

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

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Tools for Instruction

Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students' understanding of what constitutes a successful retelling.

Step by Step 30–45 minutes

1 Introduce retelling.

- Connect retelling informational text with retelling events in students' lives.
- Say, *When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.*
- Give students a prompt about their everyday lives, such as *Retell what happened to you on a really good day.*
- Then ask questions such as these, and have students jot down a few notes about their answers.
 - *What was your really good day?*
 - *What were the most important things that happened on that day? Write three or four events.*
 - *Write two details that tell more about each event.*
- Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
- Come back together as a whole group. Invite a few volunteers to share retellings.
- Ask, *Did you tell every single thing that happened? (no) What did you tell?* (the most important things that happened)

2 Model retelling informational text.

- Explain how retelling informational text is similar to the previous exercise. Say, *Readers can retell the most important events in informational text, just as they retell what happened on a very good day.*
- Select a brief informational passage, and read it aloud.
- Think aloud as you determine which details to omit, and which to include in your retelling.

Abraham Lincoln didn't have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.

- Complete your retelling from start to finish.

3 Provide guided practice with retelling.

- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, *What is this book about?* Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, *Now we are going to retell the text, using these pictures.* Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

Connect to Writing Have students write their retelling of the informational text, using the picture cards that they created.

4 Provide independent practice with retelling.

- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

Check for Understanding

If you observe...	Then try...
confusion about which details to omit	writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask <i>Is this detail directly related to [main idea]?</i> If it is not, list it under the heading "Interesting Information." Gradually decrease the amount of support to allow students to engage in this thought process independently.

PECOS BILL

and the Mountain Lion

a tall tale of the Old West



©QBS Learning

- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

► Think

- 1 Which sentence tells something that happens in the middle of the story?
 - A Bill grew up with a pack of coyotes.
 - B Bill was born in Texas a long time ago.
 - C Bill sends Flash home to keep him safe.
 - D Bill rides the giant mountain lion back home.

- 2 Why does Bill grab the rattlesnake?
 - A to use it like a rope to catch the mountain lion
 - B to save it from being hurt by the mountain lion
 - C to stop it from scaring his horse, Flash
 - D to try to scare away the mountain lion with it

► Talk

- 3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.


► Write

- 4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 20.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Lesson 18

Using Context Clues

 **Introduction** When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

The tops of trees in rain forests form a canopy, or ^{definition} **covering of leaves**.

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

The forest canopy is like a ^{example} **really big sun hat**.

 **Guided Practice** Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

HINT Look for the words *or*, *like*, and *such as*. They often come before clues that help you figure out what a word means.

- 1 Many creatures, or animals, live in the rain forest.
- 2 Big flocks, or groups, of birds dive through the sky.
- 3 Mammals, like tigers and monkeys, climb on high branches.
- 4 Bright blue butterflies flutter, or fly, between tall trees.
- 5 Tiny amphibians such as frogs hide in the leaves.
- 6 Enormous snakes can be 30 feet long.

Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

- 1** What do nocturnal animals do?
 - A** stay asleep all the time
 - B** come out when it gets dark
 - C** stay inside all the time
 - D** come out only during the day

- 2** Which words help you know what nocturnal means?
 - A** animals only
 - B** Big and small
 - C** only come out at night
 - D** small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

- 3** What does the word “prey” mean?
 - A** where wild cats live
 - B** when wild cats sleep
 - C** what wild cats look like
 - D** what wild cats eat

- 4** Which word helps you know what the word “prey” means?
 - A** cats
 - B** food
 - C** dark
 - D** Wild

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **fleece**
- **delicious**

The Wolf in Sheep's Clothing

©Mircea Catusanu

an Aesop fable

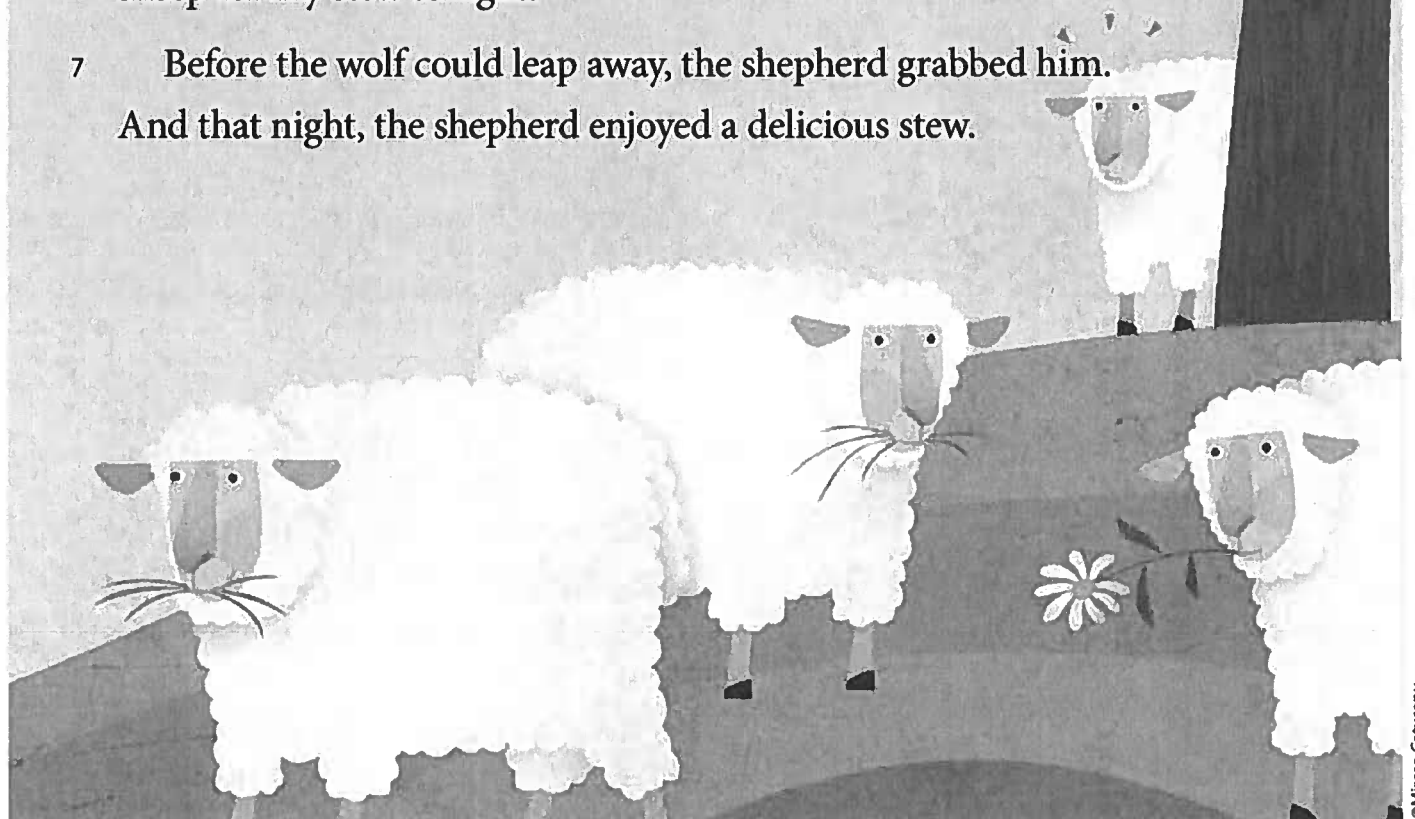
- 1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.
- 2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."
- 3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

5 That very night, the wolf carried off a large sheep to have for his dinner.

6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.



©Mircea Catusanu

Think Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1 Read this sentence from the story.

Every time he saw the wolf, he chased him back into the forest.

Why is this event important to the beginning of the story?

- A** It tells why the wolf can’t get near the sheep.
- B** It tells why the sheep are not afraid of the wolf.
- C** It tells why the wolf wanted to eat the sheep.
- D** It tells why the shepherd forgot the fleece.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did the wolf fool the shepherd?

- A** He made a noise like a sheep.
- B** He hid in the forest.
- C** He waited until the shepherd left.
- D** He wore the fleece of a sheep.

Part B

Write the sentence from the text that explains why the wolf’s trick worked.

- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
<i>The wolf puts on a sheep's fluffy, white fleece.</i>		<i>The wolf carries off a sheep for his dinner.</i>

Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
 - B The wolf walks into the herd of sheep.
 - C The shepherd notices the wolf.
 - D The shepherd cooks a delicious stew.
- 4 Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.

Lesson 9

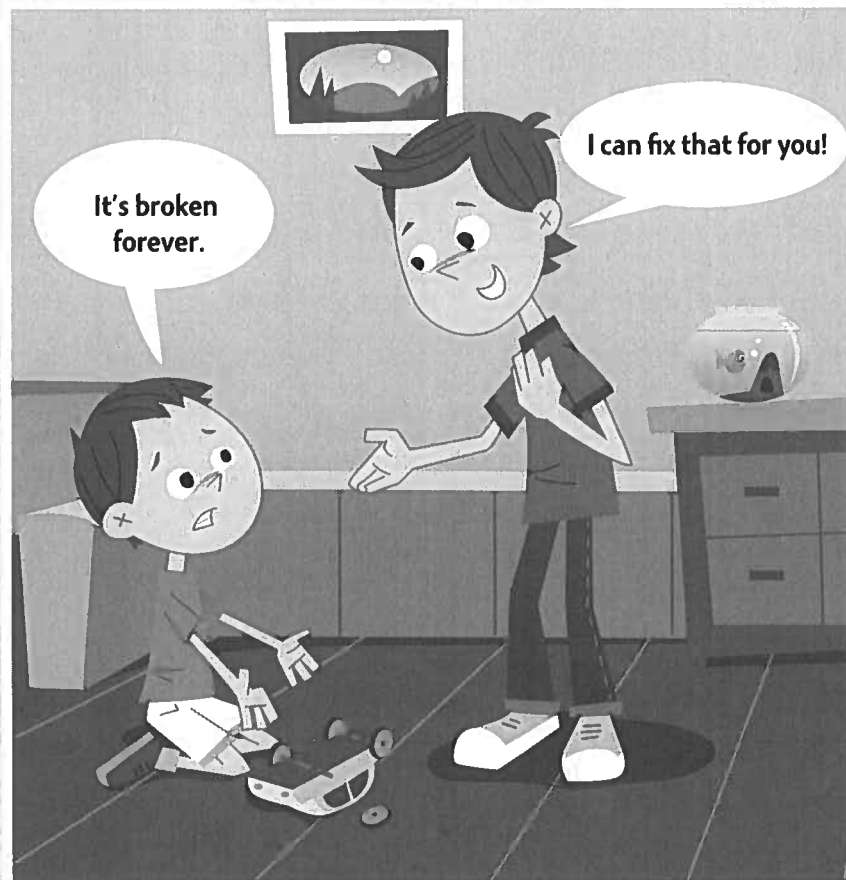
Describing How Characters Act

Learning Target

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

- **Read** **Characters** are the people or animals in a story that face a **challenge**. A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.


Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.



► **Think** Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

What the Challenge Is	How the Characters Respond
	<ul style="list-style-type: none">• Little boy • Older boy

► **Talk** What will make the little boy happy? Use what you see in the picture to answer.

 **Academic Talk**
Use these words to talk about the text.
• **characters** • **respond** • **challenge**

A Puppy for Oscar

by Jane Lawrence



1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2 “We do not have a yard,” she said. “And a dog needs space to run.”

3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!

4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar’s challenge is.

Underline a sentence that tells how he responds to the challenge.



Explore

What is the challenge in this story, and how does Oscar respond to it?

Think

- 1 Complete the chart to help you understand Oscar's challenge and how he responds to the challenge.

Rereading the story will help you figure out how Oscar responds to his challenge.

Oscar's Challenge	How Oscar Responds to the Challenge

Talk

- 2 What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.



Write

- 3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 40.

HINT What does Oscar do? Make a list of the things he does in the story.

Lesson 26

Using Adjectives and Adverbs to Describe

 **Introduction** When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

Sue heard a squeaky noise.

She smelled sweet muffins baking.

Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

Sue woke up late.

She dressed quickly.

She ran downstairs.

 **Guided Practice** Choose the adjective or adverb in parentheses () that best completes each sentence. Write the word on the line.

HINT Try each answer choice in the sentence. Does the sentence make sense?

- 1 Sue hears a _____ horn.
(loud happy)
- 2 The bus came _____!
(tomorrow early)
- 3 Sue grabs her _____ backpack.
(warm heavy)
- 4 Dad says, "We have to run _____!"
(quickly slowly)

 **Independent Practice**

Choose the correct word to complete each sentence.

1 The _____ school bus stops.

- A** hungry
- B** yellow
- C** round
- D** sleepy

2 Sue climbs _____.

- A** inside
- B** after
- C** down
- D** outside

3 She finds an _____ seat.

- A** excited
- B** angry
- C** unhappy
- D** empty

4 She smiles and waves _____ to her dad.

- A** meanly
- B** noisily
- C** happily
- D** badly

Assessment 2

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

- 1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.
- 2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



- 3 “Well, I for one am getting tired of ice cream,”
grumbled Zelda’s dad. “A bowl of soup would taste great
about now!”
- 4 Zelda’s sister Anka piped up. “How can anyone get
tired of ice cream? This is like a dream come true!”
- 5 Zelda’s dad sighed. “We wouldn’t even have this
problem if we had lived two hundred years ago.”
- 6 “I know,” replied Zelda. “People used to fix their own
food. They grew it or shopped at places called grocery
stores. They never knew how great a broken food maker
could be!”
- 7 But after two more days, even Zelda and her sister
were tired of ice cream. Zelda just wanted something—
anything—that wasn’t cold and sweet.
- 8 Suddenly, Zelda smiled and said, “I have an idea! Let’s
fix some food for ourselves, like in the old days. We could
ask to pick some vegetables from the ship’s garden. It might
even be *fun* to make our own meal.”
- 9 “Make a meal? How will we know if we’re picking
beans or beets or broccoli?” Anka blurted out, shaking her
head. “And, and . . . just how *do* we fix a potato?”
- 10 “That’s easy!” laughed Zelda. “The ship’s computer can
help us. C’mon, let’s get started!”

11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

- A How do food makers work on a spaceship?
- B What kinds of food does the food maker make?
- C Why does the food maker make only ice cream?
- D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

- A It takes place outside a restaurant.
- B It takes place on another planet.
- C It takes place inside a spaceship.
- D It takes place next to an ice cream shop.

3 Read these sentences from the story.

“How can anyone get tired of ice cream?” Zelda’s sister Anka piped up.
“This is like a dream come true!”

What kind of speaking voice could you use to show Anka’s point of view in these sentences?

- A an excited voice
- B a quiet voice
- C a mean voice
- D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

- A She makes the best of having to eat so much ice cream.
- B She remembers that people who fix meals are called “cooks.”
- C She thinks about planting a vegetable garden on the spaceship.
- D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?

- A The food maker stops working the way it should.
- B People in Zelda’s time no longer shop at grocery stores.
- C Zelda and Anka get tired of eating ice cream every day.
- D Zelda thinks it might be fun to be a human food maker.