

Teacher's Manual

Instruction

Coach  TM

English Language Arts

2

Dear Educator,

Instruction Coach has been built to meet the new, higher standards for English Language Arts and contains the rigor that your students will need. We believe you will find it to be an excellent resource for comprehensive instruction, practice, and assessment.

The Triumph Learning Team

Instruction Coach, English Language Arts, First Edition, Grade 2, Teacher's Manual 532NATE ISBN-13:978-1-62928-442-2

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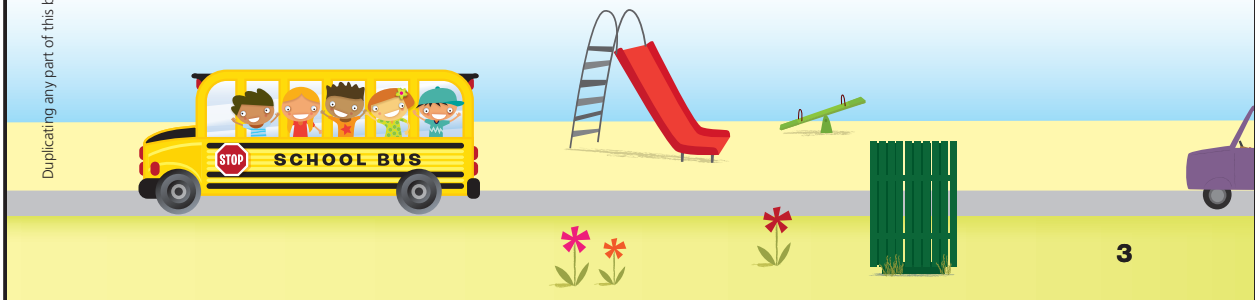
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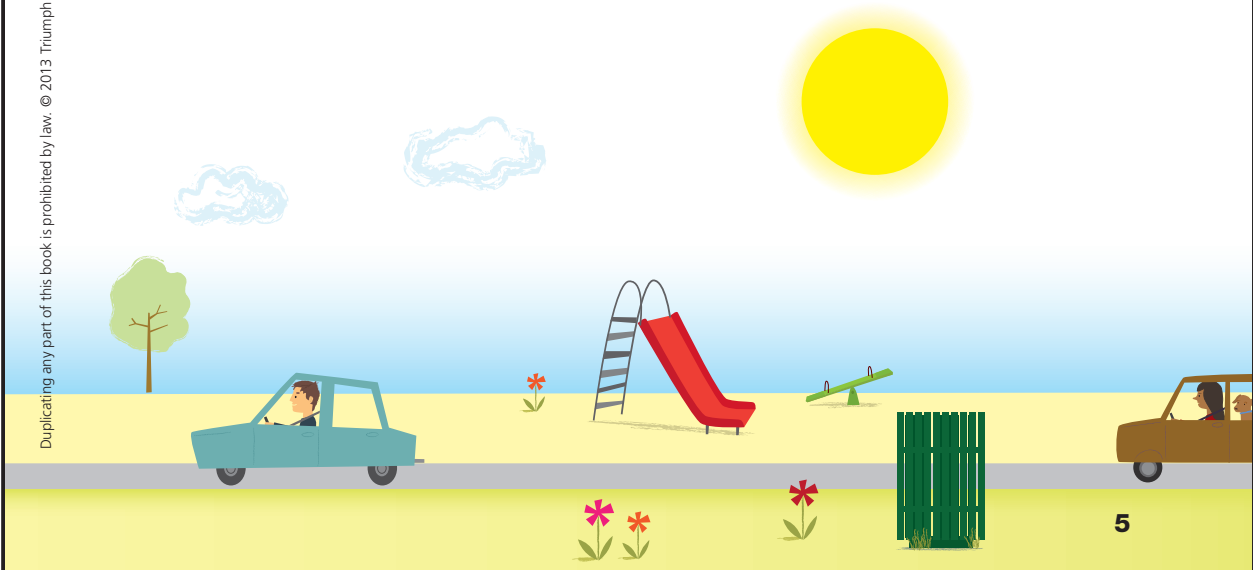
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Instructional Overview

This program is based on the philosophy that English Language Arts skills are developed through strategies. English Language Arts are the foundation for success in all subject areas. When students understand English Language Arts skills and how they connect to real life and other subject areas, they are better equipped to succeed in school and in the world.

Implementation

This program is your instructional anchor. You probably have other instructional materials in your class—they may be books and workbooks, computers, smart boards, or a basal textbook. You know when and how to apply the appropriate mix of instruction for your students as the content demands. In the end, these are your students, who are in your class and your school. You know your class best. You have the wisdom and knowledge to use this program in the best way possible for your students.

Supplemental Implementation

If you use a basal textbook, then this program becomes an excellent partner in helping to strengthen and advance your English Language Arts instruction. This program and your basal can work together hand in hand. Your basal, for example, may use a thematic approach with its reading selections. This program uses a genre-based approach to show students how multiple skills and strategies can be used to understand any text type—literary or informational.

Basal Implementation

This program offers complete instruction for your grade. The accompanying Teacher’s Manual is full of practical and inventive suggestions for every lesson. You can use it as your main instructional vehicle throughout the school year because it is a complete package. A friendly Home-School Connection book brings extra practice home and informs families of the English Language Arts skills children are learning.

Student Edition

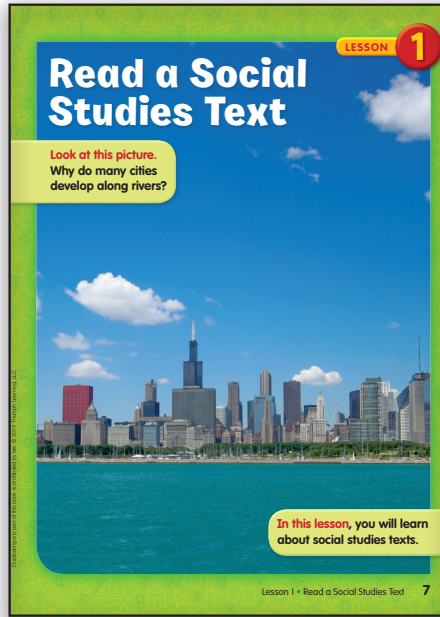
The Student Edition contains two types of ELA lessons—reading and writing. The Student Edition lessons are child-friendly and grade-appropriate. On the following pages you will find in-depth explanations of each Student Edition feature.

Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled selection and covers a cluster of applicable skills and strategies. Each reading lesson has six parts—a lesson opener, Get Ready to Read, Listen and Learn, Read and Learn, Read on Your Own, and Word Fun.

Lesson Opener

The lesson opener is an engaging page that introduces students to the **genre** and prompts a teacher-led discussion about the image and concepts students will encounter as they read.




Get Ready to Read

The Get Ready to Read spread features **foundational skills** practice students need in order to become fluent readers. The skills are reinforced in the reading selections throughout the lesson.


GET READY TO READ

Short Vowels

The letters a, e, i, o, and u are **vowels**. A word with one vowel usually has a **short vowel sound**.







branch



mask

Circle the word that names the picture.


<p>1.  bag bug</p>	<p>2.  crab crib</p>
<p>3.  bell bull</p>	<p>4.  click clock</p>

8 Lesson 1 • Read a Social Studies Text


GET READY TO READ

Long Vowels

A **long vowel** sounds like the name of the vowel letter. Words that end with silent -e have a long vowel sound. In a **vowel team**, two vowels work together to stand for one long vowel sound.







flame



braid

Circle the word that names the picture.

<p>1.  leaf loaf</p>	<p>2.  cane cone</p>
<p>3.  mole mule</p>	<p>4.  tie toe</p>

Lesson 1 • Read a Social Studies Text 9

Listen and Learn/Read and Learn/Read On Your Own

At grade 2, this program follows a **gradual-release** model. The Listen and Learn, Read and Learn, and Read On Your Own sections are identical in layout but different in reading techniques and strategies. The differences will be explained in the Teacher’s Manual section.

Each reading selection is grade-appropriate with the appropriate level of rigor expected of students.

LISTEN AND LEARN
LISTEN AND LEARN

WORD BANK
 crops
 direction
 successful

WORD BANK
 improve
 transportation

LISTEN AND LEARN
LISTEN AND LEARN

Listen to a Text


Think about what you learn as you listen.

Water Travel

People need water. They need it to drink and cook. They need it to grow **crops** and care for animals. People build homes near rivers and lakes to be near water. They build towns near water, too. They use boats to travel up and down rivers.

Long ago, people did not have planes, trains, and cars. Water travel was important. Water travel was faster than land travel. But it had some problems. Rivers flow in one **direction**. Going up a river was hard. People did not have machines to move boats. They had to row a boat or push it with poles.

In 1807, Robert Fulton changed this. He built a **successful** steamboat. An engine moved the paddles on the boat. It made going up a river easy.



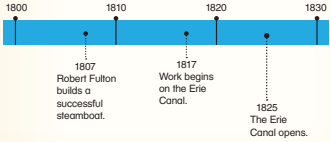
Giant paddles helped push steamboats up rivers.

People found more ways to **improve** water travel. They **built canals** to connect bodies of water. A canal is a **human-made river**. One famous canal opened in 1825. It was the Erie Canal. It linked cities in New York.

The Erie Canal was a successful project. It encouraged people to build more canals. River towns grew larger. New towns developed along the canals.

Rivers and water **transportation** helped cities develop across the country. Today, water transportation is still important. We move goods and people on the water every day.

Water Travel from 1800 to 1830



Year	Event
1807	Robert Fulton builds a successful steamboat.
1817	Work begins on the Erie Canal.
1825	The Erie Canal opens.

10 Lesson 1 • Read a Social Studies Text
Lesson 1 • Read a Social Studies Text 11

The Reading Check is a **comprehension** assessment of students’ understanding of the selection and its related skills. Each reading selection features **vocabulary words** for students to acquire and use in their writing and everyday lives. Students’ understanding of the vocabulary is assessed in the Word Check.

LISTEN AND LEARN
LISTEN AND LEARN

Reading Check

Complete the items about “Water Travel.”

- Go back to the text. Draw a line under the main topic.

Sample answer: People built homes and towns near water because they need water.
- Go back to the text. Circle the words that tell what a canal is.

Sample answer: The timeline shows when things in the text happened.
- What does the timeline show?

Sample answer: The timeline shows when things in the text happened.
- Draw a picture of a way you travel. Write about your picture.

Pictures should show a way students might travel.

Word Check

Draw a line from the word to its meaning.

Word	Meaning
1. crops	to make better
2. direction	the foods that people grow
3. successful	moving of people and goods
4. improve	a path that something follows
5. transportation	having a good outcome

Answer each question.

- What is something you can do to **improve** your school?
Answers will vary.
- How do you feel when you do something that is **successful**?
Answers will vary.

Choose a Word Bank word from above.

- Write a sentence using the word you chose.
Answers will vary.

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Lesson 1 • Read a Social Studies Text 13

Word Fun

The Word Fun section features fun and friendly activities that **review the foundational skills** taught in the Get Ready to Read section, as well as introduce other necessary **language skills** that do not neatly fit in with the reading selections.

This Word Fun activity reviews the foundational skills from earlier in the lesson.

WORD FUN

Word Puzzles

Read the word puzzles. Add new letters to write the new word. Draw a picture for your word.

- bake - a = b__ke
Add i.
bike
- beat - ea = b__t
Add oa.
boat
- tie - ie = t__
Add oe.
toe
- stump - u = st__mp
Add a.
stamp

Write your own word puzzle. Share it with a classmate.
Answers will vary.

22 Lesson 1 • Read a Social Studies Text

This Word Fun activity introduces a new language skill.

WORD FUN

Shades of Meaning

Think about how the words are alike. Order the words to show how they are different. Tell about your order. *Sample answers.*

- tough, strong, sturdy tough, sturdy, strong
- yummy, delicious, tasty yummy, tasty, delicious
- chilly, cool, cold cool, chilly, cold
- rapid, swift, fast fast, swift, rapid
- clever, wise, smart smart, clever, wise

Choose one group of words. Write sentences that show how the words are different.

- Answers will vary.
- Answers will vary.
- Answers will vary.

130 Lesson 8 • Read an Opinion

Writing Lessons

Each writing lesson provides instruction through the use of an exemplar selection, called a **mentor text**, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills, standards, and strategies. The teacher walks students through the **writing process**—from brainstorming to presenting a final draft.

Lesson Opener

Just as with the reading lessons, each writing lesson starts with a lesson opener. The lesson opener is an engaging page that introduces students to the **genre** and prompts a teacher-led discussion about the image and concepts students will encounter as they learn to write.



Learn the Basics

The Learn the Basics spread introduces **grammar skills** students need to learn in order to become efficient writers.

LEARN THE BASICS

Collective Nouns

A **collective noun** names a group. A collective noun often names a group of people, animals, or things.

a flock of birds

a bunch of grapes

Draw a line from the collective noun to its picture.

- A litter of _____
- A hive of _____
- A team of _____
- A forest of _____

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56 Lesson 4 • Write a Report

LEARN THE BASICS

Capital Letters

Use a **capital letter** for the first letter in the name of a person, holiday, place, or product.

Person: Tricia Lee
 Holiday: Columbus Day
 Place: Rocky Mountains
 Product: Crispy Crunchies

Circle each letter that should be a capital letter. Then rewrite the sentence.

- On President's Day, we honor Abraham Lincoln.
On President's Day, we honor Abraham Lincoln.
- Mark Anderson was born in New York City.
Mark Anderson was born in New York City.
- On Mother's Day, let's buy a box of So Sweets.
On Mother's Day, let's buy a box of So Sweets.
- I bought Hot Shot sneakers in San Francisco.
I bought Hot Shot sneakers in San Francisco.
- We spent Thanksgiving Day in North Carolina.
We spent Thanksgiving Day in North Carolina.

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57 Lesson 4 • Write a Report

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Read and Learn

Each writing lesson teaches students how to read like a writer by **analyzing** a well-written, grade-appropriate **mentor text**.

READ AND LEARN

Read Like a Writer

A good report gives **facts** about one topic.
A report about an animal **answers questions** about it.
Think about how this report answers questions.

The Giant Panda

The giant panda is a rare member of the bear family. There are only about 1,500 pandas left in the wild.

Pandas look different from other bears. They have white bodies with black markings. The animals have black feet, arms, and ears. They also have black patches on their eyes. Pandas can grow to be 6 feet long and can weigh up to 300 pounds.

Pandas mainly eat bamboo shoots and leaves. Bamboo is a tall plant with hollow stems. It is not nutritious. To stay healthy, pandas eat all the time—more than twelve hours a day.

In the wild, pandas live in a small area in southwestern China. They live in forests of bamboo high in the mountains. Pandas need to move freely to find bamboo. But people now live nearby. This takes away forests from the pandas. It makes it hard for pandas to find bamboo.

Giant pandas are endangered animals. That means they are in danger of dying out. People want to save this rare and beautiful bear. They are working to protect bamboo forests in China. Then pandas can find bamboo and keep on living!

READ AND LEARN

Report Outline

What questions does the report answer?
Write the answers from the report in the chart.

Topic:
giant panda

Question 1: What does the animal look like?
white with black markings
6 feet tall and 300 pounds

Question 2: What does it eat?
bamboo shoots and leaves
eats all the time, more than twelve hours a day

Question 3: Where does it live?
high mountains in southwestern China
in forests of bamboo

Question 4: What are some other facts?
endangered
People are working to help it.

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Lesson 4 • Write a Report 59

Learn and Write

Students learn the different steps of the **writing process** and use what they learn to write, revise, rewrite, and present a final draft.

Students get started by learning how to brainstorm ideas for a writing topic.

LEARN AND WRITE

Get Started

Keisha wants to write a report about an animal. First, Keisha lists her ideas. Next, she circles the idea she likes best.

blue-footed booby clownfish morpho butterfly

Then, Keisha thinks about the questions she will answer. She takes notes on the answers she finds.

Topic:
blue-footed booby

Question 1: What does the animal look like?
brown and white bodies and blue feet
about 3½ inches tall

Question 2: What does it eat?
dives to catch fish
catches fish with long beak

Question 3: Where does it live?
off the Pacific coast of Central and South America
in groups called colonies

Question 4: What are some other facts?
males show off feet
Males and females do a dance.

LEARN AND WRITE

Try It!

Get ready to write your own report about an animal. First, list your ideas. Next, circle the idea you like best.

Make a report outline. Find the answers to your questions and take notes.

Topic:

Question 1: What does the animal look like?

Question 2: What does it eat?

Question 3: Where does it live?

Question 4: What are some other facts?

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Lesson 4 • Write a Report 61

Students learn how to use their brainstorming ideas to write a first draft.

LEARN AND WRITE

Write a Report

Keisha looks at her report outline. She uses it to write her report.

The Blue-Footed Booby


Blue-footed boobies are interesting birds. They have brown and white bodies and bright blue feet. Some butterflies are blue.

Blue-footed boobies eat fish. They dive into a school of fish to grab fish with their beaks.

Blue-footed boobies live in groups called colonies. They live on islands on the Pacific coast.

Blue-footed boobies look and act silly. Males show off their blue feet to attract a mate. Then males and females dance.

I will write my report first. I can go back later to make changes.



LEARN AND WRITE

Try It!

Look back at your report outline. Use it to write your report.

Tips

- Follow your report outline.
- Get your ideas down.
- You can make changes to your report later.

62 Lesson 4 • Write a Report Lesson 4 • Write a Report 63


Students learn how to constructively review and critique other students' writing, as well as learn how to receive and apply similar comments to their own writing.

LEARN AND WRITE

Partner Review

Keisha reads her report to a partner. Her partner gives her ideas to make it better.

I talk with my partner. I ask questions to make sure I understand.



<input checked="" type="checkbox"/> The report sticks to one topic. You did a good job telling about blue-footed boobies. Think about taking out the part about butterflies.
<input checked="" type="checkbox"/> The report explains unfamiliar words or places. You did a good job explaining what colonies are. Think about telling more about where the birds live on the Pacific coast.
<input checked="" type="checkbox"/> The report has an introduction and conclusion. You did a good job with the introduction. Think about adding a sentence for a conclusion.

LEARN AND WRITE

Try It!

Read your report to a partner. Ask your partner for ideas to make it better. Write notes in the chart.

Tips

- Take turns speaking.
- Listen to each other.
- Ask and answer questions.
- Respond to what your partner says.
- Ask for more information.

<input type="checkbox"/> The report sticks to one topic. You did a good job Think about
<input type="checkbox"/> The report explains unfamiliar words or places. You did a good job Think about
<input type="checkbox"/> The report has an introduction and conclusion. You did a good job Think about

64 Lesson 4 • Write a Report Lesson 4 • Write a Report 65

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Students use their partner's comments and what they learned from Learn the Basics in order to make their writing even better.

LEARN AND WRITE

Make It Even Better

Keisha thinks about her partner's ideas. She uses the ideas to make her report better.

EDITOR'S MARKS

^ add

⊖ take out

The Blue-Footed Booby

Blue-footed boobies are interesting birds. They have brown and white bodies and bright blue feet. ~~Some butterflies are blue.~~

Blue-footed boobies eat fish. They dive into a school of fish to grab fish with their beaks.

Blue-footed boobies live in groups called colonies. They live on islands on the Pacific coast. ~~of Central and South America.~~

Blue-footed boobies look and act silly. Males show off their blue feet to attract ~~the males and females dance.~~ ~~They make them fun birds to study.~~


I take out the sentence about butterflies.

I add more about where they live on the Pacific coast.

I add more to my conclusion.

Try It!
Think about your partner's ideas. Use the ideas to make your writing better.

66 Lesson 4 • Write a Report



Students then learn how to make a final copy of their writing in order to publish and present it to the class.

LEARN AND WRITE

Make a Final Copy

Keisha uses a computer to make a neat copy of her report. Then she adds a picture from the computer.


The Blue-Footed Booby

Blue-footed boobies are interesting birds. They have brown and white bodies and bright blue feet. Blue-footed boobies are about 34 inches tall.

Blue-footed boobies eat fish. They dive into a school of fish to grab fish with their beaks.

Blue-footed boobies live in groups called colonies. They live on islands on the Pacific coast of Central and South America.

Blue-footed boobies look and act silly. Males show off their feet to attract a mate. Then males and females dance. This makes them fun birds to study.



Try It!
Make a neat copy of your report. Use a computer if you like. You can add a picture, too.

Lesson 4 • Write a Report 67

Home-School Connection Book

The Home-School Connection book features family-friendly activities based on the Student Edition lessons. The activities provide parents or guardians with a snapshot of what the child has learned in school.

Get Ready to Read/Learn the Basics

The Get Ready to Read and Learn the Basics activities mirror the activities in the Student Edition.


GET READY TO READ

LESSON 1: READ A SOCIAL STUDIES TEXT


Name _____ Date _____

At school I learned about **short vowels**. Let me show you what I learned.

The letters **a**, **e**, **i**, **o**, and **u** are **vowels**. A word with one vowel usually has a **short vowel sound**.




rock



truck


Circle the word that names the picture.

1.



leg log

2.



lamp lump

1. log 2. lamp

7


LEARN THE BASICS

LESSON 4: WRITE A REPORT


Name _____ Date _____

At school I learned about **collective nouns**. Let me show you what I learned.

A **collective noun** names a group.




team




set of books

Draw a line from the collective noun to its picture.

1. A herd of _____



2. A pair of _____



1. deer 2. socks

19

Read and Learn

The Read and Learn selection and activity are based on the lesson's genre and applicable reading skills.

READ AND LEARN

LESSON 1: READ A SOCIAL STUDIES TEXT

Name _____ Date _____

At school I read a text about social studies. Here is another text we can read together.

Women's Rights

In 1848, a group of women held a meeting in Seneca Falls, New York. They were there to discuss women's **rights**. The women listed problems for the **government** to fix. Most important was being **allowed** to vote. The Seneca Falls meeting was the beginning of a long fight. It took seventy-two years for women to win the right to vote.

Discuss What do you think is the most interesting fact in the text?

Use a dictionary to find the meanings of the bold words.

9

READ AND LEARN

These are the skills I learned when reading a social studies text.

ask and answer questions

subject-area vocabulary

main topic

author's purpose

Draw a line from the words to their meaning.

1. subject-area vocabulary

2. main topic

3. author's purpose

4. ask and answer questions

a. what a text is mostly about

b. the reason the writer wrote the text

c. words that are often used when writing about social studies topics

d. a strategy that helps me understand what I read

1. c 2. a 3. b 4. d

10 Lesson 1 • Read a Social Studies Text

Teacher's Manual

The Teacher's Manual provides explanatory material for **English Language Arts** skills and strategies, including a chart that correlates them to the appropriate lesson in the Student Edition. It also provides detailed support for every reading and writing lesson. Reduced Student Edition pages are included on pages requiring teacher-led, whole-class instruction. The Teacher's Manual also includes extension activities. These activities emphasize communication and collaboration.

Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled selection and covers a cluster of applicable skills and strategies. Each reading lesson has six parts—a lesson opener, Get Ready to Read, Listen and Learn, Read and Learn, Read On Your Own, and Word Fun.

Lesson Introduction

Each Teacher's Manual lesson begins with a lesson table of contents and a reduced Student Edition lesson opener with teacher wrap instruction.

LESSON 1 Read a Social Studies Text

READING SELECTIONS

Speaking and Listening "Rebuilding a City".....	4
Listen and Learn "Water Travel".....	8
Read and Learn "Our Government".....	12
Read on Your Own "Our Flag".....	16

Foundational Skills
Distinguish Between Long and Short Vowels
Know Spelling-Sound Correspondences

Comprehension Skills
Ask and Answer Questions
Identify Main Topic
Connect Ideas in a Text
Define Subject-Area Vocabulary
Identify Author's Purpose
Use Images to Understand a Text
Participate in Collaborative Discussions
Recount Key Ideas from Text Read Aloud
Use Context Clues

Review Skills
Use Illustrations
Features of a Sentence

2 Lesson 1 • Read a Social Studies Text

Student Edition, page 7

Read a Social Studies Text

Look at this picture. Why do many cities develop along rivers?

In this lesson, you will learn about social studies texts.

Lesson 1 • Read a Social Studies Text 7

Read a Social Studies Text

Discuss a Photograph
Direct students' attention to the photograph on page 7. Have students follow along as you read the lesson title and introductory sentences aloud. Tell students that the photograph shows Chicago, Illinois, a city along the shore of Lake Michigan. Use the following prompts to lead a discussion about the photograph.

- How do you know that this place is a city and not a small town or a farm in the country?
- How do you think the people who live in Chicago use Lake Michigan?
- How could you find out more about Chicago or Lake Michigan? *Accept reasonable responses.*

Define Social Studies
When we read social studies texts, we learn about real people, places, and events. A social studies text gives information. It gives facts and details to help us learn.

☐ If I wanted to learn more about Chicago, I could read a social studies text about Chicago. I could look for information in other places, too.

- Where else could you look to learn more about Chicago?

Make Connections
Encourage students to suggest other books and sources that give information about real people, places, and events, such as other informational texts, encyclopedias, or the computer.

☐ Use the Think Alouds to model the process of thinking through a skill or question.

Lesson 1 • Read a Social Studies Text 3

Speaking and Listening

Children's listening comprehension develops before their reading comprehension. The Speaking and Listening skills are covered in a Teacher's Manual-only Read Aloud selection. The Read Aloud selection is connected to the Student Edition lesson opener image. Questions and extension activities assess students' listening comprehension skills.

SPEAKING AND LISTENINGSPEAKING AND LISTENING

Read Aloud

Read "Rebuilding a City" to develop students' oral vocabulary and listening comprehension skills. Ask students to listen as you read the text aloud. Have them think about what they learn as they listen.

Rebuilding a City

Chicago, Illinois, is the largest city in the American Midwest. Nearly three million people live there. Chicago is also a city that was rebuilt. Over 140 years ago, it was almost completely **destroyed** by a terrible fire.

In 1837, Chicago was a small city with a **population** of 4,000 people. Its location on the Chicago River and Lake Michigan helped the city to grow quickly. It was soon an important city for shipping grain. By 1870, the population was nearly 300,000. All these people needed places to live and work. Many buildings were needed. The quickest way to construct these buildings was to use wood. Wood was easy to work with and **inexpensive**. Even city sidewalks were made from wood.

On October 8, 1871, a fire began in a barn in the southwest part of Chicago. High winds blew the fire toward the main part of the city. To make matters worse, rain had not fallen in months. The wind and dry **conditions** helped the fire spread. Building after building went up in flames. The fire burned for two days. Firefighters were unable to put out the fire. Finally, when rain fell, and the fire reached the shores of Lake Michigan, it **halted**. By then, over 17,000 buildings had been destroyed. Thousands of people lost their homes and businesses. Over a third of the city was in ashes.

After the fire, people came together to rebuild the city. They wanted to build safer and stronger buildings. They passed laws about how buildings should be built. They passed laws about what building materials could be used. All new buildings had to use **fireproof** materials, such as brick, stone, iron, and steel.

The people of Chicago wanted to build a modern city. They built taller buildings to replace those lost in the fire. One new building was the Home Insurance Building. It was 138 feet tall. It was also the world's first **skyscraper**. Since then, Chicago has built many more skyscrapers. Today, the Willis Tower in Chicago is the tallest skyscraper in the United States. It is over 1,400 feet tall!

The Great Fire of 1871 did not stop the people of Chicago. They rebuilt their city and made it better than before. Today, Chicago is still an important shipping center. It is also a major travel hub, or center. Its main airport is one of the busiest in the country.

Recall Key Details

After reading "Rebuilding a City," ask students to share what they learned. Then use the questions below to develop oral vocabulary and assess listening comprehension skills.

- **What nearly destroyed the city of Chicago?** a terrible fire
- **What is this text about?** The text is mostly about the fire that destroyed Chicago and how the people rebuilt the city.
- **How did Chicago's population change between 1837 and 1870?** It grew quickly; it grew from 4,000 people to almost 300,000 people.
- **How did Chicago's location help it grow quickly?** Being on Lake Michigan and the Chicago River made it an important city for shipping grain.
- **Why was wood used to build many of Chicago's early buildings?** Using wood was the fastest way to build a building. It was easy to work with and inexpensive.
- **What does the author mean by saying wood was inexpensive?** It didn't cost a lot of money.
- **What caused the fire to spread so quickly?** High winds and dry weather conditions made the fire spread.
- **What caused the dry conditions in the weather?** Rain had not fallen in months.
- **For how long did the fire burn?** The fire burned for two days.
- **What halted the fire?** The fire reached the shores of Lake Michigan and rain began to fall.
- **Why do you think materials like brick, stone, iron, and steel are called fireproof?** These materials do not burn easily like wood does.
- **How were the buildings built after the fire different from those that were destroyed in the fire?** Sample answer: They were built with fireproof materials instead of wood; they were taller.
- **Why do you think buildings like the Home Insurance Building were called skyscrapers?** Sample answer: The buildings were so tall that they seemed to scrape the sky.

Extend the Read Aloud

Participate in Collaborative Discussions

When people discuss a topic, they follow rules so that everyone can enjoy the discussion and have a chance to speak.

If your class has established discussion rules, review them now. If not, help students establish rules that lead to productive discussions. List rules, such as the following, on chart paper and discuss each one.

- Listen to others with care.
- Take turns speaking.
- Stay on topic.
- Add to a speaker's comments.
- Be polite.
- Ask questions if you do not understand something.

Have students put the discussion rules into practice. Say: *Imagine you lived in the United States at the time of the Great Fire of 1871. What could you do to help the people who lost homes in the fire?*

Make Connections / Add Drawings

Remind students that after the Great Fire of 1871, the people of Chicago built stronger and taller buildings. They even built the world's first skyscraper. Invite students to talk about skyscrapers they have seen. Then ask students to think about a skyscraper they might build. Prompt discussion by asking:

- Who would use your skyscraper?
- What materials would you use to build it?
- What special features would it have?

Challenge Arrange students in small groups. Have them discuss what kind of skyscraper they would build and why. Then have them draw and write about their ideas. Encourage groups to take turns sharing their ideas with the class.

4 Lesson 1 • Read a Social Studies TextLesson 1 • Read a Social Studies Text 5

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xviii Instructional Overview

Teacher Instruction and Comprehension Skills

All the instruction children need to acquire the skills needed to become efficient English Language Arts students is covered in the Teacher's Manual sidebar. The wrap copy explains the comprehension skills and how they relate to the reading selection and provides the teacher and students with the skills they need to learn.

GET READY TO READ

Short Vowels

Warm-Up
Use the following activities to review previously taught skills and prepare students for the reading passages.

Phonemic Awareness: Identify Short Vowel Sounds
Remind students that each vowel, a, e, i, o, and u, has its own sound. Say: Listen to the word hot. What vowel sound do you hear? /ɒ/ Repeat for these words.

- tap /ɒ/
- pen /ɛ/
- bud /ʊ/
- rim /ɪ/

Teach/Model
Phonics: Know Spelling-Sound Correspondences for Short Vowels
Write hat, desk, and trunk on the board. Point to hat and read the word aloud. Explain: A word with one vowel usually has a short vowel sound. Hat has a short vowel sound. So do desk and trunk.

Direct students' attention to the top of page 8 and read the explanation aloud. Then say: Say the word branch with me. What vowel sound do you hear? /ɪ/ That's right. Branch has a short vowel sound.

Repeat for the word mask.

Practice/Apply
Read aloud the directions. Work with students to read and discuss the items.


1-4 Isolate Medial Sound / Short Vowels
Have students say the words in item 1 and listen for the vowel sound in each. Then have them say the picture name and circle the word that names the picture. Repeat for the remaining items. More words with short- and long-vowel sounds can be found on Teacher's Manual page 21.

Student Edition, page 8



GET READY TO READ



Short Vowels



The letters a, e, i, o, and u are vowels. A word with one vowel usually has a short vowel sound.





Circle the word that names the picture.

1.  lizard  crab

2.  bell  clock

3.  bull  disk

4.  lizard  bull

Extend the Activity
Have partners make a set of word cards to use with the activities below. Have them write the following words on index cards, one word per card: blend, block, brag, brunch, catch, clip, cloth, crumb, dent, drink, dunk, fat, flip, fish, milk, much, shack, song, sport, spirit, and stung.

Short Vowel Word Sorts Have partners take turns drawing a card and reading the word aloud. The listening partner identifies the short vowel sound he or she hears. Once all the words have been read and the short vowel sound identified, partners sort the words by short vowel sound.


Short Vowel Spellings Have partners take turns drawing a card and reading the word aloud. The listening partner then spells the word.

Student Edition, page 9



GET READY TO READ



Long Vowels



A long vowel sounds like the name of the vowel letter. Write hat and desk with short- or long-vowel sound. In a vowel team, two vowels work together to stand for one long vowel sound.





Circle the word that names the picture.

1.  leaf  cone

2.  horse  hoe

3.  mole  hoe

4.  mole  hoe

Extend the Activity
Have partners make a set of word cards to use with the activities below. Tell them to write the following words on index cards, one word per card: brake, chime, dream, drive, flute, foam, glue, green, page, pies, slide, sprain, theme, tune, and wrote.

Long Vowel Word Sort Tell partners to work together to sort their words by vowel team. Have them blend the sounds for the letters to read the words.

Vowel Team Concentration Have partners take turns drawing a card and reading the word aloud. The listening partner identifies the long vowel sound he or she hears. Once all the words have been read and the long vowel sound identified, partners sort the words by long vowel sound.

GET READY TO READ

Long Vowels

Warm-Up
Use these activities to review previously taught skills and prepare students for the reading passages.

Phonological Awareness: Distinguish Vowel Sounds for Long Vowels
Remind students that there are short vowel and long vowel sounds. Say: Listen to I say two words. Say the word with the long vowel sound.

- back, bake /æ/
- hide, hid /aɪ/
- hop, hope /ɒ/
- tub, tube /u/

Teach/Model
Phonics: Know Spelling-Sound Correspondences
Write plan and plane on the board and read each word aloud. Point to each word as you review. A word with one vowel usually has a short vowel sound. Plan has a short vowel sound. A word with silent e at the end usually has a long vowel sound. Plane has a long vowel sound.

Write plain on the board and underline the letters ai. Say: Words with vowel teams can also have a long vowel sound.

Direct students' attention to the top of page 9 and read the explanation aloud. Discuss each word in turn, pointing out the silent e in flame and the vowel team ai in bread.

Practice/Apply
Read aloud the directions. Work with students to read and discuss the items.

1-4 Isolate Medial Sound / Long Vowels
Have students say the words in item 1 and listen for the vowel sound in each. Then have them say the picture name and circle the word that names the picture. Repeat for the remaining items.

Distribute Home-School Connection, pp. 7-8.

Lesson 1 - Read a Social Studies Text 7

LISTEN AND LEARN

Listen to a Text

Warm-Up
Tell students that today you will read a new text. Have students open their books to pages 10-11. Read the heading and directions aloud. Then have students point to the Word Bank. Read the words and have students repeat them after you. Explain that these words are in the text.

Teach/Model
First Read: Comprehension Skills
Ask students to follow along as you read the entire text aloud. Remind them to think about what they learn as they listen.

Ask and Answer Questions
Explain that active readers ask questions about a text and then reread or read on to find the answers. This helps them understand what they are reading.

One question I have is, "Why do people build homes and towns near water?" When I reread the text, I'll look for the answer.

Write your question on the board. Ask if students have any questions to add to yours. Then have students listen for the answers as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

PARAGRAPH 1
Ask and Answer Questions
Point to your question on the board and read it.

I found the answer to my question in the first paragraph. People built homes and towns near water because they needed water to live and to travel.

Main Topic
Explain that informational texts tell about one topic. The topic is what the text is mostly about.

What is this text mostly about? The title and the details in the first paragraph tell me that the text is about water travel. It tells me that I will learn how people used water to travel.

Student Edition, page 10

LISTEN AND LEARN

Listen to a Text


Think about what you learn as you listen.

Water Travel

People need water. They need it to drink and cook. They need it to grow things and care for animals. People build homes near rivers and lakes to be near water. They build homes near water, too. They use boats to travel up and down rivers.

Long ago, people did not have planes, trains, and cars. Water travel was important. Water travel was faster than land travel. But it had some problems. There flow in one direction. Going up a river was hard. People did not have machines to move boats. They had to use a boat or push it with poles.

In 1809, Robert Fulton changed this. He built a successful steamboat. An engine moved the pistons on the boat. It made going up or down easy.



Lesson 1 - Read a Social Studies Text 10

Student Edition, page 11

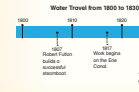
LISTEN AND LEARN

People found more ways to improve water travel. They built locks. Locks connect bodies of water. A canal is a man-made body of water. The Erie Canal opened in 1825. It was the Erie Canal that linked cities in New York.

The Erie Canal was a successful project. It encouraged people to build more canals. River towns grew larger. New towns developed along the canals.

Rivers and water transportation helped cities develop across the country. Today, water transportation is still important. We move goods and people on the water every day.

Water Travel from 1800 to 1825



Lesson 1 - Read a Social Studies Text 11

LISTEN AND LEARN

PARAGRAPHS 2-3
Connect Ideas in a Text
Explain to students that connecting ideas in a text can help them understand what they read.

In paragraph 2, I learn that going up a river was a problem because people didn't have machines to move boats. In the next paragraph, I learn how the problem was solved. Robert Fulton built a successful steamboat. Connecting these two ideas helps me understand how water travel was made better.

PARAGRAPHS 4-6
Subject-Area Vocabulary / Context Clues
Explain that texts about one topic often have words related to the topic, such as rivers, canals, and bodies of water. They may also use words that have different meanings when used with the topic.

When I think of the word body, I think of a human body. I can use context clues to help me figure out that in this text the word body names a mass of water, such as a river or lake. This helps me understand that canals connect rivers, lakes, and other bodies of water.

Images in a Text
Tell students that images in an informational text provide more information. Explain that a time line is an image that shows events in order.

What information is on this time line? I see two events that were in the text—Robert Fulton's building of a steamboat in 1807 and the opening of the Erie Canal in 1825. I also see a new date: 1817. Work begins on the Erie Canal. I can use this information to figure out that it took eight years to build the Erie Canal.

AFTER READING
Author's Purpose
Explain that authors write for a reason. They may write to entertain readers or to give information.

This text tells about real events and places. It gives information to help me learn about water travel. This helps me decide that the author wrote "Water Travel" to give information.

Lesson 1 - Read a Social Studies Text 9

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Instructional Overview **xix**

Three Reads Strategy

In order for students to become efficient readers, they need to learn different reading techniques and strategies. The best way for students to understand a text is to reread it as many times as necessary. Students read selections multiple times in order to improve comprehension and fluency. Each read focuses on a different purpose for reading.

1

The first read is intended for teachers to pause and use guided reading techniques in order to **teach the comprehension skills**.

2

The second read is intended for an uninterrupted read in order for students to understand the text as a whole and **answer the Reading Check questions**.

3

The third read is intended for students to focus on vocabulary in order to **answer the Word Check questions**.

LISTEN AND LEARN

Student Edition, page 10

Listen to a Text

Warm-Up
Tell students that today you will read a new text. Have students open their books to pages 10–11. Read the heading and directions aloud. Then have students point to the Word Banks. Read the words and have students repeat them after you. Explain that these words are in the text.

Teach/Model
First Read: Comprehension Skills
Ask students to follow along as you read the entire text aloud. Remind them to think about what they learn as they listen.

Ask and Answer Questions
Explain that active readers ask questions about a text and then reread or read on to find the answers. This helps them understand what they are reading.

One question I have is, "Why do people build homes and towns near water?" When I reread the text, I'll look for the answer.

Write your question on the board. Ask if students have any questions to add to yours. Then have students listen for the answers as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

PARAGRAPH 1

Ask and Answer Questions
Point to your question on the board and read it.

I found the answer to my question in the first paragraph. People built homes and towns near water because they needed water to live and to travel.

Main Topic
Explain that informational texts tell about one topic. The topic is what the text is mostly about.

What is this text mostly about? The title and the details in the first paragraph tell me that the text is about water travel. It tells me that I will learn how people used water to travel.

8 Lesson 1 • Read a Social Studies Text

LISTEN AND LEARN

Student Edition, page 12

Reading Check

Direct students' attention to pages 10–11. Have them read the title of the text and look at the photograph and time line. Guide students to use the time line to recall details about the text. Then tell students that they will hear the text again and answer some questions about it.

Teach/Model
Second Read: Comprehension Check
Ask students to follow along as you read the text about all the way through. Remind students to think about what they learn as they listen.

Practice/Apply
Have students turn to page 12. Read the directions aloud. Then work with students to read and discuss each item.

1 Main Topic
The main topic is what a text is mostly about. The title and the first paragraph usually tell what the main topic is.

2 Connect Ideas in a Text
I can look for how ideas in a text connect to help me tell why people built homes and towns near water.

3 Subject-Area Vocabulary / Context Clues
I can look for the word canal in the text. Then I can look for words that tell what a canal is.

4 Use Images
I can go back and review the time line to help me answer the question.

5 Add Drawings
What are some of the ways I travel? I travel by car and by bus. I have also traveled in an airplane. I can draw about one of these things.

10 Lesson 1 • Read a Social Studies Text

LISTEN AND LEARN

Student Edition, page 13

Word Check

Have students open their books to pages 10–11. Explain that you will read "Water Travel" one more time and talk about the words in the text.

Teach/Model
Third Read: Vocabulary Acquisition and Use
Ask students to follow along as you read the text aloud. Pause during reading to teach the vocabulary acquisition strategies.

Context Clues
Read the first paragraph. Then ask students to point to the word crops. Remind students that they can use context clues, or hints around the word, to help them figure out what a word means.

The word grow is a good clue. I know that water helps plants grow. I think crops are plants that people grow for food.

Repeat the procedure for the words direction, successful, improve, and transportation.

Practice/Apply
Have students turn to page 13. Tell students that they will now show what they learned about the words. Have students follow along as you read the directions and items aloud.

1-5 Vocabulary Acquisition
The first word is crops. I read all the word meanings and then draw a line from the word crops to its meaning. Then I do the same thing for the other words.

6-7 Real-Life Connections
Think about things I like and don't like about our school. This can help me decide how I might improve it.

Repeat the procedure for items 7.

8 Vocabulary Use
Review the features of a sentence with students before they write. Explain: A sentence begins with a capital letter. It ends with an end mark. Have students add the words from the passage to their vocabulary notebooks. Encourage them to write a brief definition or sentence to remind them of each word's meaning.

Extend the Activity
Vocabulary Notebooks If students do not already have vocabulary notebooks, guide them in beginning notebooks now. Tell students that a vocabulary notebook can help them remember words they have learned. It is also a good place to record words that they find interesting and may want to include in their own writing.

Students can use spiral notebooks to record their words, or you can have students make their own notebooks by folding several sheets of paper in half and stapling the pages together along the fold line.

11 Lesson 1 • Read a Social Studies Text

Writing Lessons

The writing lessons walk students through the **writing process** from brainstorming to final draft.

Lesson Introduction

Each Teacher's Manual lesson begins with a lesson table of contents and a reduced Student Edition lesson opener with teacher wrap instruction.

LESSON

4 Write a Report

MENTOR TEXTS

Read and Learn "The Giant Panda" 66

Learn and Write "The Blue-Footed Booby" 68

Writing Skills

- Write Informative/Explanatory Texts
- Revise Writing
- Publish Writing
- Participate in Research
- Recall and Gather Information

Language Skills

- Collective Nouns
- Use Capitalization
- Generalize Spelling Patterns
- Use a Dictionary to Check Spelling
- Compare Formal and Informal Language

Speaking and Listening Skills

- Recount Details from Information Presented Orally
- Ask and Answer Questions of a Speaker
- Produce Complete Sentences

Student Edition, page 55

Write a Report

Look on this picture. Tell what you know about giant pandas.

Write a report. You will learn how to write a report to give information.

Lesson 4 Write a Report 55

Write a Report

Direct students' attention to page 55. Read the lesson title and directions aloud. Ask students to look at the photograph of the panda.

Tell About Giant Pandas

Tell students that the photograph shows a real animal that is called a giant panda. Point out to students that because giant pandas are real, they can tell facts about them. Remind students that facts are details and information that is true.

Write the following fact about giant pandas on the board: The giant panda is a kind of bear.

Read the sentence aloud and explain that it gives information about the giant panda. Then prompt students to use details in the photograph to share additional facts about giant pandas. Say:

- Look at the photo. What does a giant panda look like? It has white fur on its face and back. It has black eyes, ears, and legs.
- Look at where the panda is resting. What can a giant panda do? It can climb trees.
- Look at the environment around the panda. Where does the giant panda live? In a forest.

Discuss how students could find facts about giant pandas, including finding information by looking in books or on a computer.

Read aloud the facts you listed with students. Discuss how they can check whether or not their responses are facts. If possible, use a reference book or a computer with Internet access to model how to look up facts about giant pandas and check students' responses.

Then point out that the sentences you wrote make up a short report. Explain that a report gives facts about one topic.

62 Lesson 4 • Write a Report

Lesson 4 • Write a Report 63

Learn the Basics

Each writing lesson starts with a grammar-based activity. The **grammar skills** taught in this spread are basic skills that students need to learn in order to write clearly and effectively.

LEARN THE BASICS

Collective Nouns

Warm-Up

Display a photograph of a family. Ask students to look at the picture and describe what they see. Write their responses on the board. For example: I see a mother and a father. I see two girls and a boy. I see a family.

Identify Nouns

Remind students that a noun names a person, a place, or a thing. Use the sentences generated by students to review nouns. Read each sentence aloud. Ask: What nouns do you see in the sentences? Sample answers: mother, father, girls, boy, family.

Teach/Model

Identify Collective Nouns

Read the sentences on the board once more. Ask: Which noun names a group of people? family

Explain to students that the word family is a special kind of noun called a collective noun. A collective noun names a group or a collection of nouns that are alike in some way. The people in the picture are all part of the same family.

Ask five or six students to come to the front of the room. Say: We can use the noun students to name these people. We can use the word group to name the collection of students. What word can we use to name all the students collected in our classroom? class

Direct students' attention to page 56. Use the explanation and examples to reinforce the concept of collective nouns.

Practice/Apply

1-4 Read aloud the directions and items. Guide students to see that each underlined word is a collective noun. Then name the pictures with students' horses, alligators, trees, and bees. Have them draw a line from the collective noun phrase to the picture that best completes the phrase.

If students do not have writing folders, suggest they begin folders now. Students can fold a large sheet of construction paper in half and staple the edges, or you can provide students with folders. Encourage students to save both finished writing pieces and works in progress in their folders.

Student Edition, page 56

Collective Nouns

A collective noun names a group. A collective noun often names a group of people, animals, or things.

Draw a line from the collective noun to its picture.

- A flock of _____
- A bunch of _____
- A group of _____
- A forest of _____

56 Lesson 4 • Write a Report

Student Edition, page 57

Capital Letters

Use a capital letter for the first letter in the name of a person, holiday, place, or product.

Person: President
Holiday: Columbus Day
Place: Box
Product: Crispy

Circle each letter that should be a capital letter. Then write the sentence.

- On President's Day, we honor Abraham Lincoln.
- Mother's Day was born on May Day.
- On Mother's Day, let's buy a box of Sesame.
- I bought Some Sweeties Cookies.
- I thought Hot Shots were cool in San Francisco.
- We spent Thanksgiving Day in North Carolina.

57 Lesson 4 • Write a Report

Capital Letters

Warm-Up

Have several students write their names on the board. Circle the first letter in each name and ask students how their names are the same. Guide them to note that each name begins with a capital letter.

Teach/Model

Use Capitalization

Tell students that the name of a person begins with a capital letter. Explain that the names of animals, places, and things can also begin with capital letters. Demonstrate by asking students from the Warm-Up activity the following questions. Record students' responses under their names. Ask: What is your birthday month? What is your favorite holiday? What is your favorite kind of cereal? What is the name of a place you like to visit?

Circle the initial capital letter in each word as you explain. Say:

- Use a capital letter to begin the name of a month.
- Use a capital letter to begin the name of a holiday.
- Use a capital letter to begin the name of a place, such as a street, state, or park.
- Use a capital letter to begin the name of a product, such as a kind of cereal or game.

Direct students' attention to the top of page 57. Use the explanation to reinforce when to use capital letters.

Practice/Apply

1-5 Read aloud the directions. Then read each sentence with students. Have them tell which words in each sentence need capital letters and why. Then ask students to go back through the sentences, circle each letter that should be capitalized, and rewrite the sentences correctly.

64 Lesson 4 • Write a Report

Lesson 4 • Write a Report 65

Read and Learn: Mentor Text

Each writing lesson has a **mentor text**—an exemplar selection of what students should ultimately be able to write by the end of the lesson. The teacher wrap provides instruction on how to **analyze** a mentor text.

READ AND LEARN

Read Like a Writer

Direct students' attention to page 58 and read the directions aloud. Remind students that a report gives information and facts about one topic. Help students recall the information they shared about giant pandas.

Teach/Model

Report About a Topic / Parts of a Report

Explain that a report has three parts: the first part introduces the topic; the second part answers questions and gives facts about the topic; and the third part is the conclusion, or ending. Point out that a report uses formal language. Explain that formal language uses complete sentences and usually does not include slang or contractions.

Read the report title aloud. Explain that this report goes with the photo of the giant panda on the lesson opener on page 56. Have them follow along as you read the report aloud.

Then read the report again, pausing to discuss the Read Like a Writer questions below.

PARAGRAPH 1

- **What is the topic of this report?**
giant pandas
- **What information does this introduction give? It tells what animal family the giant pandas belongs to and why it is rare.**

PARAGRAPHS 2–4

- **What question does paragraph 2 answer?**
What do giant pandas look like?
- **What facts answer this question?** Sample answer: They have white bodies and black markings. They can be 6 feet long and can weigh up to 300 pounds.
- **What questions do paragraphs 3 and 4 answer?** What do giant pandas eat? Where do they live?

PARAGRAPH 5

- **How does the report end? It explains that giant pandas are endangered.**

58 Lesson 4 • Write a Report

READ AND LEARN

Report Outline

What questions does the report answer? Write the answers from the report in the chart.

Topic: giant pandas

Question 1: What does the animal look like?
white with black markings
6 feet tall and 300 pounds

Question 2: What does it eat?
bamboo shoots and leaves
eats all the time, more than twelve hours a day

Question 3: Where does it live?
high mountains in southwestern China
in forests of bamboo

Question 4: What are some other facts?
endangered
People are working to help it.

59

Report Outline

Direct students' attention to page 59 and read the directions aloud. Replicate the chart on the board.

Practice/Apply

Give Information

Day: We can use a chart to record the facts in the report that answer the questions. What is the topic of this report? the giant pandas

Write giant pandas in the topic section of the chart. Then guide students to read each question and recall facts they learned from the report. Record their responses in the chart. Have students copy the responses into the charts in their own books. Continue in a similar procedure to complete the remaining sections of the chart. Alternately, partners can work together to complete their charts. Guide partners to look back at the report to find facts about giant pandas. Suggest that they underline sentences in the report that tell specific facts that answer the questions. Students can then copy these facts into the chart. When partners are finished, ask them to share their responses with the class. Record the responses in the remaining boxes in the chart on the board. Then review the facts as a whole group.

Explain to students that they will use a similar chart to plan their own reports.

Speaking and Listening: Ask and Answer Questions

Tell students that they should ask questions if they are confused at any point in the class or partner discussions. Explain that asking questions will help them get additional information and clear up anything they don't understand about the report or completing the chart.

66 Lesson 4 • Write a Report

67 Lesson 4 • Write a Report

Writing Options

Each lesson provides two options for writing a text. The **Guided Writing** option provides teachers a whole-class group option to write together. The **Independent Writing** option allows students who are better-suited to work on their own a chance to create their writing independently.

LEARN AND WRITE

Student Edition, page 61

Try It!

Get ready to write your own report about an animal. First, list your ideas. Next, circle the idea you like best.

Make a report outline. Find the answers to your questions and take notes.

Topic:

Question 1: What does the animal look like?

Question 2: What does it eat?

Question 3: Where does it live?

Question 4: What are some other facts?

61

Try It!

Explain to students that they will now take the same steps that Keshia took to plan their reports.

Practice/Apply

Plan a Report

Have students turn to page 61 and read the first set of directions aloud. Choose an instructional plan according to your students' needs. Discuss the following points when using either plan. Say:

- **Good writers think about animals that interest them.**
- **Good writers think about who will read their reports. They think about which animal their readers will find interesting.**

Guided Writing Page through a science text or discuss favorite animals to help students create a list of animals they might write about. Guide students to discuss which animal they find most interesting and why. Then have them vote on a favorite, such as the dolphin.

Independent Writing Ask students to think about favorite animals or those they have read about in science class. This can help them choose an animal to write about.

Direct students' attention to the second set of directions and read them aloud. Discuss where students can find facts about their animal. Then supervise all students in using the Internet or in choosing informational texts from the library.

Guided Writing Work with students to complete a report outline on the board or on chart paper and retain it for future use. You may wish to use these dolphin facts to streamline the process:

Bottlenose dolphins are mammals that live in oceans. They look somewhat like fish, but they breathe with lungs. They can grow up to 14 feet long and weigh 1,300 pounds. They eat fish, shrimp, and squid. Dolphins live in warm oceans and waters around the world. People like watching dolphins at aquariums because most are friendly, smart, and can do tricks.

Independent Writing Have students find facts in the informational texts they chose and write them in the outline. You might also wish to bookmark school-approved Internet sites for independent work.

Lesson 4 • Write a Report 60

Teacher Resources

Each Teacher's Manual lesson ends with a Teacher Resources page that provides teachers with extra words that cover **foundational skills** or **spelling rules**.

The Teacher Resources page at the end of a reading lesson provides more examples of the skills taught in the Get Ready to Read activities.

TEACHER RESOURCES

Foundational Skills
Long and Short Vowels
 Long and short vowels are briefly reviewed in this lesson. To provide additional practice in reading regularly spelled one-syllable words with long and short vowels, you may wish to share the following words with students.

VOWEL SOUND	EXAMPLE WORDS
short a	clam, flag, flash, glad, grab, path, plant, ranch, scrap, scratch, snack, strand, swam, track
short e	bench, blend, chest, felt, help, kept, left, press, scent, shell, sketch, slept, spend, stem
short i	chill, clip, drift, drink, grid, milk, pinch, print, shift, sniff, swing, switch, trick, twig, twin, wrist
short o	block, chomp, crops, drop, floss, fox, frog, knock, notch, pond, shock, shop, smog, trot
short u	blush, clump, drum, gruff, munch, pluck, plug, scrub, stub, skull, thud, thumb, trust
long a	a, a: brave, chase, frame, graze, space, trade, whale ai: chain, train, main, pain, plain, snail, train, waist
long e	e, e: eve, scenic, scheme, theme, these ea: beach, creek, feast, head, leach, reach, scream ee: cheek, greed, jeep, knee, sheet, street, teeth
long i	i, i: bride, chime, glide, knife, shine, spine, twice ie: cried, die, files, lie, pie, tie, tries
long o	o, o: broke, chose, drove, globe, gnome, phone oa: coach, cloak, float, loan, soap, throat oe: doe, foe, hoe, toe, woe
long u	u, u: brute, cube, dune, flute, fuse, huge, prune, truce ue: blue, clue, glue, June, true

Lesson 1 • Read a Social Studies Text 21

The Teacher Resources page at the end of a writing lesson provides spelling rules and lists of spelling words students need in order to revise their writing.

TEACHER RESOURCES

Spelling Rules
Homophones
 Use the following word list with students to help them learn how to choose and spell homophones correctly.

EXAMPLES OF HOMOPHONES	
allowed permitted	hour sixty minutes
aloud not quiet	our belonging to us
blew past tense of blow	know familiar with
blue the color	no opposite of yes
board a piece of wood	moose large animal
bored not interested	moose enemy desert
bough large branch	root plant part
bow lower the head	route highway
cheese cats	rose a kind of flower
choose decide which one	rows lines
crews workers on ships	sew mend
crisis nail	so in order that
dew moisture	sow plant
do shall	shoe footwear
due owed	shoe go away
few past tense of fly	their belonging to them
flu short for influenza	there at that place
flue small chimney	they're contraction of they are
flour ground wheat	threw past tense of throw
flower bloom	through finished
for in favor of	threw past participle of throw
fore front part	threw king's seat
four number	toe part of a foot
foul dirty	tow pull
fowl birds	troop collective name for soldiers, scouts, and some animals
groan moans	troupe collective name for some performers
grown past participle of grow	ware pottery
heard listened	wear to have on the body
herd collective name for some animals	where what place
hoard store a supply of something	wood trees
herds collective name for a large crowd	would is willing to

Lesson 4 • Write a Report 77



TEACHER'S MANUAL

English Language Arts, Grade 2

LESSON

1

Read a Social Studies Text

READING SELECTIONS

Speaking and Listening “Rebuilding a City”	4
Listen and Learn “Water Travel”	8
Read and Learn “Our Government”	12
Read on Your Own “Our Flag”	16

Foundational Skills

- Distinguish Between Long and Short Vowels
- Know Spelling-Sound Correspondences

Comprehension Skills

- Ask and Answer Questions
- Identify Main Topic
- Connect Ideas in a Text
- Define Subject-Area Vocabulary
- Identify Author’s Purpose
- Use Images to Understand a Text
- Participate in Collaborative Discussions
- Recount Key Ideas from Text Read Aloud
- Use Context Clues

Review Skills

- Use Illustrations
- Features of a Sentence

LESSON 1

Read a Social Studies Text

Look at this picture.
Why do many cities develop along rivers?

In this lesson, you will learn about social studies texts.

Lesson 1 • Read a Social Studies Text **7**

Read a Social Studies Text

Discuss a Photograph


Direct students' attention to the photograph on page 7. Have students follow along as you read the lesson title and introductory sentences aloud.

Tell students that the photograph shows Chicago, Illinois, a city along the shore of Lake Michigan. Use the following prompts to lead a discussion about the photograph.

- How do you know that this place is a city and not a small town or a farm in the country?
- How do you think the people who live in Chicago use Lake Michigan?
- How could you find out more about Chicago or Lake Michigan? **Accept reasonable responses.**

Define Social Studies


When we read social studies texts, we learn about real people, places, and events. A social studies text gives information. It gives facts and details to help us learn.

 If I wanted to learn more about Chicago, I could read a social studies text about Chicago. I could look for information in other places, too.

- Where else could you look to learn more about Chicago?

Make Connections

Encourage students to suggest other books and sources that give information about real people, places, and events, such as other informational texts, encyclopedias, or the computer.

 Use the Think Alouds to model the process of thinking through a skill or question.

Read Aloud

Read “Rebuilding a City” to develop students’ oral vocabulary and listening comprehension skills. Ask students to listen as you read the text aloud. Have them think about what they learn as they listen.

Rebuilding a City

Chicago, Illinois, is the largest city in the American Midwest. Nearly three million people live there. Chicago is also a city that was rebuilt. Over 140 years ago, it was almost completely **destroyed** by a terrible fire.

In 1837, Chicago was a small city with a **population** of 4,000 people. Its location on the Chicago River and Lake Michigan helped the city to grow quickly. It was soon an important city for shipping grain. By 1870, the population was nearly 300,000. All these people needed places to live and work. Many buildings were needed. The quickest way to construct these buildings was to use wood. Wood was easy to work with and **inexpensive**. Even city sidewalks were made from wood.

On October 8, 1871, a fire began in a barn in the southwest part of Chicago. High winds blew the fire toward the main part of the city. To make matters worse, rain had not fallen in months. The wind and dry **conditions** helped the fire spread. Building after building went up in flames. The fire burned for two days. Firefighters were unable to put out the fire. Finally, when rain fell, and the fire reached the shores of Lake Michigan, it **halted**. By then, over 17,000 buildings had been destroyed. Thousands of people lost their homes and businesses. Over a third of the city was in ashes.

After the fire, people came together to rebuild the city. They wanted to build safer and stronger buildings. They passed laws about how buildings should be built. They passed laws about what building materials could be used. All new buildings had to use **fireproof** materials, such as brick, stone, iron, and steel.

The people of Chicago wanted to build a modern city. They built taller buildings to replace those lost in the fire. One new building was the Home Insurance Building. It was 138 feet tall. It was also the world’s first **skyscraper**. Since then, Chicago has built many more skyscrapers. Today, the Willis Tower in Chicago is the tallest skyscraper in the United States. It is over 1,400 feet tall!

The Great Fire of 1871 did not stop the people of Chicago. They rebuilt their city and made it better than before. Today, Chicago is still an important shipping center. It is also a major travel hub, or center. Its main airport is one of the busiest in the country.

Recall Key Details

After reading “Rebuilding a City,” ask students to share what they learned. Then use the questions below to develop oral vocabulary and assess listening comprehension skills.

- **What nearly destroyed the city of Chicago?** a terrible fire
- **What is this text about?** The text is mostly about the fire that destroyed Chicago and how the people rebuilt the city.
- **How did Chicago’s population change between 1837 and 1870?** It grew quickly; it grew from 4,000 people to almost 300,000 people.
- **How did Chicago’s location help it grow quickly?** Being on Lake Michigan and the Chicago River made it an important city for shipping grain.
- **Why was wood used to build many of Chicago’s early buildings?** Using wood was the fastest way to build a building. It was easy to work with and inexpensive.
- **What does the author mean by saying wood was inexpensive?** It didn’t cost a lot of money.
- **What caused the fire to spread so quickly?** High winds and dry weather conditions made the fire spread.
- **What caused the dry conditions in the weather?** Rain had not fallen in months.
- **For how long did the fire burn?** The fire burned for two days.
- **What halted the fire?** The fire reached the shores of Lake Michigan and rain began to fall.
- **Why do you think materials like brick, stone, iron, and steel are called fireproof?** These materials do not burn easily like wood does.
- **How were the buildings built after the fire different from those that were destroyed in the fire?** Sample answer: They were built with fireproof materials instead of wood; they were taller.
- **Why do you think buildings like the Home Insurance Building were called skyscrapers?** Sample answer: The buildings were so tall that they seemed to scrape the sky.

Extend the Read Aloud Participate in Collaborative Discussions

When people discuss a topic, they follow rules so that everyone can enjoy the discussion and have a chance to speak.

If your class has established discussion rules, review them now. If not, help students establish rules that lead to productive discussions. List rules, such as the following, on chart paper and discuss each one:

- Listen to others with care.
- Take turns speaking.
- Stay on topic.
- Add to a speaker’s comments.
- Be polite.
- Ask questions if you do not understand something.

Have students put the discussion rules into practice. Say: *Imagine you lived in the United States at the time of the Great Fire of 1871. What could you do to help the people who lost homes in the fire?*

Make Connections / Add Drawings

Remind students that after the Great Fire of 1871, the people of Chicago built stronger and taller buildings. They even built the world’s first skyscraper. Invite students to talk about skyscrapers they have seen. Then ask students to think about a skyscraper they might build. Prompt discussion by asking:

- *Who would use your skyscraper?*
- *What materials would you use to build it?*
- *What special features would it have?*

Challenge Arrange students in small groups. Have them discuss what kind of skyscraper they would build and why. Then have them draw and write about their ideas. Encourage groups to take turns sharing their ideas with the class.

Short Vowels

Warm-Up

Use the following activities to review previously taught skills and prepare students for the reading passages.

Phonemic Awareness: Identify Short Vowel Sounds

Remind students that each vowel, *a*, *e*, *i*, *o*, and *u*, has its own sound. Say: *Listen to the word hot.* What vowel sound do you hear? /ɒ/ Repeat for these words.

- tap /ă/
- bud /ʊ/
- pen /ĕ/
- rim /ĭ/

Teach/Model

Phonics: Know Spelling-Sound Correspondences for Short Vowels

Write *hat*, *desk*, and *trunk* on the board. Point to *hat* and read the word aloud. Explain: *A word with one vowel usually has a short vowel sound. Hat has a short vowel sound. So do desk and trunk.*

Direct students' attention to the top of page 8 and read the explanation aloud. Then say: *Say the word branch with me. What vowel sound do you hear? /ă/ That's right. Branch has a short a vowel sound.*

Repeat for the word *mask*.

Practice/Apply

Read aloud the directions. Work with students to read and discuss the items.

1-4 Isolate Medial Sound / Short Vowels

Have students say the words in item 1 and listen for the vowel sound in each. Then have them say the picture name and circle the word that names the picture. Repeat for the remaining items.

More words with short- and long-vowel sounds can be found on Teacher's Manual page 21.

Short Vowels

The letters a, e, i, o, and u are **vowels**. A word with one vowel usually has a **short vowel sound**.



branch



mask

Circle the word that names the picture.

1.



bag

bug

2.



crab

crib

3.



bell

bull

4.



click

clock

Extend the Activity

Have partners make a set of word cards to use with the activities below. Have them write the following words on index cards, one word per card: *blend*, *block*, *brag*, *brunch*, *catch*, *clip*, *cloth*, *crumb*, *dent*, *drink*, *dunk*, *flat*, *fling*, *melt*, *moth*, *shack*, *song*, *spent*, *sprint*, and *stung*.


Short Vowel Word Sorts Have partners take turns drawing a card and reading the word aloud. The listening partner identifies the short vowel sound he or she hears. Once all the words have been read and the short vowel sound identified, partners sort the words by short vowel sound.

Short Vowel Spellings Have partners take turns drawing a card and reading the word aloud. The listening partner then spells the word.


GET READY TO READ

Long Vowels

A **long vowel** sounds like the name of the vowel letter. Words that end with silent **-e** have a long vowel sound. In a **vowel team**, two vowels can work together to stand for one long vowel sound.







flame



braid

Circle the word that names the picture.

<p>1.</p>  <p>leaf loaf</p>	<p>2.</p>  <p>cane cone</p>
<p>3.</p>  <p>mole mule</p>	<p>4.</p>  <p>tie toe</p>

Lesson 1 • Read a Social Studies Text 9

Extend the Activity

Have partners make a set of word cards to use with the activities below. Tell them to write the following words on index cards, one word per card: *brake, chime, dream, drove, flute, foam, glue, greet, page, pies, slide, sprain, theme, tune, and wrote.*

Long Vowel Word Sort Tell partners to work together to sort their words by vowel team. Have them blend the sounds for the letters to read the words.

Vowel Team Concentration Have partners take turns drawing a card and reading the word aloud. The listening partner identifies the long vowel sound he or she hears. Once all the words have been read and the long vowel sound identified, partners sort the words by long vowel sound.

Long Vowels

Warm-Up

Use these activities to review previously taught skills and prepare students for the reading passages.

Phonological Awareness: Distinguish Vowel Sounds for Long Vowels

Remind students that there are short vowel and long vowel sounds. Say: *Listen as I say two words. Say the word with the long vowel sound.*

- back, bake bake • hop, hope hope
- hide, hid hide • tub, tube tube

Teach/Model

Phonics: Know Spelling-Sound Correspondences

Write *plan* and *plane* on the board and read each word aloud. Point to each word as you review: *A word with one vowel usually has a short vowel sound. Plan has a short vowel sound. A word with silent e at the end usually has a long vowel sound. Plane has a long vowel sound.*

Write *plain* on the board and underline the letters *ai*. Say: *Words with vowel teams can also have a long vowel sound.*

Direct students' attention to the top of page 9 and read the explanation aloud. Discuss each word in turn, pointing out the silent *e* in *flame* and the vowel team *ai* in *braid*.

Practice/Apply

Read aloud the directions. Work with students to read and discuss the items.

1-4 Isolate Medial Sound / Long Vowels

Have students say the words in item 1 and listen for the vowel sound in each. Then have them say the picture name and circle the word that names the picture. Repeat for the remaining items.



Listen to a Text

Warm-Up

Tell students that today you will read a new text. Have students open their books to pages 10–11. Read the heading and directions aloud. Then have students point to the Word Banks. Read the words and have students repeat them after you. Explain that these words are in the text.


Teach/Model

First Read: Comprehension Skills

Ask students to follow along as you read the entire text aloud. Remind them to think about what they learn as they listen.

Ask and Answer Questions

Explain that active readers ask questions about a text and then reread or read on to find the answers. This helps them understand what they are reading.


 *One question I have is, “Why do people build homes and towns near water”? When I reread the text, I’ll look for the answer.*

Write your question on the board. Ask if students have any questions to add to yours. Then have students listen for the answers as you reread the text. Pause during reading to teach the Comprehension Skills with the Think Alouds.

PARAGRAPH 1


Ask and Answer Questions

Point to your question on the board and read it.

 *I found the answer to my question in the first paragraph. People built homes and towns near water because they needed water to live and to travel.*

Main Topic

Explain that informational texts tell about one topic. The topic is what the text is mostly about.

 *What is this text mostly about? The title and the details in the first paragraph tell me that the text is about water travel. It tells me that I will learn how people used water to travel.*

LISTEN AND LEARN

WORD BANK

crops
direction
successful

Listen to a Text

Think about what you learn as you listen.

Water Travel

People need water. They need it to drink and cook. They need it to grow **crops** and care for animals. People build homes near rivers and lakes to be near water. They build towns near water, too. They use boats to travel up and down rivers.

Long ago, people did not have planes, trains, and cars. Water travel was important. Water travel was faster than land travel. But it had some problems. Rivers flow in one **direction**. Going up a river was hard. People did not have machines to move boats. They had to row a boat or push it with poles.

In 1807, Robert Fulton changed this. He built a **successful** steamboat. An engine moved the paddles on the boat. It made going up a river easy.



Giant paddles helped push steamboats up rivers.

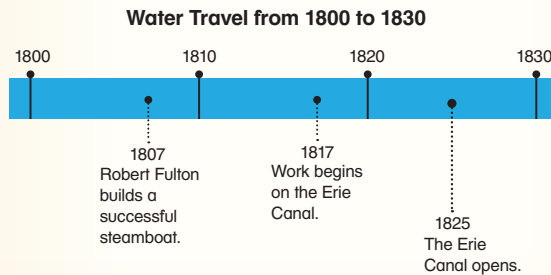
WORD BANK
improve
transportation

LISTEN AND LEARN

People found more ways to **improve** water travel. They built canals to connect bodies of water. A canal is a **human-made river**. One famous canal opened in 1825. It was the Erie Canal. It linked cities in New York.

The Erie Canal was a successful project. It encouraged people to build more canals. River towns grew larger. New towns developed along the canals.

Rivers and water **transportation** helped cities develop across the country. Today, water transportation is still important. We move goods and people on the water every day.



Lesson 1 • Read a Social Studies Text II

PARAGRAPHS 2-3

Connect Ideas in a Text

Explain to students that connecting ideas in a text can help them understand what they read.

☞ *In paragraph 2, I learn that going up a river was a problem because people didn't have machines to move boats. In the next paragraph, I learn how the problem was solved. Robert Fulton built a successful steamboat. Connecting these two ideas helps me understand how water travel was made better.*

PARAGRAPHS 4-6

Subject-Area Vocabulary / Context Clues

Explain that texts about one topic often have words related to the topic, such as *rivers, canals,* and *bodies of water*. They may also use words that have different meanings when used with the topic.

☞ *When I think of the word body, I think of a human body. I can use context clues to help me figure out that in this text the word body names a mass of water, such as such as a river or lake. This helps me understand that canals connect rivers, lakes, and other bodies of water.*

Images in a Text

Tell students that images in an informational text provide more information. Explain that a time line is an image that shows events in order.

☞ *What information is on this time line? I see two events that were in the text—Robert Fulton's building of a steamboat in 1807 and the opening of the Erie Canal in 1825. I also see a new date: 1817, Work begins on the Erie Canal. I can use this information to figure out that it took eight years to build the Erie Canal.*

AFTER READING

Author's Purpose

Explain that authors write for a reason. They may write to entertain readers or to give information.

☞ *This text tells about real events and places. It gives information to help me learn about water travel. This helps me decide that the author wrote "Water Travel" to give information.*

✓ Reading Check

Direct students' attention to pages 10–11. Have them read the title of the text and look at the photograph and time line. Guide students to use the time line to retell details about the text. Then tell students that they will hear the text again and answer some questions about it.

Teach/Model


Second Read: Comprehension Check

Ask students to follow along as you read the text aloud all the way through. Remind students to think about what they learn as they listen.


Practice/Apply

Have students turn to page 12. Read the directions aloud. Then work with students to read and discuss each item.


1 Main Topic

 *The main topic is what a text is mostly about. The title and the first paragraph usually tell what the main topic is.*


2 Connect Ideas in a Text

 *I can look for how ideas in a text connect to help me tell why people built homes and towns near water.*


3 Subject-Area Vocabulary / Context Clues

 *I can look for the word canal in the text. Then I can look for words that tell what a canal is.*

4 Use Images

 *I can go back and review the time line to help me answer the question.*

5 Add Drawings

 *What are some of the ways I travel? I travel by car and by bus. I have also traveled in an airplane. I can draw about one of these things.*

LISTEN AND LEARN

✓ Reading Check

Complete the items about "Water Travel."

- Go back to the text. Draw a line under the main topic.
- Write a sentence to tell why people built homes and towns near water.

Sample answer: People built homes and towns near water because they need water.

- Go back to the text. Circle the words that tell what a canal is.
- What does the timeline show?

Sample answer: The timeline shows when things in the text happened.

- Draw a picture of a way you travel. Write about your picture.

Pictures should show a way students might travel.

LISTEN AND LEARN

Word Check

Draw a line from the word to its meaning.

Word	Meaning
1. crops	to make better
2. direction	the foods that people grow
3. successful	moving of people and goods
4. improve	a path that something follows
5. transportation	having a good outcome

Answer each question.

6. What is something you can do to **improve** your school?
Answers will vary.

7. How do you feel when you do something that is **successful**?
Answers will vary.

Choose a Word Bank word from above.

8. Write a sentence using the word you chose.
Answers will vary.

Lesson 1 • Read a Social Studies Text **13**

Word Check


Have students open their books to pages 10–11. Explain that you will read “Water Travel” one more time and talk about the words in the text.

Teach/Model

Third Read: Vocabulary Acquisition and Use Ask students to follow along as you read the text aloud. Pause during reading to teach the vocabulary acquisition strategies.

Context Clues

Read the first paragraph. Then ask students to point to the word *crops*. Remind students that they can use context clues, or hints around the word, to help them figure out what a word means.


 *The word grow is a good clue. I know that water helps plants grow. I think crops are plants that people grow for food.*

Repeat the procedure for the words *direction*, *successful*, *improve*, and *transportation*.


Practice/Apply

Have students turn to page 13. Tell students that they will now show what they learned about the words. Have students follow along as you read the directions and items aloud.

1–5 Vocabulary Acquisition

 *The first word is crops. I read all the word meanings and then draw a line from the word crops to its meaning. Then I do the same thing for the other words.*

6–7 Real-Life Connections

 *I think about things I like and don't like about our school. This can help me decide how I might improve it.*

Repeat the procedure for item 7.

8 Vocabulary Use

Review the features of a sentence with students before they write. Explain: *A sentence begins with a capital letter. It ends with an end mark.*

Have students add the words from the passage to their vocabulary notebooks. Encourage them to write a brief definition or sentence to remind them of each word's meaning.

Extend the Activity

Vocabulary Notebooks If students do not already have vocabulary notebooks, guide them in beginning notebooks now. Tell students that a vocabulary notebook can help them remember words they have learned. It is also a good place to record words that they find interesting and may want to include in their own writing.

Students can use spiral notebooks to record their words, or you can have students make their own notebooks by folding several sheets of paper in half and stapling the pages together along the fold line.

Read a Text

Warm-Up

Tell students that today you will read a new text. Have students open their books to pages 14–15. Read the heading and directions aloud. Then read the words in the Word Banks and have students repeat them after you.

Teach/Model

First Read: Comprehension and Review

Skills Ask students to follow along as you read the text aloud.

After reading, remind students that active readers ask questions about a text and then reread or read on to find the answers.

Ask and Answer Questions

Say: One question I have is “What does the executive branch do?” When I read the text again, I will look for an answer.

Write your question on the board. Ask if students have questions to add to yours. Then have students follow along as you read the text again. Pause during reading to address the Comprehension and Review Skills.

PARAGRAPHS 1-2

Main Topic

The topic is what a text is mostly about.

- *What is the topic of this text?* the United States government

Subject-Area Vocabulary

Many texts about a single topic have words that are specifically related to the topic.

- *What topic-related words are important to this text?* Sample answers: government, branch, elect, laws, Congress
- *How does the meaning of the word branch change when it is used to talk about government?* Sample answer: The word branch usually names a part of a tree. In this text, it names a part of a government.

READ AND LEARN

WORD BANK
 government
 rights
 elect

Read a Text


Think about what you learn as you read.

Our Government

Government is a way of leading a group of people. It makes the laws that people follow. It helps keep order. The government of the United States has three branches, or parts. Each branch has a special job to do.

The legislative branch is Congress. Congress makes the laws. They make laws to keep people safe. The laws protect the **rights** of citizens. The laws protect your rights, too. One law gives you the right to go to school. The people of each state **elect**, or choose, the members of Congress.

The executive branch sees that the laws are followed. The president leads this branch. It includes the vice president. It also includes the president’s advisors. They are the people who help the president make decisions. Citizens of the United States elect the president and vice president.



14
Lesson 1 • Read a Social Studies Text

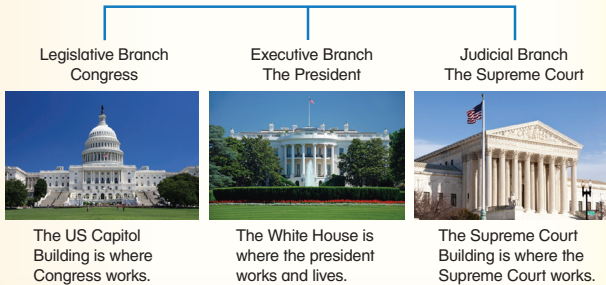
WORD BANK
serve
appoint

READ AND LEARN

The Supreme Court heads the judicial branch. This branch of government decides whether the actions of the other branches follow the law. The Court also decides if new laws made by Congress are fair. Nine judges **serve** on the Court. The president may **appoint** a new judge, but Congress must agree with the choice.

The three branches of government work together to help our country run smoothly. They try to make decisions that are best for all citizens.

United States Government



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PARAGRAPH 3

Ask and Answer Questions

Point to your question on the board. Say: *I found the answer to my question. The executive branch sees that the laws are followed.*

- What answers have you found to your questions? *Answers will vary.*

Connect Ideas in a Text

Understanding how ideas connect in a text can help us understand what we read.

- How do the ideas in paragraphs 2 and 3 connect? *Each paragraph tells how a branch of our government works.*
- How do you think the next paragraph will connect to these ideas? *It will tell about the third branch of government.*

PARAGRAPHS 4-5

Context Clues

Context clues can help us figure out the meaning of a word.

- How do the sentences after the word *fair* help you figure out what *fair* means? *The sentences tell how men and women were treated differently and how only men could vote. It helps explain that fair means “treating everyone the same.”*

Author’s Purpose

An author has different reasons for writing.

- Why did the author write this text? *to give information about the United States government*

AFTER READING

Images in a Text

Photographs, diagrams, and other illustrations can give more information in a text.

- What does the diagram on this page show? *It shows how the three branches of the United States government are connected.*
- What do the pictures show? *The pictures show the buildings where the people in the different branches of government work.*



Distribute Home-School Connection, pp. 9–10.

✓ Reading Check

Direct students' attention to pages 14–15. Tell students that today they will read "Our Government" again and answer some questions about it.

Teach/Model

Second Read: Comprehension Check

Ask students to help you read the text aloud. Tell students that you will read a sentence aloud and then pause for them to echo your reading. Observe students to see who may be having trouble tracking the text and reading the sentence after you.

Practice/Apply

Have students turn to page 16. Read the directions aloud. Then work with students to read and discuss each item.

1 Main Topic

Guide students to support their answers and cite evidence from the text. **Sample answer:** The topic of a text is what the text is mostly about. The title names the topic.

2 Subject-Area Vocabulary

Suggest that students scan the text for the word *government* to find the sentence that tells what government is.

3 Details

Ask students to think about which branch of government talks about the president's advisors. Then have them look for the sentence that tells what the president's advisors do.

4 Connect Ideas in a Text

Remind students that each branch of government has a special job to do. Have students complete each sentence by telling what each branch does.

5 Add Drawings

Tell students that they can draw and write about a government leader from their town or state, or they can draw and write about a national government leader.

✓ Reading Check

Complete the items about "Our Government."

- Circle the word that tells the topic of the text.
citizens government judges
- Go back to the text. Circle the sentence that tells what government is.
- Go back to the text. Draw a line under the sentence that tells what the president's advisors do.
- Complete each sentence to tell what each branch of the government does.
The legislative branch makes the laws.
The executive branch makes sure the laws are obeyed.
The judicial branch makes sure the laws are fair.
- Draw a picture of a government leader you know. Write about your picture.

Pictures should show a community, state, or national government figure.

READ AND LEARN

Word Check

Draw a line from the word to its meaning.

Word	Meaning
1. government	to name someone to do a job
2. rights	to vote for a person
3. elect	the body that makes laws
4. serve	the basic freedoms of a person
5. appoint	to hold a job or office

Complete each sentence.

6. A teacher might **appoint** a student to _____
Answers will vary.

7. People may **elect** a person to be _____
Answers will vary.

Choose a **Word Bank** word from above.

8. Write a sentence using the word you chose.
Answers will vary.

Lesson 1 • Read a Social Studies Text 17

Word Check

Have students open their books to pages 14–15. Explain that they will read “Our Government” one more time and talk about the words in the text.

Teach/Model

Third Read: Vocabulary Acquisition and Use

Have students choral read the text with you. Read the text slowly but naturally, giving all students a chance to track the words and read the text together.

After reading, revisit the text to teach the vocabulary acquisition strategies.

Context Clues

We can use context clues to figure out the meaning of the word government.

- *What does the word government mean?*

Sample answer: Government is a way of leading a group of people, so the word government means “the people who make the laws.”

Repeat the procedure for the words *rights*, *elect*, *serve*, and *appoint*.

Practice/Apply

Have students turn to page 17. Tell students that they will now show what they learned about the words in the text. Have them read the directions and items along with you.

1-5 Vocabulary Acquisition

Remind students to read all the word meanings before matching each word to its meaning.

6-7 Real-Life Connections

Have students think about their own experiences to help them complete each sentence.

8 Vocabulary Use

Remind students to begin their sentences with a capital letter and end with an end mark.

Then have students add the words from the passage to their vocabulary notebooks. Encourage them to write a brief definition or sentence to remind them of each word’s meaning.

Read a Text

Warm-Up

Tell students that today they will read a new text. Have students open their books to pages 18–19. Read the heading and directions aloud. Then read the words in the Word Banks and have students repeat them after you. Explain that these words are in the text.

Teach/Model

First Read: Comprehension and Review Skills Have students read the text silently. Remind them to think about the main topic as they read. Observe students to see who may be having trouble. Offer assistance as needed.

When students finish reading, ask questions to address the Comprehension and Review Skills.

AFTER READING

Ask and Answer Questions

- *What questions did you have while reading?* Answers will vary.
- *What answers did you find to your questions?* Answers will vary.

Main Topic

- *What is the main topic of the text?* The main topic of the text is the United States flag.

Connect Ideas in a Text

- *How do the ideas in the text connect to each other?* The ideas in the text tell how our flag has changed over time.

READ ON YOUR OWN

WORD BANK
symbol
heritage

Read a Text

Think about the main topic as you read.

Our Flag

A **symbol** is a thing that stands for something else. Every nation has symbols. The symbols stand for things that make a nation's people proud. The United States has symbols, too. The symbols remind us of our **heritage**, or past. They remind us of our rights and freedoms.

One symbol is the United States flag. The idea for our flag came from the first Flag Act on June 14, 1777. An act is a kind of law. This act told what the flag should look like. It said the flag should have thirteen red and white stripes. The flag should also have thirteen white stars on a blue field.



The first US flag had thirteen stars.



Today's US flag has fifty stars.

WORD BANK

allowed
national
present

READ ON YOUR OWN

The stripes and stars on our flag are symbols, too. The stripes stand for the thirteen colonies that formed our nation. The stars stand for the number of states.

Over time, the number of stripes and stars changed. The Flag Act of 1794 **allowed** for fifteen stripes and fifteen stars. The extra stripes and stars were for the new states of Vermont and Kentucky.

As more states joined the nation, a new act was needed. The Flag Act of 1812 said that the flag should keep thirteen stripes for the thirteen colonies. This would remind us of our past. The flag would then add stars for new states. Today, our flag has fifty stars. Each star is a symbol for a different state.

The United States flag is a **national** symbol of our past and our **present**. It reminds us of the thirteen colonies that formed our nation. It reminds us of the fifty states that form our nation today.



The flag of 1794 had fifteen stripes, one for each state.

AFTER READING

Subject-Area Vocabulary

- *What words in the text are related to the topic of the text?* Sample answer: *symbol, flag, stars, stripes, colonies, states, nation*
- *What does the word act mean in this text about our flag?* Sample answer: *The word act names a kind of law. In this text, an act describes what the flag should look like.*

Images in a Text

- *What do the photographs in the text show?* They show the United States flag at different times in our history.
- *How do the photographs help you understand the text?* It helps to show how the stars and stripes on the flag changed over time.

Author's Purpose

- *What is the author's purpose for writing this text? How do you know?* The author's purpose is to give information. The text has facts about the flag and tells about real events.

✓ Reading Check

Direct students' attention to pages 18–19. Tell students that today they will read “Our Flag” again and answer some questions about it.

Teach/Model

Second Read: Comprehension Check

Ask students to read the text silently. Observe students to see who may be having trouble. Offer assistance as needed.

Practice/Apply

Have students turn to page 20. Tell students that they will now answer some questions about the text. Read the directions aloud. Then preview the items with students before having them complete the page independently.

1 Main Topic

Make sure students understand that the topic tells about the whole text, not just a part of the text.

2 Details

Remind students that the stars and stripes on the flag stand for different things. Then have students explain why our flag has fifty stars.

3 Connect Ideas in a Text

Tell students that they can scan the text for the year 1794 to help them find the answer.

4 Subject-Area Vocabulary

Have students think about the meaning of the word *symbol* as it relates to the topic. Then have students write their sentences.

5 Add Drawings

Have students think about different places where they have seen the United States flag. Then have students draw their pictures.

✓ Reading Check

Complete the items about “Our Flag.”

- Circle the words that tell the topic of the text.
our states our flag our symbols
- In your own words, tell why the US flag has fifty stars.
Sample answer: The fifty stars stand for the fifty states in the United States.
- Go back to the text. Draw a line under the words that describe the Flag Act of 1794.
- Write a sentence to tell why we have national symbols.
Sample answer: National symbols help us remember our past.
- Draw a picture to show where you have seen the United States flag. Write about your picture.

Pictures should include a United States flag.

Word Check

Write the number of the word by its meaning.

Word	Meaning
1. symbol	<u>3</u> let something happen
2. heritage	<u>1</u> thing that stands for something else
3. allowed	<u>5</u> what is happening now
4. national	<u>2</u> things from your past
5. present	<u>4</u> of a nation or country

Circle the word that best completes each sentence.

6. The bald eagle is our country's _____ bird.
symbol allowed **national**
7. Family stories are part of your _____.
heritage national symbol

Choose a Word Bank word from above.

8. Write a sentence using the word you chose.

Answers will vary.

Word Check

Have students open their books to pages 18–19. Explain that they will read “Our Flag” one more time and think about the words in the text.

Teach/Model

Third Read: Vocabulary Acquisition and Use Have students silently read the text. Remind them to think about the words in the text and to use context clues to figure out the meaning of the Word Bank words.

After reading, revisit the text to review the vocabulary acquisition strategies.

Context Clues

- *What context clues can you use to figure out the meaning of the word symbol? The text defines the word. It says that a symbol is a thing that stands for something else.*

Repeat the procedure for the words *heritage*, *allowed*, *national*, and *present*.

Practice/Apply

Have students turn to page 21. Tell students that they will now show what they learned about the words in the text. Read the directions aloud. Then preview the items with students before having them complete the page independently.

1–5 Vocabulary Acquisition

Remind students to read all the answer choices before writing the number of the word by its meaning.

6–7 Real-Life Connections

Suggest that students try each answer choice in the sentence before choosing their answer.

8 Vocabulary Use

Remind students to begin their sentences with a capital letter and end with an end mark.

Then have students add the words from the passage to their vocabulary notebooks. Encourage them to write a brief definition or sentence to remind them of each word's meaning.

Word Puzzles

Direct students' attention to page 22 and read the directions aloud.

Teach/Model

Foundational Skills: Distinguish Between Vowel Sounds

Work through the first item with students. Write the word *bake* on the board and blend the sounds to read the word. Erase the letter *a* to show what remains of the word when the vowel is removed. Then add the vowel *i* to write the new word *bike*. Say: *I can take away a vowel from a word and add a different vowel to make a new word. The new word is bike.*

Practice/Apply

Have students complete the word puzzle to write the word *bike*. If students understand how to complete the word puzzles, have them finish the page individually. If they need help, work through each item with them.

WORD FUN

Word Puzzles

Read the word puzzles. Add new letters to write the new word. Draw a picture for your word.

1. bake – a = b__ke

Add i.

_____ bike _____

2. beat – ea = b__t

Add oa.

_____ boat _____

3. tie – ie = t__

Add oe.

_____ toe _____

4. stump – u = st__mp

Add a.

_____ stamp _____

Write your own word puzzle. Share it with a classmate.

Answers will vary. _____

Extend the Activity

Write Word Puzzles Assign partners and give each pair of students a pair of words. Have them write word puzzles to tell how they could change one word into another word. Use word pairs such as the following:

- branch—brunch
- shop—ship
- beast—boast
- pole—pale
- grain—green
- float—fleet
- trace—truce
- thank—think
- fried—freed
- score—scare

Allow partners several minutes to complete their word puzzles. Encourage students to share their puzzles with the class.

Foundational Skills

Long and Short Vowels

Long and short vowels are briefly reviewed in this lesson. To provide additional practice in reading regularly spelled one-syllable words with long and short vowels, you may wish to share the following words with students.

VOWEL SOUND	EXAMPLE WORDS
short a	clam, flag, flash, glad, grab, path, plant, ranch, scrap, scratch, snack, strand, swam, track
short e	bench, blend, chest, felt, help, kept, left, press, scent, shell, sketch, slept, spend, stem
short i	chill, clip, drift, drink, grid, milk, pinch, print, shift, sniff, swing, switch, trick, twig, twin, wrist
short o	block, chomp, crops, drop, floss, fox, frog, knock, notch, pond, shock, shop, smog, trot
short u	blush, clump, drum, gruff, munch, pluck, plug, scrub, shrub, skull, thud, thumb, trust
long a	<i>a_e</i> : brave, chase, frame, graze, space, trade, whale <i>ai</i> : chain, frail, main, paid, paint, snail, trait, waist
long e	<i>e_e</i> : eve, scene, scheme, theme, these <i>ea</i> : beach, creak, feast, heal, leash, reach, scream <i>ee</i> : cheek, greed, jeep, kneel, sheet, street, teeth
long i	<i>i_e</i> : bride, chime, glide, knife, shine, spine, twice <i>ie</i> : cried, die, flies, lie, pie, tie, tries
long o	<i>o_e</i> : broke, chose, drove, globe, gnome, phone <i>oa</i> : coach, cloak, float, loan, soak, soap, throat <i>oe</i> : doe, foe, hoe, toe, woe
long u	<i>u_e</i> : brute, cube, dune, flute, fuse, huge, prune, truce <i>ue</i> : blue, clue, flue, glue, true