

**Teacher's Manual**

# **Instruction Coach**

## **English Language Arts**

**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 3, Teacher's Manual  
533NATE

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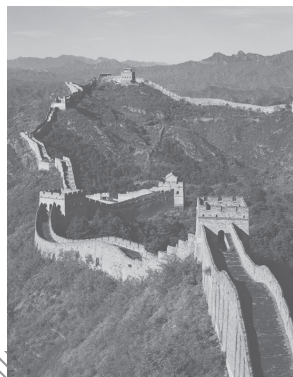
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# Introduction

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Welcome to *Instruction Coach*, a supplemental reading curriculum program designed to provide differentiated instruction for English Language Arts. The program's purpose is to bring on-level students where they need to be to meet the rigors of today's classroom. Differentiated instruction meets the needs of learners with a wide range of proficiency within one classroom.

The program consists of four components:

- consumable Student Edition
- comprehensive Teacher's Manual
- Independent Leveled Practice Reading Selections (available as reproducible booklets and online)
- Benchmark Assessments (available as printed booklets and online)

## ***Student Edition***

The Student Edition incorporates genre-specific reading and writing lessons that cover skills in a holistic, contextualized way.

## **Reading Lessons**

Each reading lesson provides instruction through the use of a teacher-modeled passage and covers a cluster of applicable skills and strategies. The basic instructional model is the research-proven, three-step "gradual-release model":

- 1. Listen and Learn** The teacher presents skills to the class in the context of a passage, modeling the thought process a proficient reader would use to understand the passage.
- 2. Share and Learn** Students work in small groups to analyze a scaffolded second text and called-out vocabulary, applying the skills they learned in their whole-class work as well as key review skills.
- 3. Read On Your Own** Students read leveled passages independently, then answer questions about them to demonstrate comprehension.

## **Assigning the Independent Leveled Practice Reading Selections**

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection. The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)

The Independent Leveled Practice Reading Selections are available online and as reproducibles. Use your knowledge of each student's reading level to determine which version of a passage to assign.



## Writing Lessons

Each writing lesson provides instruction through the use of an exemplar passage, called a mentor text, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills. All writing lessons start with an introduction to the writing type. Then the teacher models a successful student mentor text. As a class, the teacher and students analyze this mentor text's features and discuss what makes it a proficient example of the writing type. The teacher walks students through a vocabulary activity. Then students are given their own writing assignment.

The rest of each writing lesson walks students through addressing the writing assignment using a seven-step writing process:

1. **Get Ready** [Brainstorm/Take Notes on Research]: Depending on the writing type, students are either given a graphic organizer to assist in brainstorming or research pieces to mine for information.
2. **Organize** Using the mentor text as an example, the teacher models organizing an essay around an appropriate text structure, and students use graphic organizers to organize their own writing.
3. **Draft** Teachers walk students through a brief lesson. Then students draft their own essays.
4. **Peer Review** Students work in pairs to review their peers' work and provide feedback using a project-specific feedback form.
5. **Revise** After being guided through some modeled revisions, students revise their own work based on the feedback from their peers.
6. **Edit** The teacher and students work through a lesson on one or more grammar and mechanics topics. Then students edit their writing for grammar, usage, and mechanics.
7. **Publish** Students publish their drafts in final form with suggestions provided for digital delivery.

## Teacher's Manual

The Teacher's Manual provides English Language Arts skills charts correlated 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. Each activity includes a rubric that addresses both the content and the presentation of the completed project.



## **Benchmark Assessments**

The Benchmark Assessments will help you assess your students' grasp of the skills taught in the *Instruction Coach* program. There are five Benchmark Assessments. Each assessment contains skills taught within a section of the Student Edition and reviews skills from a previous section. The final Benchmark Assessment is summative and reviews the skills taught throughout the program. Performance on these assessments will indicate whether a student has mastered the content of the lessons covered by each Benchmark Assessment.

Each assessment includes four reading comprehension passages, one language arts passage with intentional errors, multiple-choice and open-ended questions, and a writing prompt. The outline below indicates when to assign each benchmark assessment.

**Lesson 1:** Reading Myths and Fables

**Lesson 2:** Reading Short Stories

**Lesson 3:** Writing Fictional Narratives

Assign **Benchmark Assessment 1**

**Lesson 4:** Reading Historical Nonfiction

**Lesson 5:** Writing Personal Narratives

Assign **Benchmark Assessment 2**

**Lesson 6:** Reading Drama

**Lesson 7:** Reading Poetry

Assign **Benchmark Assessment 3**

**Lesson 8:** Reading Technical Texts

**Lesson 9:** Writing Informative/Explanatory Texts

**Lesson 10:** Reading Scientific Nonfiction

**Lesson 11:** Writing Opinion Pieces

Assign **Benchmark Assessment 4**

Assign **Summative Assessment**



# Peer Group Discussions

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In each reading lesson, students will participate in a peer group discussion by reading a passage, answering questions about it, and discussing the lesson's Discussion Questions. Use the following guidelines to introduce to students the rules, roles, and expectations for participating in a peer group.

## Discussion Guidelines

As you begin to implement the program, work with students to create a list of rules by which they should abide when participating in group discussions. Post the rules prominently so that students can refer to them as needed. Review with students why it is important that each member of a group follows the same rules. Consider the following rules for discussion:

- Give your full attention to the person who is speaking. Make eye contact.
- Only one person speaks at a time.
- Do not interrupt when a person is speaking.
- It is OK to disagree with someone politely.
- It is not OK to criticize someone's opinion.
- Do not laugh when a person is speaking.
- Encourage everyone in the group to participate.
- Stay focused on the task.
- Fulfill the role you are assigned.

During peer group discussions, circulate to answer questions and be sure that students are following the established rules and are staying on task.

## Discussion Roles

Each member of a peer group should have an assigned role and a specific task to complete during the discussion. Discuss with students the specific expectations for each role. Display the description and expectation of each role next to the rules in your classroom.

- **Facilitator** keeps the group on task by leading the discussion of the Consider, sidebar callout, and Discussion Questions; asking questions; and making sure each student participates.
- **Note-Taker** records the group's answers to the questions that the group has about the passage and possible answers to those questions.
- **Word Watcher** reviews the vocabulary words that appear before the Share and Learn passage and ensures that each student understands the meaning of each word.
- **Presenter** concludes the group's discussion of the Consider, sidebar callout, and Discussion Questions, and shares the group's final thoughts with the rest of the class. (In groups of three, the facilitator and presenter can be the same student.)

Remind students that although they have been assigned a role, it is their responsibility to share their opinions, to make sure each student gets a chance to speak, and to make sure the group stays on task.



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## ***Managing Peer Group Discussions***

You can run peer-group discussions using the Share and Learn passages in several ways. Divide the class into groups of four students each. The following are suggestions and should be adapted to meet the needs of your classroom.

- **Reviewing the Rules** Review the rules you have established with the class. Remind students that a successful and productive discussion requires students to be prepared, respectful, and on task.
- **Assigning Roles** You may choose to allow students to assign roles within their own groups, or you may want to assign roles to students whose strengths are best suited to the particular role.
- **Reading the Passage** Allow groups to decide if they would like one student to read the passage aloud to the group, take turns reading parts of the passage aloud, or read alone silently. Each student should answer the questions and take notes in the sidebars as they read. If groups decide to read aloud, remind them that they should stop to allow readers to make notes and answer questions as they go through the text.
- **Vocabulary** The word watcher should lead the discussion about the vocabulary words in the passage. As you walk around the classroom during the discussions, check in with the word watcher to make sure students have a correct understanding of the vocabulary.
- **Answering Questions** Students should answer all questions in the Student Edition. Remind students that they should record their answers to the questions in their own books. The note-taker will record the group's answers on a copy of the handout on the next page.
- **The Facilitator** The student in this role should encourage students to ask each other questions about their ideas and to support their ideas with examples from the text. Remind students that it's OK to disagree, but to be considerate by asking for clarification, offering their own opinions supported by the text, and acknowledging that other people might have different insights.
- **Sharing Responses** Having groups share their discussions ties the activity together. Students will be interested to hear what their peers discussed in other groups.

Once the time you have allotted for peer group discussion is over, check to see if any group has questions about the sidebar prompts. After confirming students' understanding, have the whole class discuss their responses to the Consider and Discussion Questions. You may want to have each group present its answer for each question in turns, or you can continue the discussion by having a presenter express the group's most interesting idea. Act as a moderator, and make sure each group gets to share its opinions and to ask about other groups' conclusions. Remember that there is no single correct answer to the Consider and Discussion Questions, so encourage students to share freely their ideas.



## **Peer Group Discussion Recording Sheet**

**Lesson** \_\_\_\_\_

**Selection** \_\_\_\_\_

**Facilitator** \_\_\_\_\_

**Note-Taker** \_\_\_\_\_

**Word Watcher** \_\_\_\_\_

**Presenter** \_\_\_\_\_

**Record your group's thoughts about the Consider Questions on the lines below.**

- 1.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Record your group's answers to the Discussion Questions on the lines below.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Record any other questions or ideas your group came up with during your discussion.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Peer Writing Conferences

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Remind students that peer reviews are supposed to be productive discussions. Here are some reminders to give your students before they begin working with their partners.

When giving feedback:

- **Be positive.** Be sensitive to your partner's feelings. Start by giving positive feedback about something specific in the work. Don't tell your partner only that something needs fixing, but explain why you think it needs improvement, and offer some suggestions for fixing it. You could also ask questions to help the writer explain why he or she wrote what he or she did rather than saying the writing was unclear. Also, look for good points to mention.
- **Remember your audience.** Keep an open mind when reviewing a partner's work. Maybe your partner has written a personal narrative about his or her dog, but you prefer cats. In the peer review process, your personal likes and dislikes don't matter. What matters is the audience the writer is trying to reach. So even if you don't agree with your partner's opinion or choice of topic, try to stay objective when making comments on the writing.

When getting feedback:

- **Listen objectively.** Be receptive to your reviewer's comments. Listen attentively. Don't argue with your reviewer, but feel free to discuss his or her feedback politely and calmly.
- **Use your judgment.** Use your own judgment about the comments your partner made. Keep the purpose of your writing and your audience in mind when deciding whether your partner's suggestions are good ones. You don't have to take every suggestion, but you should always try to be receptive.



# Word Maps to Build Vocabulary

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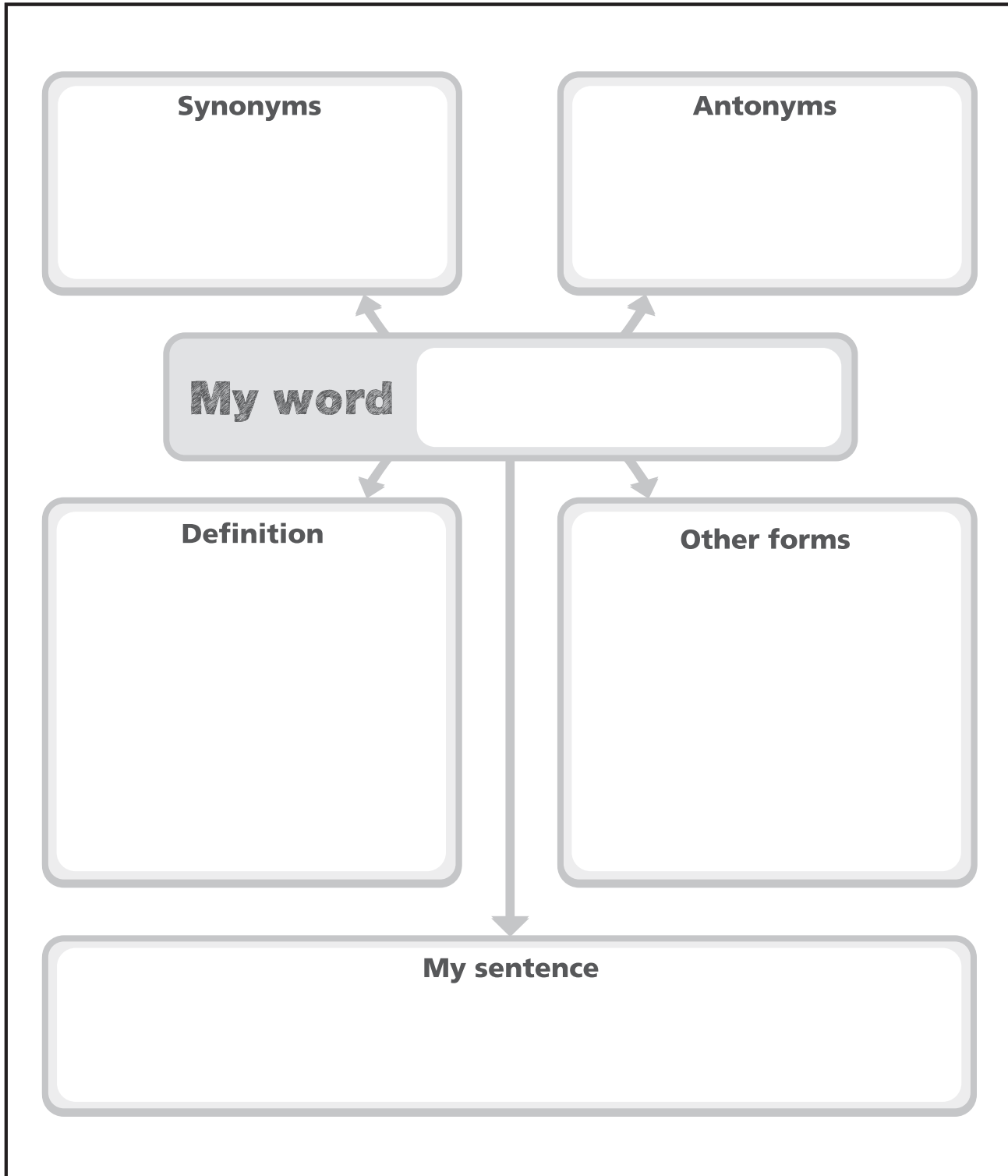
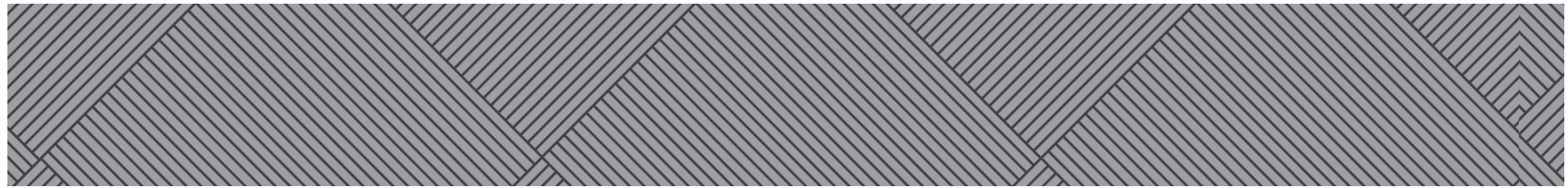
Expanding students' vocabulary is crucial for improving their reading comprehension. A word map is a useful tool for developing students' vocabulary base. It is a graphic organizer that prompts students to think about vocabulary words and concepts in a variety of ways, giving them definitional and contextual understanding. By using word maps, students utilize their prior knowledge to explore the facets of a word or term.

Most word maps ask students to define a word, list synonyms and/or antonyms, and use the word in a sentence of their own creation. Some ask students to draw a picture of the concept. This format helps visual learners explore the meanings of words in depth.

## How to Use the Word Map

Use the word map to introduce the vocabulary words that appear in each Share and Learn passage in the reading lessons. As part of your whole-class instruction, model how to complete the map with one of the highlighted vocabulary words from the passage.

1. Direct students' attention to the word list and word map.
2. Have students put a target word in the central box.
3. Have students suggest words or phrases to put in the other boxes by asking them such questions as "What is it?" and "What is it like?" and "What are some examples?" Note that not all words lend themselves to every box on the word map. For some words, students will be unable to complete all the boxes. Use these occasions to have students explain why the particular word doesn't suit the activity.
4. Model how to write a definition by synthesizing all the information in the word map.
5. Have students create word maps for the remaining vocabulary words as part of their peer group discussions. Have them create the maps in their notebooks, or provide them with blank copies of the map. A reproducible version appears on the next page.





# Freewriting

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Freewriting is a prewriting and drafting technique designed to get ideas flowing. During a freewrite, a student is instructed to write without stopping for a specified brief period of time, usually about five minutes, without worrying about grammar, spelling, or organization. A freewrite is used as an idea starter or to allow students to record broad ideas about a topic. Freewriting differs from brainstorming; in freewriting, students write continuously in phrases and sentences to form a paragraph, while in brainstorming, they list and group ideas, often in a graphic organizer.

## **How to Use Freewriting Activities in the Classroom**

Read the introductory paragraph on the first page of each writing lesson with the class. Lead a brief discussion of it, and then read the Essential Question. Then allow students five to ten minutes to complete a freewrite in response to the Essential Question.

Remind students that their writing can be very rough because the main purpose is to gather ideas. As they are working, circulate to ensure that students remain on task.

As a group, discuss students' freewrite responses after they complete the activity.



# Teacher-Student Writing Conferences

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Writing conferences are meetings held with individual students to discuss their writing. They last about five minutes each. Their goal is not to fix students' writing but to teach them the strategies or techniques they need to fix it themselves. Writing conferences should teach students to write well independently by leading them to assess their own work as they write.

Hold writing conferences during class, while students are working on their writing assignments. You can move a chair from desk to desk to sit near each student, or you can designate a separate table for the task.

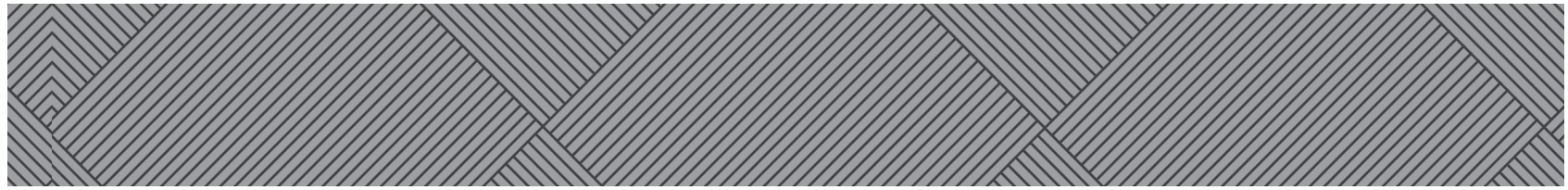
## **Conducting Writing Conferences in the Classroom**

During a writing conference, have the student's writing in front of you both. Frame the conference as a conversation, with both you and the student talking as well as listening.

1. Determine where in the writing process the student is, and assess how well the student is handling the tasks required at that stage. To do this, ask the student open-ended questions about his or her writing or the process being followed.
2. Once you have determined how well the student is progressing, ask follow-up questions to help you narrow down tasks with which the student needs help. Provide the student with feedback, pointing out things that are being done well and things that require work.
3. Use the student's answers to your questions in combination with a quick review of his or her work to determine a relevant writing strategy or technique to teach.
4. Conclude the conference by asking the student to summarize how he or she will utilize the strategy you just taught.

After each conference, record notes on the student's progress on a sheet like the one on the next page. Note any areas with which the student is struggling and the strategies you suggested. This will help you to record each student's progress throughout the year.

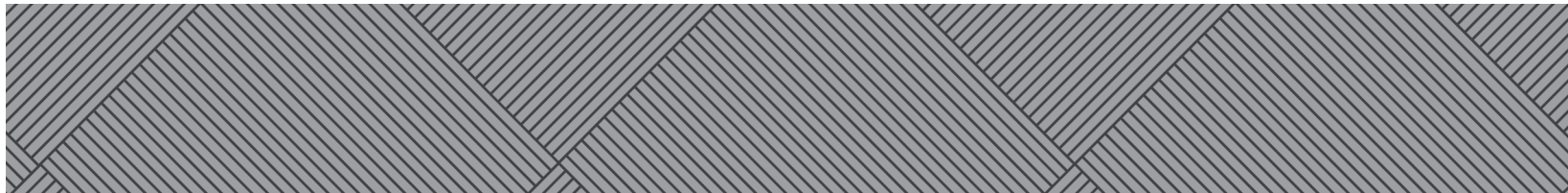




.....

**Week of:** \_\_\_\_\_

Student	Writing Type	Student Needs	Strategy



**Week of:** \_\_\_\_\_

Student	Writing Type	Student Needs	Strategy



**INSTRUCTION  
COACH  
Teacher's Manual**

**English Language Arts, Grade 3**

# Reading Myths and Fables

## Focus Skills

- Ask and Answer Questions
- Retell Stories: Central Message and Key Details
- Fable
- Myth
- Moral
- Theme
- Context Clues
- Point of View
- Illustrations
- Engage in Collaborative Discussion

## Review Skills

- Ask and Answer Questions
- Retell Stories: Central Message and Key Details
- Moral
- Context Clues
- Point of View
- Illustrations

## Foundational Skills

- Common Suffixes

## Reading Selections

**Listen and Learn** *The Wind and the Sun / Daylight* . . . . . 6

**Share and Learn** *How the Camel Got His Hump* . . . . . 12

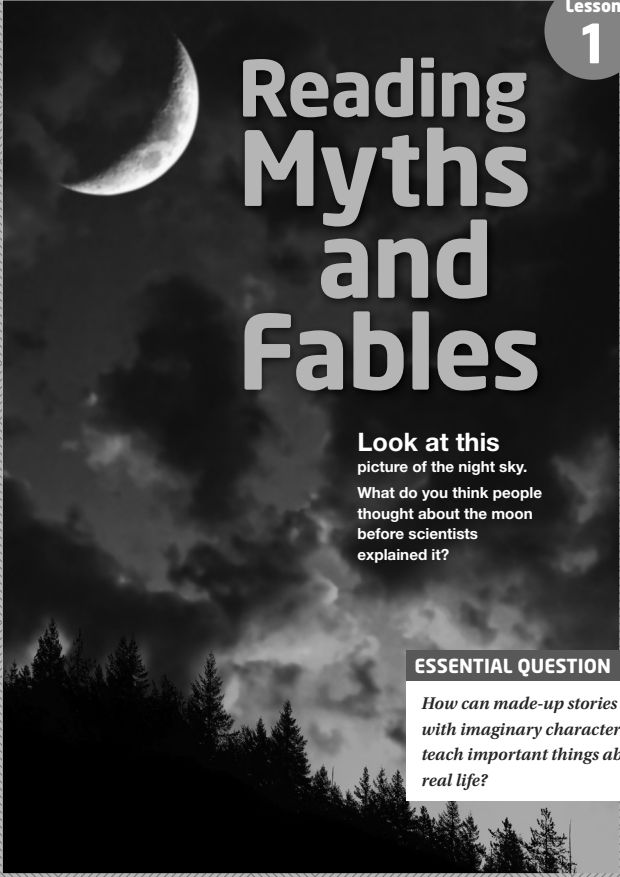
**Read On Your Own** *Tiger Gets His Stripes* . . . . . Online Handout

## Whole Class

## Listen and Learn

### **The Wind and the Sun** Student Edition page 5

Direct students' attention to the photograph of the night sky. Lead a discussion about what people thought about the moon long ago.



**Lesson 1**

# Reading Myths and Fables

**Look at this**  
picture of the night sky.  
What do you think people  
thought about the moon  
before scientists  
explained it?

**ESSENTIAL QUESTION**  
*How can made-up stories  
with imaginary characters  
teach important things about  
real life?*

Lesson 1 • Reading Myths and Fables 5

#### **Why are people interested in the moon?**

Possible response: The moon is beautiful, but it is also distant and mysterious. Almost every culture in the world has stories about the moon because it has fascinated people for so long. By studying the moon, scientists hope to learn more about the universe and the world around us.

#### **Why do you think people who lived long ago used stories to explain how the moon was created?**

Possible response: People who lived long ago were fascinated by the moon and curious about how it came to be. People didn't have the same knowledge of science that we do today, so they often made up stories to explain how the moon, and other things in nature, were created. Stories helped people make sense of the world around them.

#### **Essential Question**

Read the Essential Question aloud. Tell students to keep it in mind as they read the lesson selections.

Possible response: Made-up stories with imaginary characters can include a moral, or important lesson, about life. Many cultures of the past created stories to help them understand the world around them. Made-up stories can also help explain things in the world that might be hard to understand.



## The Wind and the Sun Student Edition pages 6–7

Read the fable straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

### Think Aloud

#### FABLE

*I can tell this is a fable because it has things in nature that act like real people. This story is about the Wind and the Sun. They're arguing the same way that people argue in real life. One says something that the other disagrees with, so they decide to test their strength as a way to settle the argument. This isn't usually a good way to settle an argument, but I know people do this sometimes, too.*

#### ASKING AND ANSWERING QUESTIONS

*Asking and answering questions as you read can help you understand the story better. This story starts with the Wind and the Sun having an argument. So my first question is "What are they arguing about?" Let me keep reading to find the answer to my question. Here it is! The Wind and the Sun are arguing over which of the two is stronger. I'll keep reading and see if I have any more questions about the story.*

#### CONTEXT CLUES

*When you don't know the meaning of a word, it's helpful to look for hints, or context clues, in the surrounding words and sentences to get the meaning. I don't know what the word defeated means. I'll look at the words around the word defeated. A good clue is that the Wind gave up blowing against the man. The text says the Wind puffed with all its might and was out of breath. Using these context clues, I can determine that defeated means "beaten" or "discouraged."*

### Listen and Learn

#### Consider

What happens when two forces of nature—the Wind and the Sun—get into an argument?

In what ways are the Wind and the Sun like real people?

**FABLE** A fable is a story that teaches a lesson. It features animals or things in nature that behave like people. Fables are imaginary, but they include things that are true to life. This story begins with an imaginary argument between the Wind and the Sun. In what way is their argument true to life?

**ASKING AND ANSWERING QUESTIONS** Asking yourself questions and looking for the answers as you read can help you understand a story better. On this page you might ask, "What are the Wind and the Sun arguing about?" What other questions could you ask yourself about what is happening or what the characters are like? Look for answers to those questions as you read further.

**CONTEXT CLUES** You can often figure out a word you don't know by looking for hints, or context clues, in the words around it. Look at the word *defeated* in paragraph 8. What context clues can you find that help you understand the meaning of *defeated*?

## The Wind and the Sun

*adapted from a fable by Aesop*

One day the Wind and the Sun were arguing over which of the two was stronger.

"I'm a lot stronger than you," said the Sun.

"Don't be silly," said the Wind. "I'm truly more powerful!"

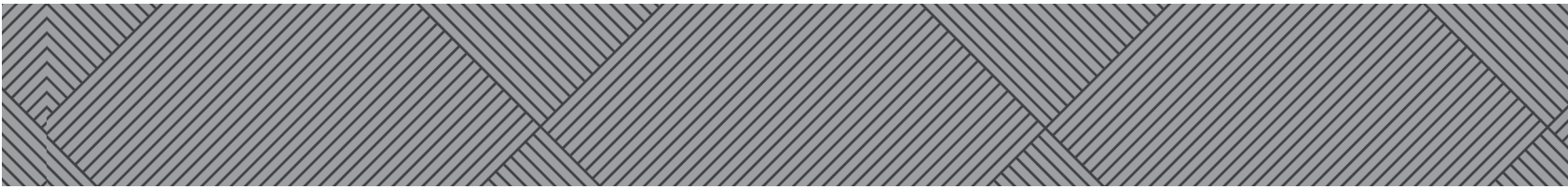
The friends argued but could not agree. Suddenly, a man wearing a dark cape came walking down the road.

"Here's how we can end our quarrel," the Sun said. "The one of us who can make that man take off his cape is the stronger. You go first." Then the Sun hid behind a cloud.


"That's easy," said the Wind. "I've blown hats off many people."

The Wind whipped itself up and blew against the man. This made the traveler grip his cape. The Wind decided to blow even harder, but then the man held his cape more tightly.

Finally, the Wind gave up. "I've puffed with all my might," he said in a defeated voice. "I'm all out of breath."



**Listen and Learn**



10 "It's not so easy, is it?" asked the Sun with a chuckle. "Now it's my turn."

The Sun beamed a few rays on the man, and he opened his cape. When the man stopped at a river for a drink, the Sun shone the full power of its heat. Soon the man was dripping with sweat. At last, he took off the cape and tossed it on the grass.

"That settles it. I'm stronger! I have won our argument," said the Sun. Then, more meekly, the Sun asked, "Can we still be friends?"

**Moral:** A gentle way often succeeds where a forceful way fails.

**ILLUSTRATIONS**  
Illustrations, or pictures, can often help tell a story. A picture can show more details about the characters and help you understand them better. What do you learn about the Wind and the Sun in this picture?

**MORAL** "The Wind and the Sun" is a fable. It ends with a moral, or a short lesson about life. What lesson does the Wind learn in this fable? How could you use this lesson in your own life?

**Lesson 1 • Reading Myths and Fables 7**

**Think Aloud**

**ILLUSTRATIONS**

When I look at this illustration, I see that the Wind is shown to look like a person. The Wind has a face and what look like hands. The Wind looks angry in this drawing. The illustration also shows me that the Wind is blowing very hard, because the trees are bending over, and the man's cape is flying out behind him. The Sun, however, looks kind and gentle as it is shining on the man.

**MORAL**

The moral of this fable is that a gentle way often succeeds where a forceful way fails. I think this is a great lesson. I know that it's better to say "please" and "thank you" when I want something rather than being forceful and trying to take it. In an argument or disagreement, it is often better to be kind and listen to the other person rather than only trying to get your own way. I can use these lessons in my everyday life.

**Word Analysis**

Direct students to the word *powerful* in paragraph 3. Have them identify these parts of the word: *power*: root word; *-ful*: suffix or ending. Discuss what each word part means using the following examples:

This battery's power lasts up to six hours. (*Power* means "strength" or "ability.")

We were hopeful that the rain would stop soon. (*-ful* means "full of")

Put the word part meanings together to show that *powerful* means "full of power or strength."

Repeat these steps for the word *forceful*, which appears in the moral at the bottom of page 7.

## Daylight Student Edition pages 8–9

Read the myth straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

### Think Aloud

#### MYTH

*I know that the purpose of a myth is to explain things about the world. The first sentence of this story is “A long time ago, there were not many hours of daylight.” I’m not sure yet what this myth is about, but I think it will explain how we got more daylight.*

#### USING ILLUSTRATIONS

*Pictures help the reader see what the characters look like and how they behave. In the illustration on this page, I see that Tavu is very sad that his arrows are not reaching the sun. His ears are pinned back, his eyes are closed, and he is crying. The illustration on the next page shows that Tavu and the Paiute people are celebrating because they are dancing together. These pictures not only tell me about Tavu’s personality but also help me understand what is happening in the story.*

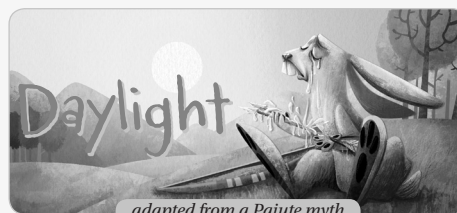
#### POINT OF VIEW

*Point of view shows who is telling the story. In first-person point of view, the narrator is a character in the story, and the story is told from his or her perspective. The narrator uses the words I, me, we, and us. In third-person point of view, the story is told by someone outside of the story. The narrator uses the words he, she, it, they, and them. “Daylight” is told in the third-person point of view. I know this because the story uses the word he.*

### Listen and Learn

#### Consider ▶

Why does the sun come and go from the sky?  
Why do we have both daylight and darkness?



adapted from a Paiute myth

**MYTH** A myth is a story that tells how something in nature came to be. What do you think this myth will tell about?

**USING ILLUSTRATIONS** Pictures can show what characters look like and how they behave. Studying a story’s illustrations can help you better understand a character’s personality and actions. Look at the pictures of Tavu on these pages. What do the details in the pictures tell you about Tavu? How do these pictures help tell the story?

**POINT OF VIEW** Point of view shows who is telling the story. In this story, the narrator is telling the story. Who is the narrator of this story? Is it one of the characters or someone who is not part of the story? How do you know?

1 A long time ago, there were not many hours of daylight. Nights were long, and days were very short. The Paiute people did not have enough time to hunt before it got dark.

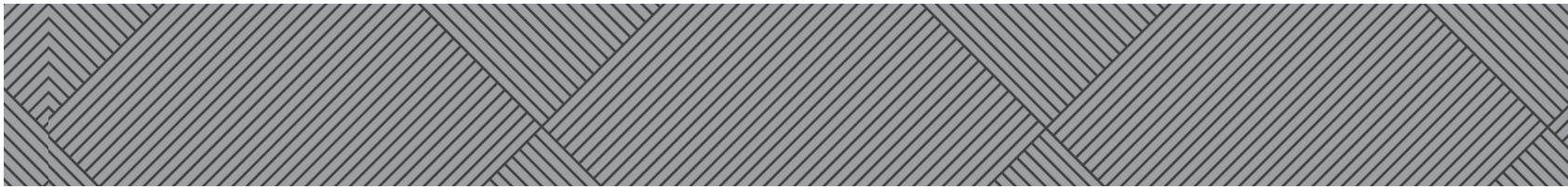
The rabbit Tavu wanted to help them, so he decided to go to the place where daylight began. He packed up his bow and his arrows and set out on a journey east toward the sun.

Tavu traveled far. He wandered through forests and hopped on stones to cross rivers. At last he came to the edge of the world, where the sun lived. He hid behind a large rock that night and waited for the sun to come out in the morning.

As soon as the sun began to rise, Tavu raised his bow and an arrow. He took aim and shot. The arrow did not get near the sun at all. It burned up before it got close. Tavu tried again. He walked closer to the sun, shooting arrows as he went. Every arrow burst into flames before it reached its mark.

5 Finally, there were only two arrows left. Tavu was upset. He sat on the ground and began to weep. He cried so much that his tears soaked his last two arrows.





**Listen and Learn**

Tavu gathered his strength. He took aim again and shot one of his last two arrows. He smiled when he saw how close the arrow came. It almost hit the sun! Wet with tears, the arrow did not burn up. He let his last arrow fly. This time, it struck the target. The sun fell to the ground.

Tavu moved quickly. He cut the sun into pieces and threw one piece into the sky.

"Go higher than before and make the days longer," he commanded. Then he ran away as fast as he could.

The angry sun tried to chase Tavu. Every time it came close, the clever rabbit hid. At last the sun gave up. Tavu watched it rise higher and higher into the sky. He was very pleased.

10 "Now the day will be longer," he said.

When Tavu returned, the Paiute people cheered. They held a sun dance in his honor. They begged Tavu to go fight the sun again.

"We want daylight all the time," they cheered.

"No," said Tavu. "You need night as well as day. You must have time for sleep."

And from that day to this, the world has had both daylight and darkness so that people have time to work and to rest.

**DETAILS** Details give information. They tell who, what, when, where, and how. One detail in the story is that Tavu's arrows got wet when he cried. Why is the wet arrow able to hit the sun?

**RETELLING** One way to enjoy a story is to retell it, or tell it again in your own words. To retell this story, first think about the main idea: Tavu the rabbit makes the sun stay up longer so people will have more daylight. Then think about the details that show how Tavu does this. What details would be important to include when retelling the story?

**THEME** This myth explains that in most parts of the world, the day is divided fairly equally into daylight and darkness. The story also has a theme. A theme is the message or truth about life that a story suggests. One theme of this story is that a small person can make a big difference, if the person is brave and determined. How do Tavu's actions in the story support this theme?



Lesson 1 • Reading Myths and Fables 9

**Think Aloud**

**DETAILS**

*Details give information about the story. One detail in the story is that Tavu's arrows got wet when he cried. This might explain why the last two arrows didn't burn up. The arrows were too wet from Tavu's tears to burn up before they reached the sun.*

**RETELLING**

*When you retell a story, you tell the main idea of the story again in your own words. The main idea of this story is that a rabbit named Tavu makes the sun stay up longer so the Paiute people will have more daylight. What details would help me tell how Tavu completed this task? Tavu makes the sun stay up longer by shooting it with an arrow that was wet from his tears. Tavu then cuts the sun into pieces and throws one piece into the sky. He commands the sun to go higher than before to make the days longer.*

**THEME**

*The theme is a message or a truth about life that the story suggests. One theme of this story is that a small person, if he is brave and determined, can make a big difference. Tavu is a rabbit who goes out alone to hunt the sun. He wants to help the Paiute people get more daylight so they will have enough time to hunt. He shoots arrows at the sun and becomes discouraged because none of his arrows hit. Tavu starts crying, but he doesn't give up. Finally, he succeeds in hitting the sun. He completes his mission because he is brave and does not give up. His actions demonstrate the theme that anyone who really cares about something can make a big difference.*

**The Wind and the Sun and Daylight** Student Edition page 10

Read the directions aloud. Allow students to go back to the stories to answer the questions. As students are working on their charts, circulate around the room and provide help as needed.

**Sample answers**

**The Wind and the Sun**

**Row 1**—This story is a fable because it has things in nature behaving like people do. Another clue that it is a fable is that it has a moral stated at the end of the story.

**Row 2**—The main characters in this story are the Wind and the Sun. A minor character in the story is the man whom the Wind and the Sun are affecting.

**Row 3**—Like most fables, the purpose of this story is to teach a lesson. The lesson here is that a gentle way often succeeds where a forceful way fails.

**Daylight**

**Row 1**—This story is a myth because it tells how something in nature came to be.

**Row 2**—The main character in this story is the rabbit, Tavu. Minor characters in the story are the Paiute people.

**Row 3**—Like other myths, the purpose of this story is to explain a natural event. This myth explains how the world has both daylight and darkness.

**Comprehension Check**

Look back at “The Wind and the Sun” and “Daylight.” Fill in the chart to answer questions about each story.

	“The Wind and the Sun”	“Daylight”
<b>Type of Story</b> Is this story a myth or a fable?		
<b>Characters in the Story</b> Who are the characters in the story?		
<b>Purpose of the Story</b> What is the purpose of the story?		

### Review Skills

Before dividing students into peer groups, reteach any of these concepts with which students are struggling. Questions based on these review skills appear in the Share and Learn questions that scaffold the passage.

<b>ask and answer questions</b>	<b>to ask yourself questions about a story to help you better understand it and then to look for answers as you read</b>
<b>retelling</b>	<b>telling a story in your own words, focusing on the central message and the key details that help convey it</b>
<b>moral</b>	<b>a short lesson about life often taught by a fable</b>
<b>context clues</b>	<b>clues near an unknown word that can help you determine its meaning</b>
<b>point of view</b>	<b>the way a story is told, based on who is telling it—a character in the story or someone outside the story</b>
<b>using illustrations</b>	<b>noting how pictures help set the mood of a story or show what the setting or characters are like</b>

### Vocabulary

Use word maps to introduce the vocabulary words that appear in the Share and Learn passage that follows. As part of your whole-class instruction, model how to complete the maps with one of the vocabulary words from the passage. Have students complete word maps for the remaining words as part of their peer groups. More information on using word maps, as well as a blank reproducible, appears on pages xv–xvi.

#### Sample answers

**My Word**—*idle*

**Synonyms**—*inactive, lazy*

**Antonyms**—*busy, active, occupied*

**Definition**—*resting, relaxing, hanging around, not busy, not working*

**Other Forms**—*idleness, idly*

**My Sentence**—*The old truck sat idle in the garage because the tires were flat.*



## Peer Group

## Share and Learn

### How the Camel Got His Hump Student Edition pages 12–18

Now have students break into groups and read the Share and Learn passage together.

#### Peer Group Learning Checklist

For general information about setting up cooperative learning groups, see pages x–xiii in the Introduction.

##### Before class ...

- ✓ Decide how you will group students. For this selection, heterogeneous groups of three to five students are recommended.

##### During class ...

- ✓ Review the directions with the class before assigning students to groups.
- ✓ Assign students to groups. Assign a note-taker within each group. Give the groups thirty minutes to read, review, and discuss the selection and to write their responses to the questions.

- ✓ As groups read, review, and write, circulate around the room. Check that each student is included and focusing on the work the group is doing. Use questions such as the ones provided on the Student Edition pages to check for understanding.
- ✓ As groups discuss the selection, circulate around the room and check that the discussions remain on task. Remind students to think about the Consider questions at the beginning of the selection.

Possible answers to the questions are below.

#### Sample answers

**Page 12, DETAILS**—The Camel lives in the desert because he does not want to work.

**Page 12, CONTEXT CLUES**—Circled words for *fetch*: “with a stick in his mouth”; “carry”

**Page 12, USING ILLUSTRATIONS**—The Horse, the Dog, and the Ox look angry and upset with the Camel.

**Page 13, POINT OF VIEW**—The story is told by a narrator who is outside the story. This is the third-person point of view. I know this story is written in third person because the narrator uses the words *he* and *him*.

**Page 13, ASKING AND ANSWERING QUESTIONS**—Two questions I can ask about the characters and how they act toward each other are “How will the Horse, the Dog, and the Ox solve their problem with the Camel?” and “Why is the Camel so rude to the other animals?”

**Page 13, DETAILS**—The Camel’s refusal to work means that the other animals must work extra hard to make up for the Camel’s laziness.

**Page 14, CONTEXT CLUES**—Circled words for *reflection*: “looking at his own”; “in a pool of water”

**Page 14, ASKING AND ANSWERING QUESTIONS**—One question I could ask myself about the Djinn’s role in this part of the story is “What will the Djinn do to make the Camel work?”

**Page 15, DETAILS**—The man is similar in both of the stories because he cannot control what is happening to him. In “The Wind and the Sun,” the man is blown around by the wind and made hot by the sun in their competition for power. In “How the Camel Got His Hump,” the man has to reorganize his life because the camel decides not to do any work. The man is different in each story because in “How the Camel

Got His Hump,” the man is in charge of the animals, but in “The Wind and the Sun,” he is just walking by.

**Page 15, USING ILLUSTRATIONS**—The illustration helps me see what is happening in the story. I see that the Camel has grown a hump on his back when there was nothing there before. The pictures also show how the hump grows bigger and bigger.

**Page 16, RETELLING**—The details I would include in the retelling of this story are: the Camel did not

want to work, the Djinn came and punished the Camel for his idleness by giving him a hump, and now the Camel can live and work for three days straight without eating because of the hump.

**Page 16, MORAL**—The Camel’s actions support the moral of the story because he was idle and did not want to work. Therefore, the Camel suffered the consequences and was given a hump so that he could work for a long time without rest.

Now that your students have read “How the Camel Got His Hump” together, have them complete the Discussion Questions as a group. Then have them answer the Comprehension Check questions on their own.

### DISCUSSION QUESTIONS

1. Do you think the Camel’s punishment was fair? Support your answer with details from the text.

#### Evaluation Guidelines:

- Answers should maintain a clear focus in explaining whether or not the Camel’s punishment was fair.
  - Either answer is acceptable, as long as it is supported by relevant and accurate details from the text.
  - Answers should be written in paragraph form and should use proper grammar to convey ideas effectively.
2. Now that the Camel has a hump, how might his behavior be different? How might it be the same as it was at the beginning of time? Support your answer with details from the text.

#### Evaluation Guidelines:

- Answers should maintain a clear focus in answering both parts of the question—how the Camel’s behavior might be different (he probably will no longer look proudly at his reflection) and how it might be the same (he will still be stubborn).

- Answers should be supported by relevant and accurate details from the text.
- Answers should be written in paragraph form and should use proper grammar to convey ideas effectively.

### COMPREHENSION CHECK

1. The Camel says “Humph!” because he is stuck-up, unfriendly, lazy, and doesn’t care about working. He does not want to explain why he does not want to work, so he just says, “Humph!”
2. The Man deals with the Camel by allowing him not to work. He tells the Horse, the Dog, and the Ox that they will have to work harder to make up for the Camel’s idleness. When the Djinn comes along, he tells the Camel that he should start working. When the Camel says “Humph!” the Djinn punishes him by giving him a hump. I think the Djinn’s way is better because he treats all of the animals fairly. He also teaches the Camel a lesson for being lazy.
3. Tavu and the Djinn are similar in that they both fix problems in their stories. Tavu shoots an arrow into the sun so that the day will be longer. The Djinn gives the Camel a hump so that he will work along with the other animals. Tavu and Djinn are different in that the Djinn is powerful and in charge of all deserts, while Tavu is just a rabbit who has to work hard to achieve his goal.



***Independent***

***Read On Your Own***

***Tiger Gets His Stripes***

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Assign one level of the independent reading passage and its associated comprehension questions to each student based on his or her reading level. The passage can be read in class or as homework.



# Speaking and Listening Project

## Communicate/Collaborate

### Overview

## Mythology Board Game

In this activity, students will be placed into groups and assigned a specific myth to read. After they have read and discussed it as a group, they will create a board game based on the myth.

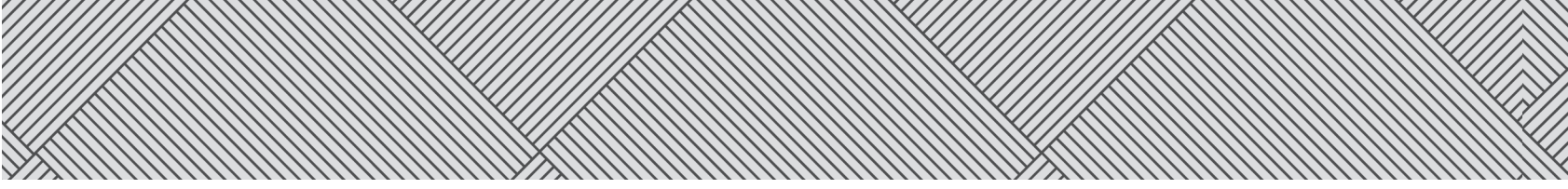
- **Technology note:** Students may benefit from using technology to complete step #8 of the project.
- **Time required:** Groups will read a myth for homework. Devote one hour of class time for students to discuss their myths and plan what kind of game they are going to create. Devote three days for students to complete their project during free time. Devote one hour of class time for presentations and playing each other's games.
- **Materials needed:** Examples of myths from various cultures, such as the Native American myth "Fire," the Mexican myth "Badger Names the Sun," or the Greek myth "Pandora."

### 21st Century Student Outcomes

- Use a wide range of idea-creation techniques (such as brainstorming).
- Develop, implement, and communicate new ideas to others effectively.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work, and understand the real-world limits to adopting new ideas.

### Procedure

1. Tell students that they will split into groups and be given a myth to read. After they have read the myth and discussed it as a group, they will create a board game based on the myth.
2. Begin by reminding students that they have read a myth. Review with students that a myth is a story about gods, goddesses, or other heroic characters that tries to explain things about the world. If necessary, allow time for students to review the myth "Daylight."
3. Discuss the purpose of a myth with the class. Ask the following questions: *Why do you think myths from different cultures explain similar things? How do myths reflect the time and place they come from?*
4. Discuss with students some board games they might have played. Have students identify important elements of game design, such as the objective of the game, rules, board or card design, and player pieces.

- 
5. Break the class into three or four groups. Assign each group a myth to read for homework. (Do not assign a myth that has already been read as a class.) The next day, have students come back together in their groups to discuss their myths. Have them discuss the following:
    - Who were the characters in the myth?
    - Where did the myth take place?
    - What happened to the characters? Did the characters go on a journey? What was the conflict in the myth?
    - What happened at the end of the myth?
  6. Allow time for groups to brainstorm ideas for their game based on the conflict, journey, characters, setting, and conclusion of the myth. Circulate around the room and provide support or suggestions if groups need help thinking of a design or agreeing on one. For example, a group creating a game based on the Hercules myth can design a game where players must answer a question to earn points in order to accomplish each of Hercules's twelve tasks. Tell students that their game should have a starting point, a middle section where the game is played, and an ending point that must be reached to win the game.
  7. Have students create the board game using the myth they were assigned as the "story" behind the game. Explain to students that the purpose of this assignment is not just to create a board game but also for students to develop and demonstrate communication and collaboration skills. Have students work together to create and design the board and game pieces, as well as a brief set of rules for the game. Point out that all members of the group are responsible for making sure that:
    - every member participates and contributes to the group's project,
    - responsibility for the project is shared by all,
    - communication is collaborative and purposeful.
  8. Once groups have created their games, have each group write a brief story to introduce its game. For example, students might write a brief story about how Hercules had to accomplish twelve very difficult tasks as punishment for his crime. Tell them they can choose from a variety of ways to present their stories, but that their presentation must include an audio or visual display. For example, a group could present its story in writing, accompanied by multimedia components that illustrate or expand on the setting, characters, or events in the story. Another group might present its myth in an audio recording with sound effects. A third group might choose to present its story in computer-animated form. Encourage them to make their stories clear, well organized, accurate, and appealing to the audience.
  9. Schedule class time for groups to present their stories and play each other's board games. Tell groups that they should involve all their members in the presentation of their stories. Allow five to ten minutes or more for each group to read aloud its story to the class and present its board game. Finally, after all the groups have presented their stories, have the class spend an hour playing each other's games and learning about each of the myths.



## Assessment

Assess each group's work on content and presentation. Assess content on appropriate use of the myth, quality and creativity of the board game, and quality of the accompanying audio recordings and/or visual display of the story. Assess presentation on clarity, organization, delivery, and audience appeal.

Rubric		
Score	Content	Presentation
4	Board game shows a strong understanding of both the myth and the elements of an engaging game; accompanying audio or visual content is clear, well organized, and effective.	Presentation is very clear and well organized, delivered smoothly and effectively, and is highly appealing to the audience. Students speak in complete sentences and read orally with accuracy, appropriate rate, and expression.
3	Board game shows a reasonable understanding of the myth and the elements of an engaging game; accompanying audio or visual content is mostly clear, organized, and effective.	Presentation is moderately clear and well organized, well delivered but with some lack of smoothness and effectiveness, and moderately appealing to the audience. Students mostly speak in complete sentences and read orally with accuracy, appropriate rate, and expression.
2	Board game shows some understanding of the myth and the elements of an engaging game; accompanying audio or visual content is somewhat clear, partially organized, and is somewhat effective.	Presentation is only partly clear and well organized, delivered with hesitation or uncertainty, and has limited appeal to the audience. Students sometimes speak in complete sentences and sometimes read orally with accuracy, appropriate rate, and expression.
1	Board game shows a weak understanding of the myth and the elements of an engaging game; accompanying audio or visual content is minimal, unclear, not well organized, and is not effective.	Presentation is unclear and disorganized, delivered with significant hesitation or uncertainty, and does not appeal to the audience. Students do not speak in complete sentences and do not read orally with accuracy, appropriate rate, and expression.