies to Reinforce Academic Language

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

Academic Language Used in Whole Group Instruction

Content/Theme Words	Skill/Strategy Words	Writing/Grammar Words
fossils (p. 718)	monitor comprehension (p. 721A)	newsletter (p. 729A)
natural world (p. 723)	make generalizations (p. 721A)	reference books (p. 729A)
paleontologist (p. 723)	evidence (p. 721A)	outline (p. 729A)
dinosaurs (p. 724)	valid or faulty generalization (p. 721A)	expository report (p. 729A)
		skim and scan (p. 729B)
		negatives/double negatives (p. 729I)
		opposite (p. 729I)



ELL Leveled Reader Lesson

Before Reading

DEVELOP ORAL LANGUAGE



Build Background Point to Egypt on a world map. *When I think of Egypt, I think of pyramids.* Write the word *pyramids* on the map. *What do you think of?* If necessary, refer to the pictures in the book to encourage student participation.



Review Vocabulary Write the vocabulary and story support words on the board and discuss the meanings. Use the words in sentences, including words or expressions with similar meanings. *The explorer inspected the tomb. He looked at it very carefully, and took his time examining it.*

PREVIEW AND PREDICT

Point to the cover photograph and read the title. Say, *In this book we will read about discoveries in Egypt. What types of discoveries do you think we will read about?*



Set a Purpose for Reading Show the Generalizations Chart and remind students they have used one before. Ask them to use a similar chart to make generalizations as they read.

During Reading

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

Beginning

Shared Reading As you read, model how to identify main points. Then use this information to model making generalizations. Have students help you identify facts to make generalizations and fill in the chart.

Intermediate

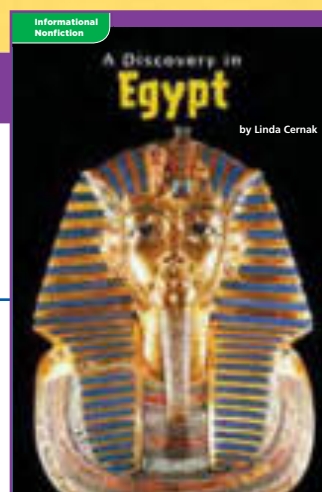
Read Together Read the first chapter. Help students retell it. Model making generalizations and filling in the chart. Take turns reading with students as you model the strategy. Ask them to use the strategy as they read.

Advanced

Independent Reading After reading each day, ask students to discuss the main points with a reading partner. Have partners make generalizations and fill in the chart.

After Reading

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



Objective

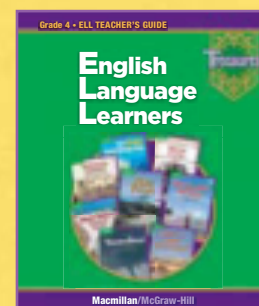
- To apply vocabulary and comprehension skills

Materials

- ELL Leveled Reader

ELL 5 Day Planner

DAY 1	<ul style="list-style-type: none"> Academic Language Oral Language and Vocabulary Review
DAY 2	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 3	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 4	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 5	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader Comprehension Check and Literacy Activities



ELL Teacher's Guide
for students who need additional instruction