UNIT 3

Magnetic Literacy™

Sample Lessons

PLANTS AND ANIMALS IN DESERT HABITATS: SESSIONS 21–25



by i-Ready

GRADE 2

A Week of Connected Literacy Instruction

Welcome, and thank you for your interest in *Magnetic Literacy*.

What follows is one week pulled from a complete, year-long core literacy program.* Explore these pages to see how foundational skills and integrated reading and writing come together across a typical week.



**Not included in these pages: Magnetic Readers, Program Cards, Session Slides, Anchor Charts, and the Student Assessment Book.*

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Your Guide to This Sample Week

Connected Learning at a Glance

Sessions 21–25 make up the fifth week of this six-week, 30-session unit.

Across these sessions, students discover how a single desert reveals two very different worlds through the vivid contrasts of day and night in *A Day and Night in the Desert* and the up-close science of *Cactus Hotel*, before beginning the unit's explanatory writing task.

Each session pairs foundational skills instruction with integrated literacy, so students apply their growing knowledge of letters and sounds as they read and write.

		Session 21	Session 22	Session 23	Session 24	Session 25
Foundational Skills		Phonics: r-Controlled *ar*	Phonics: r-Controlled *ar*	Phonics: r-Controlled *ar*	Phonics: r-Controlled *ar*	Assessment: r-Controlled Vowel (*ar*)
Integrated Literacy	**Texts**	*A Day and Night in the Desert*	*Cactus Hotel*	*Cactus Hotel*	*A Day and Night in the Desert*, *Cactus Hotel*	*Fennec Foxes*, *Gila Monster's Burrow*
	Skills	Compare and Contrast	Question Answer Relationships	Author's Purpose	Compare and Contrast Texts	Explanatory Writing

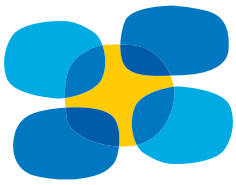
4 Things to Look For:



It's a Thinking Curriculum

Curated text sets build real knowledge, then authentic writing lets students apply it.

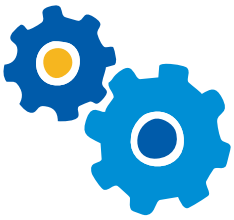
Notice: Students build knowledge about desert survival across two informational texts, then apply that same comparative thinking to the end-of-unit explanatory writing task. See pages 67 and 75.



Literacy Instruction Is Integrated

Reading and writing grow together, with vocabulary, grammar, and skills taught in context, not isolation.

Notice: Students ask and answer questions about a text, then use word meanings from that same text to support and develop points in their writing. See page 47.



Skills Connect to Meaning

Foundational skills are taught explicitly, then applied right away through connected reading and writing.

Notice: Phonics skills are explicitly taught, then immediately applied by reading a connected decodable text that relates to the unit's focus on habitats. See page 22.



Responsive Instruction

Embedded assessments and scaffolds provide the right next step for every learner.

Notice: Checks for Understanding, Exit Tickets, and content-specific, tiered English learner supports appear throughout. See pages 9 and 10.

Plants and Animals in the Desert



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1 — 2 — 3 — 4 — 5 — 6

Unit 3 Overview

In this unit, children learn about plants and animals in a desert habitat. They learn how adaptations and behaviors allow living things to survive in such extreme conditions. They write an explanatory piece comparing and contrasting facts from two texts about animal survival in the desert.

ESSENTIAL QUESTION

How do living things survive in a desert habitat?

KNOWLEDGE

- The desert habitat is a unique place with many extremes.
- Living things have adaptations and behaviors that help them survive in the desert.
- The Saguaro cactus plays a vital role in the Sonoran Desert ecosystem.

KEY LANGUAGE FOCUS

- **Explain/Inform:** Use language to explain how desert plants and animals survive and to inform others by comparing key ideas and details from different texts.

READING SKILLS

- Identify author's purpose—what an author wants to answer, explain, or describe.
- Compare and contrast important points in two texts on the same topic.

WRITING SKILLS

- Write explanatory texts.
- Plan, revise, and edit.
- Use adjectives, irregular verbs, grammar conventions, and commas in a series.
- Use reference materials and participate in research.

FOUNDATIONAL SKILLS

- Decode and encode words with long *i*: *y*, *igh*, *i*, *ie;* long *o*: *o*, *oa*, *ow*, *oe;* long *u*: *u_e*, *ue*, *ew*, *u*.
- Decode and encode words with silent letters *wr*, *kn*, *gn*, *mb*, *sc* and *r*-controlled vowel *ar*.
- Decode and encode words with contractions *'s, 't;* prefixes *re-*, *pre-*, *un-*, *dis-;* vowel team and *r*-controlled vowel syllable patterns.
- Read texts with accuracy and fluency.

END-OF-UNIT WRITING

Explain how living things survive in the desert. Compare facts from *A Day and Night in the Desert* and *Cactus Hotel* in your response.

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SESSION PREVIEW

MODULE 3 • Session 21

SESSION GOALS

FOUNDATIONAL SKILLS Introduce	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Read and write words with *r*-controlled vowel *ar*. • Read longer words with *r*-controlled vowel *ar*. • Read Super Words *more, now, only, our.*	• Compare and contrast information in a text. • Use a fact to support a point.	• Compare and contrast life in the desert at different times of day using words such as *similar, both,* and *different.*

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 304) WHOLE CLASS (40 MIN.)	INTEGRATED LITERACY (P. 306) WHOLE CLASS (50 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 3, Module 3, Session 21 • **SS&A Cards and Video:** *ar* /är/ • **Super Word Cards:** *more, now, only, our*	• **Integrated Literacy Slides:** Unit 3, Module 3, Session 21 • **Vocabulary Cards:** *den, store, horizon* • **Anchor Chart:** Compare and Contrast Texts	• **Magnetic Reader:** *In the Rainforest* • Additional materials vary based on class needs–*See Weekly Materials (p. 301) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Use **Collect and Display** to help children bridge from everyday to more academic language as they compare and contrast day and night in the desert during Reflect: Revisit the Text on p. 310.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Ask, *"What do animals such as coyotes and owls do during the day?"* Listen for words such as *rest, sleep, relax,* and *inactive.* **Ask,** *"What do they do at night?"* Listen for words such as *hunt, pounce,* and *catch.* Scribe the words in a chart with one column for Everyday Language and another for Academic Language. Ask volunteers to use *inactive* in a sentence. Provide: *The ___ is ___ during the day.*	Pair children to choose an animal, with one child describing its daytime activities and the other the nighttime activities, then switch to describe the activities of another animal at opposite times. Prompt for words related to eating such as *gather, chew, graze,* and *nibble.* Circulate to collect words and phrases to display in the appropriate column of the chart. Invite volunteers to explain the academic words.	Invite a volunteer to explain what *in common* means. Have small groups share ideas about what desert animals have in common. Circulate to listen for words and phrases such as *stay warm/cool, hunt for food,* and *escape from predators.* Prompt for use of terms such as *shelter.* Collect the terms and call them out so groups can decide whether to list them in the chart as Everyday Language or Academic Language.

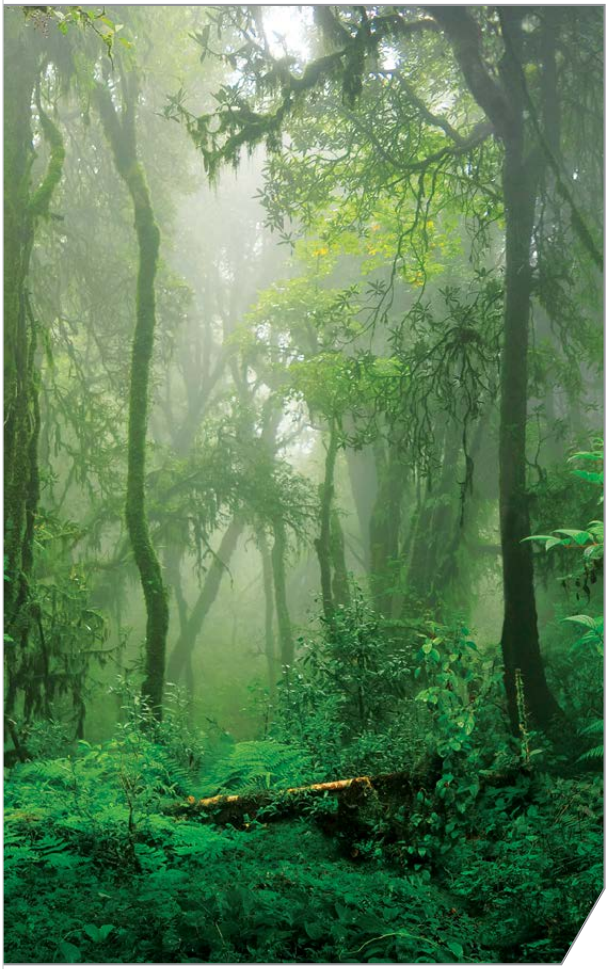
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FOUNDATIONAL SKILLS • r-Controlled Vowel: *ar*

Learning Goals

- I will read and write words with *r*-controlled vowel *ar*.
- I will read longer words with *r*-controlled vowel *ar*.
- I will read Super Words *more, now, only, our.*

Build Words! (40 MIN.)



PHONICS

r-Controlled Vowel: *ar*

EL **SUPPORT LANGUAGE TRANSFER** There is no sound-spelling match for /är/ in Spanish or Mandarin. Say the sound slowly with children, pointing out how your mouth moves to say /r/. Then have children lightly clap as they say each sound in a word.

TEACH Display the **SS&A Cards** for *r*-controlled vowel *ar*. Say the image name, say the sound, and have children repeat after you. Teach /är/ as in *art*. Write *art* and read it aloud. Underline the *ar* and say the sound. **Say,** *"In the word art, /är/ is spelled ar. The consonant r changes the vowel sound before it. The vowel is neither long nor short. It is called an r-controlled vowel."* Point to the letters *ar* and have children say the sound with you. Point out that *ar* might appear in any part of a word or syllable.

BLEND WORDS ROUTINE

MODEL Write the word *car*. Point to *ar*.

Say the New Sound: *"I am going to say our new sound in this word: the letters a and r together stand for /är/."*

Blend the Sounds Together: *"Now listen as I blend all the sounds together: /kär/,* car. *Say the word with me:* car."

APPLY Write the word *large*. Point to *ar*.

Say the New Sound: *"Your turn! Say our new sound in this word." (/är/)*

Blend the Sounds Together: *"Now blend all the sounds together to say the word." (/lllärj/,* large)

With children, use the routine to blend the words below.

ark	**march**	**bar**	**shark**
farm	**yard**	**bark**	**cart**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to blend words with r-controlled vowel* ar . . .

THEN Review *r*-controlled vowel *ar*. Use the **Corrective Feedback Routine** for decoding on to help children correct errors.

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Read Longer Words

TEACH Remind children that every syllable in a word has one vowel sound. Explain that *ar* acts as a team and stays together in a syllable. Noticing the *ar* spelling pattern can help children identify syllables in multisyllabic words.

MODEL Make and display two columns. Write the syllables *art* • *ist* separately in the first column. Underline the *ar* in *art*. Model reading aloud the two syllables *art* and *-ist*, as if you're segmenting the word. Have children repeat. Then, write the word *artist* in the second column, sweeping your finger under the word as you read it aloud. Have children repeat.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out that the *r*-controlled spelling might be in the first syllable or the second syllable of the words.

junk • yard	→	**junkyard**
post • card	→	**postcard**
march • ing	→	**marching**
start • ed	→	**started**
re • charge	→	**recharge**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read multisyllabic words with r-controlled vowel* ar . . .

THEN Working with partners, have children write an additional *ar* word, such as *garden* or *parking*. Direct partners to segment the word into syllables by drawing a slash. Prompt children to use what they know and tools such as **SS&A Cards** to divide the syllables. Then have partners decode each syllable and blend them to read the word. Provide feedback.

High-Frequency Words

TEACH Introduce Sessions 21–25's High-Frequency Words: ***m*ore**, ***n*ow**, ***o*nly**, ***our***.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card.** Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you. Point out that the letters in Super Words may not always follow the rules. Pronounce any unfamiliar parts of the word, which are underlined above, and have children repeat after you.

Write the Word: Have children write the word on a piece of paper and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names and directions aloud, as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 244
High-Frequency Words	p. 246

WORD-LEVEL READING FLUENCY

Guide children to read the words on **Student Worktext** p. 245. Remind them that some words will have the sound-spellings they are learning in Sessions 21–25; others will have review sound-spellings. Line 6 is intended for children who are ready for a challenge.

had, hard, cat, car, pat, part

chart, smart, shark, sharp, yard, yarn

star, march, arch, bark, start, arm

write, know, gnat, wrist, knit, lamb

yard, backyard, car, carpet, card, postcard

gardener, apartment, harmonica, bookmark, ballpark

We went to the large farm with the barn in March.

We can only ride our bikes from the yard to the park.

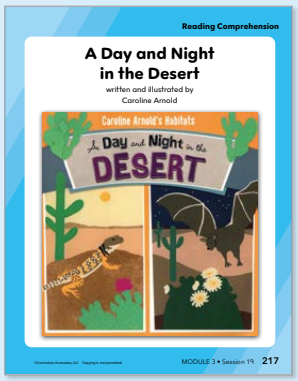
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READING COMPREHENSION

Learning Goals

To understand life in the desert habitat during the day and at night, I will:

- compare and contrast information in a text.
- use a fact to support a point.



Student Worktext, pp. 217-236

A Day and Night in the Desert

Genre: Informational

Unlock the Text (10 MIN.)

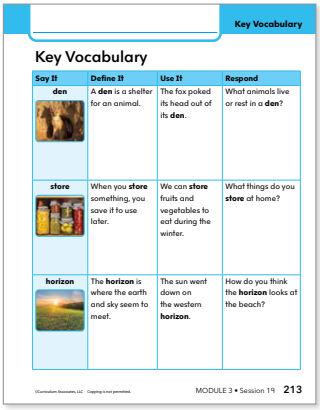
STEP 1 | Review the Topic and Text

- Remind children of the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- Remind children that they have been reading *A Day and Night in the Desert*. Have children **Raise a Hand** to share something from the text they would like to learn more about. *(Answers will vary.)*
- Have children turn to *A Day and Night in the Desert* in **Student Worktext,** p. 217.
  - **Ask,** *"How do the time labels help us better understand the desert habitat?" (They help us know what happens at different times of the day and night.)*

EL **SCAFFOLD RESPONSES** Confirm understanding of *time labels* by having children point to the labels in the text. Ask volunteers how pictures connect to the labels. For example, at 3:00 P.M. the sun is shining, and at 9:00 P.M. the stars are out.

STEP 2 | Review Key Vocabulary

- Have children turn to **Student Worktext** p. 213.
- Use the routine and cards to review the words.
- Use the **Cognate Routine** to connect new words to words children may already know in their home language.
- Have children respond to the Frame It activity in the chart below.



Student Worktext, p. 213

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Frame It
 **den**	A den is a shelter for an animal.	The fox poked its head out of its den.	An underground den is ___.
 **store**	When you store something, you save it to use later.	We can store fruits and vegetables to eat during the winter.	Kangaroo rats store ___.
 **horizon** EL Spanish cognate: *horizonte*	The horizon is where the earth and sky seem to meet.	The sun went down on the western horizon.	At sunset the horizon looks ___.

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ACADEMIC VOCABULARY
compare, contrast

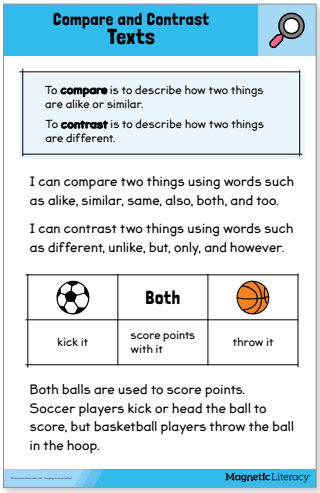
STEP 3 | Teach: Compare and Contrast

Revisit today's **Learning Goal. Say,** *"As we review the text, we will compare and contrast information in it."*

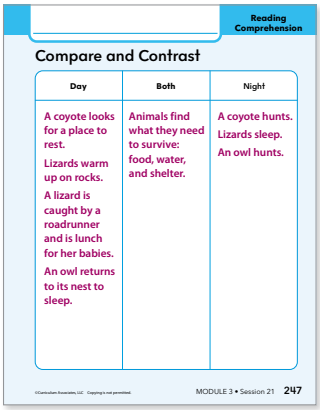
TEACH Review comparing and contrasting.

- Display the **Compare and Contrast Texts Anchor Chart.**
  - Review the definitions of *compare* and *contrast.*
  - Note that looking at details to compare and contrast helps readers better understand the topic.
- Review the difference between comparing and contrasting by using a set of math problems. Display 9 + 8 = 17 and 17 - 9 = 8.
  - Remind children that to **compare** means "to describe how things are alike or similar." Prompt children to find similarities in the math problems. *(Sample answer: They use the same numbers.)*
  - Remind children that to **contrast** means "to describe how things are different." Prompt children to find differences in the math problems. *(Sample answer: One is addition, the other is subtraction.)*
- Explain that children will compare and contrast information in *A Day and Night in the Desert.*
  - **Say,** *"As we review the text, we will compare and contrast information about 24 hours in the desert."*
- Have children turn to **Student Worktext** p. 247. Tell them you will work together to fill in the graphic organizer while reading.

NOTE: This session focuses on comparing and contrasting information within a single text, instead of between two texts. This text provides a rich opportunity to do the same thinking work as required to compare and contrast two texts; the content happens to be within a single text. This will help prepare students to compare and contrast two texts in Session 24.



Compare and Contrast Texts Anchor Chart



Student Worktext, p. 247

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READING COMPREHENSION

Read and Discuss (20 MIN.)

PURPOSE FOR READING Read the text with children, allowing them to read chunks independently as appropriate. Use the stopping points to compare and contrast information about day and night in the desert, as children continue to build knowledge about living things in the desert habitat.

PAGES 218, 231

MODEL Model comparing and contrasting details in the text.

- Together, read aloud paragraph 1 on p. 218.

  Think Aloud: *"In this part, the coyote looks for a place to rest. It's 6:00 A.M. Why would the coyote need to rest that early in the morning? When I rest, it's because I'm tired. The coyote must be tired too. It must have been a busy night, but we need to be sure. Let's see where else we read about the coyote."*

- Have children turn to p. 231. Together, read aloud paragraph 14, and note the time stamp.
  - **Say,** *"So, the coyote was looking for food all night long! That would make it tired. What's different about the coyote during the day and at night is that during day it rests, and at night it looks for food."*

- Have children add information about the coyote to the graphic organizer. (Day: *A coyote looks for a place to rest.*; Night: *A coyote hunts.*)





PAGES 220, 222, 234

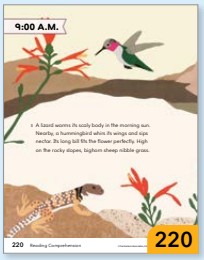
APPLY Have children compare and contrast details in the text.

- Together, read aloud paragraph 3 on p. 220.
  - **Ask,** *"What time is it and what is the lizard doing?" (9:00 A.M.; The lizard is warming up on the rock.) "At what other times do we see lizards in the text? What's happening?"*

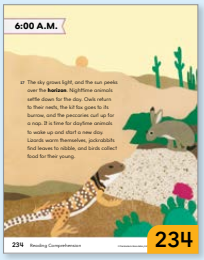
- Have children turn to p. 222 and together, read aloud paragraph 5.
  - **Ask,** *"What time is it and what is the lizard doing?" (noon; the lizard is caught by a roadrunner and becomes lunch for its babies)*

- Have children turn to p. 234 and together, read aloud paragraph 17.
  - **Ask,** *"What time is it and what are the lizards doing?" (6:00 A.M.; Lizards warm themselves.) "The text tells what lizards do during the day. What do you think they do at night if they are active during the day?" (They sleep at night.)*

- Have children add information about lizards to the graphic organizer. (Day: *Lizards warm up on rocks.; A lizard is caught by a roadrunner and is lunch for her babies.*; Night: *Lizards sleep.*)







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EL **AMPLIFY SENTENCE STRUCTURE** Remind children that as they explain what the lizard is doing at different times of the day, they will be using *verbs,* or action words. Offer sentence frames: *In the morning the lizard ___, while at night it ___.* **Ask,** *"When is the lizard active? What does it do?"* Encourage children to respond with a complete sentence, using a subject and verb.

CHECK FOR UNDERSTANDING

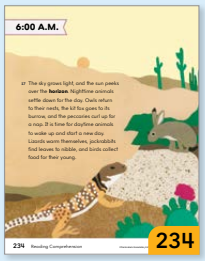
IF *Children aren't yet able to describe a lizard's activities during day and at night …*

THEN Remind children they are looking for information about what animals do during the day and at night. **Ask,** *"What do lizards do in the morning?" (warm themselves on rocks) "What could happen to lizards during the day?" (They could get eaten by other animals.) "If lizards are active during the day, what are they likely doing at night?" (sleeping)*

PAGES 234, 229

APPLY Have children compare and contrast details in the text.

- Together, read aloud paragraph 17 on p. 234.
  - **Ask,** *"What time is it and what is the owl doing?" (6:00 A.M.; The owl returns to its nest to sleep.)*
- Have children turn to back to p. 229 and together, read aloud paragraph 12.
  - **Ask,** *"What time is it and what is the owl doing?" (9:00 P.M.; The owl searches for food and takes it back to its nest.) "What is different about the owl during the day and at night?" (During the day it sleeps. At night it hunts.)*
- Have children add information about the owl to the graphic organizer. *(Day: An owl returns to its nest to sleep.;* Night: *An owl hunts.)*





COMPARE AND CONTRAST

Day	Both	Night
• *(A coyote looks for a place to rest.)* • *(Lizards warm up on rocks.)* • *(A lizard is caught by a roadrunner and is lunch for her babies.)* • *(An owl returns to its nest to sleep.)*		• *(A coyote hunts.)* • *(Lizards sleep.)* • *(An owl hunts.)*

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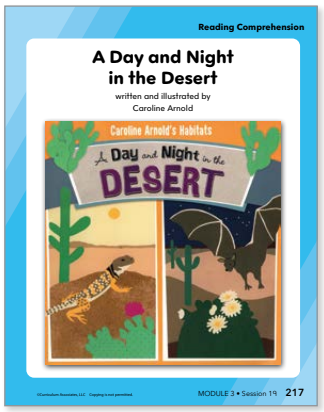
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Have children review the information they recorded on **Student Worktext** p. 247 by reading it with a partner.
- Support children in synthesizing the information they recorded. **Ask,**
  - *"What do animals do during the day that is similar, or alike?" (Sample answer: Coyotes and owls rest.)*
  - *"What do animals do during the day that is different?" (Sample answer: Lizards and roadrunners are active but coyotes and owls rest.)*
  - *"What do animals do at night that is similar, or alike?" (Sample answer: Coyotes and owls hunt.)*
  - *"What do animals do at night that is different?" (Sample answer: Lizards and roadrunners are not active but coyotes and owls are.)*
  - *"Why is it helpful to know the how day and night in the desert are similar and different?" (Sample answers: It helps us better understand the desert habitat and what it provides. It helps us see the connection between predators and prey.)*
- Point out that the "Both" column of the graphic organizer is still empty.
  - **Ask,** *"How are desert days and nights similar?" (Animals find what they need to survive: food, water, and shelter.)* Have children add this information to the graphic organizer.

EL See the Session Preview for differentiated EL support.



A Day and Night in the Desert

COMPARE AND CONTRAST		
Day	**Both**	**Night**
• A coyote looks for a place to rest. • Lizards warm up on rocks. • A lizard is caught by a roadrunner and is lunch for her babies. • An owl returns to its nest to sleep.	*(Animals find what they need to survive: food, water, and shelter.)*	• A coyote hunts. • Lizards sleep. • An owl hunts.

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EXIT TICKET

Assess

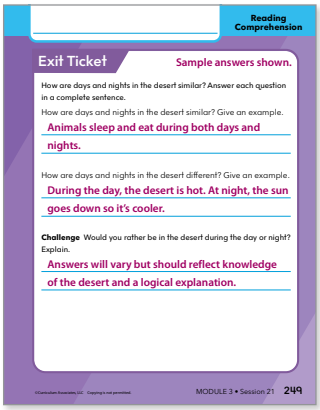
- Have children turn to p. 249 in their **Student Worktext.**
- Read aloud the directions and questions. Have children identify how the desert is similar and different in the day and at night.
- As a challenge, have children explain if they would rather be in the desert in the day or at night and why.

EL **OBSERVE LANGUAGE** Look for children to use the words *both, similar,* and *different* to compare and contrast information in the text. If children are unsure about what to write, have them describe the pictures in a day scene and a night scene. **Ask,** *"What do you see? What is similar? What is different?"* Prompt for ideas about getting food, water, and shelter.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify similarities and differences about animal behavior during the day and at night …*

THEN Direct children to review pages for a pair of times, such as 3:00 P.M. and then 3:00 A.M. Have them discuss what is similar. *(Animals are looking for food.)* Have them locate 6:00 P.M. and 6:00 A.M. Have them discuss what is different. *(Peccaries look for food at night and rest during the day.)*


Reading Comprehension

Exit Ticket — Sample answers shown.

How are days and nights in the desert similar? Answer each question in a complete sentence.

How are days and nights in the desert similar? Give an example.

Animals sleep and eat during both days and nights.

How are days and nights in the desert different? Give an example.

During the day, the desert is hot. At night, the sun goes down so it's cooler.

Challenge Would you rather be in the desert during the day or night? Explain.

Answers will vary but should reflect knowledge of the desert and a logical explanation.

MODULE 3 • Session 21 249

Student Worktext, p. 249

Revisit the Text and Topic

- Review the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- **Ask,** *"What did you learn about how animals survive in the desert habitat?" (Sample answer: Animals search for food during the day or at night. They rest at other times.)*

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TARGETED INSTRUCTION • Writing

Support a Point (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use a fact to support a point."*

TEACH Introduce using facts to support a point.

- Explain that authors share a *point,* or "something important they want readers to remember." They include facts to explain and support their point in explanatory writing. Review that a *fact* is "true, can be proven, and does not change."
- Write or display: *Saguaro cactuses live for a long time. Some live for 200 years!*
- Read aloud the sentences. **Say,** *"The first sentence is the point the author wants us to remember. The second sentence provides a fact to support that point."*

EL **CROSSLINGUISTIC CONNECTIONS** Display the word *point.* Explain that the word that means *point* in other languages can be a multi-meaning word in those languages, just as it is in English. Ask Spanish-speakers to offer meanings for *punto* (*score in a game, dot at the end of a sentence*). Explore meanings of *point* in other home languages.

MODEL Model using a fact to support a point.

- Write or display: *1. Desert plants and trees can be small or large. 2. Tiny plants are so cute! 3. The Saguaro cactus can grow to be 60 feet tall.*
- Read aloud sentence 1 and note it is the point the author wants us to remember. Model determining if a fact supports the point.

  Think Aloud: *"Let's check the other sentences to find the fact that best supports the author's point."* Read aloud sentence 2. *"Does this support the point? It mentions plants are tiny but it also says they're cute. That's an opinion, not a fact."* Read aloud sentence 3. *"Does this support the point? It mentions the size of the Saguaro: up to 60 feet tall. Is that a fact? Let's check. Is it true? Yes. Is it provable? Yes. Does it change? No. This fact is the best sentence to support the point."*

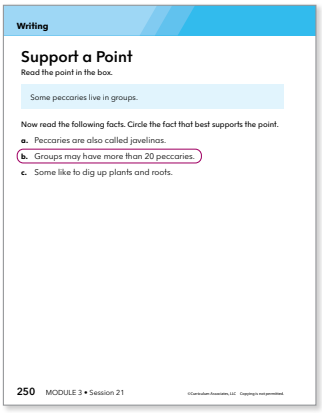
APPLY Have children use a fact to support a point.

- Write or display and read aloud: *1. Plants and flowers provide food for desert animals. 2. Hummingbirds and bats drink nectar from flowers. 3. Bats eat at night.*
- Have children **Turn and Talk** to identify the best fact to support the point made in sentence 1. *(2. Hummingbirds and bats drink nectar from flowers.)* Point out that while the final sentence is a fact, it does not support the point.
- Have children complete the activity on **Student Worktext** p. 250.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to select the best fact to support a point …*

THEN Have children state the point in their own words. Clarify any misconceptions. Have them check each sentence one at a time to see if it meets the following criteria: *Is it a fact? Does it support the point? Is it about something other than the point?*


Writing

Support a Point

Read the point in the box.

Some peccaries live in groups.

Now read the following facts. Circle the fact that best supports the point.

a. Peccaries are also called javelinas.

b. Groups may have more than 20 peccaries.

c. Some like to dig up plants and roots.

250 MODULE 3 • Session 21

Student Worktext, p. 250

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SESSION PREVIEW

MODULE 3 • Session 22

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Read and write words with *r*-controlled vowel *ar*. • Recognize and read words with *r*-controlled vowel syllable patterns. • Read Super Words *more, now, only, our.* • Read *A Wet Place* fluently at an appropriate rate/pacing.	• Ask and answer questions about a text. • Use word meanings to support points.	• Ask and answer questions about the importance of a cactus in a desert habitat, using words such as *shelter, survive,* and *nectar.*

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 314) WHOLE CLASS (40 MIN.)	INTEGRATED LITERACY (P. 318) WHOLE CLASS (50 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 3, Module 3, Session 22 • **Word Building Cards:** *a, ar, b, c, ch, ck, d, e, h, k, kn, l, ly, m, n, o, or, ou, ow, p, r, s, sc, st, t, u, w, y* • **Super Word Cards:** *more, now, only, our*	• **Integrated Literacy Slides:** Unit 3, Module 3, Session 22 • **Vocabulary Cards:** *seedling, nearby, signal* • **Anchor Chart:** Question Answer Relationships	• **Magnetic Reader:** *In the Rainforest* • Additional materials vary based on class needs–*See Weekly Materials (p. 301) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children in identifying the type of answer for each question as *In the Text* or *In Your Head* and explaining how they know during Reflect: Revisit the Text on p. 341.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Have children choral read the question: *How do the cactus and woodpecker help each other?* Invite them to review the information they recorded. Provide sentence frames to help pairs share how they came up with their responses: • *I already knew ___ about cactuses.* • *I learned that the cactus ___.* • *I know how the woodpecker helps the cactus because ___.*	Form triads, with each child whisper reading one of the questions in the chart and then sharing their answer out loud. Encourage group members to ask questions about each other's thinking: • *How do you know that?* • *Where did you find the answer?* Encourage group members to agree or disagree about the answer type, stating a reason.	Ask volunteers to read aloud the answers they recorded in the chart. Encourage other children to state whether they agree or disagree with the answer, giving a reason. **Ask,** *"What other answers could you give to this question?"* For *In the Text* answers, have children read aloud the supporting language. For *In Your Head* answers, ask them to tell how they used information outside the text.

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FOUNDATIONAL SKILLS • *r*-Controlled Vowel: *ar*

Learning Goals

- I will read and write words with *r*-controlled vowel *ar*.
- I will recognize and read words with *r*-controlled vowel syllable patterns.
- I will read Super Words *more, now, only, our.*

Build Words! (30 MIN.)

PHONICS

Word Building

EL **SCAFFOLD RESPONSES** Have children separate the letter(s) for each sound in a word. As they blend the sounds, have them slightly extend the /är/ and say it more loudly than the other sounds.

WORD BUILDING ROUTINE

MODEL Review the *ar* sound-spelling. Display the **Word Building Cards** *d, a, r, k* to make the word *dark*.

Blend the Sounds: *"Listen as I blend the sounds in this word: /därk/,* dark."

Add, Change, Delete, Repeat: *"Now I will think about how to change the word to make a new one. I can change the letter* d *to the letter* p. *Now listen as I blend the sounds to say the new word: /pärk/,* park."

APPLY Display the **Word Building Cards** *s, t, a, r* to make the word *star*.

Blend the Sounds: *"Your turn! Make the word* star. *Blend the sounds to say the word."* (*/ssstär/,* star)

Add, Change, Delete, Repeat: *"Change* t *to* c. *Now, blend the sounds to say the new word."* (*/sskär/*) *"What's our new word?"* (scar)

With children, use the routine to build the following words in sequence.

mark	**mart**	**chart**	**charm**
know	**knot**	**knob**	**knock**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to build and blend words with r-controlled vowel* ar . . .

THEN Guide children to build and blend word pairs that contrast *ar* with familiar sound-spellings, such as *pat/part, back/bark, pack/park.* **Ask,** *"Which sound is different in the words? Is the sound in the beginning, middle, or end of the words? Which letter(s) stand for the sound in each word?"*

Encode Words

DICTATION *"We built some r-controlled vowel* ar *words with our cards. Now let's write some words!"*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *sharp*.

Say the Word: *"The word is* sharp. *I am going to think about the sounds I hear in* sharp."

Connect Sounds to Spellings: *"First, I will say the word slowly,* sharp. *Next, I will think about the first sound I hear. The first sound in* sharp *is /sh/. I know that the letters* s *and* h *together stand for /sh/. I will write* sh." Repeat for the remaining sounds to spell *sharp*.

APPLY Have children write today's dictation words and sentence on p. 252 of their **Student Worktext.**

Say the Word: *"Your turn! The first word is* farm. *Remember to say the word to yourself to help you think about the sounds."*

Connect Sounds to Spellings: *"Think about the first sound in* farm. *Which letter stands for that sound? Write the letter. Keep going for each sound in* farm!"

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy. Have partners practice saying and spelling the words.

1. **farm** 2. **hard** 3. **spark** 4. **kneel**
5. **Carl will make marks on the chart.**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to accurately spell words with r-controlled vowel* ar . . .

THEN Review the **SS&A Cards** for *ar* with children. Use the **Corrective Feedback Routine** for encoding to help children correct errors.

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WORD ANALYSIS

r-Controlled Vowel Syllable Patterns

TEACH Remind children that every syllable has one vowel sound. Write *star* and have children read the word. Underline the *r*-controlled vowel *ar*. **Say,** *"When a vowel is followed by the letter* r, *the* r *changes the vowel sound. The vowel and the* r *act as a team, and they must remain together in the same syllable."*

MODEL Write *harvest*. Think aloud as you model dividing the word and identifying the *r*-controlled syllable pattern. **Say,** *"First, I will identify each vowel."* Underline the vowels. *"There are two vowels, but the first vowel is followed by the letter* r. *This must be an* r*-controlled vowel. The* a *and the* r *act as a team, so they must stay in the same syllable. I will first try dividing the word after the* r*-controlled vowel:* har • vest. Har- *is an* r*-controlled vowel syllable."* Sweep your finger under the word as you blend each syllable to say the word.

APPLY Repeat with the words *market* and *argue*. Guide children to divide each word and to identify the *r*-controlled vowel syllable pattern. Then together with children, blend the syllables to read the words. Together with children, discuss the meaning of each *ar* word. Then have children use the words to generate sentences.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read words with r-controlled vowel syllable patterns . . .*

THEN Pronounce the word correctly and then explain. Point to the syllable children mispronounced. **Say,** *"Each syllable has only one vowel sound. What is the vowel sound in this syllable? Can you read the syllable?"* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP Have children come up with their own clues about the spelling of each word (e.g., *It's similar to the word* ___. *It starts with* ___.). Have them give their clues to a partner to see if they can identify the word.

REVIEW Display and review Sessions 21–25's **Super Word Cards** *more, now, only,* and *our*. Together with children, point out any letter sounds or spellings they might already know. Then take away the **Super Word Cards**. Say each Super Word and have children build the words with **Word Building Cards**. Display the **Super Word Cards** again for children to confirm or self-correct their spelling. Then, have children read and spell the words in unison.

APPLY Have partners take turns using the words in oral sentences.

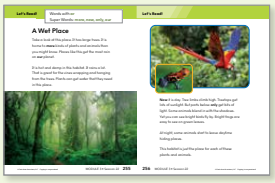
APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names and directions aloud, as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 252
Encode Words	p. 252
Word Analysis	p. 253
High-Frequency Words	p. 254

Let's Read!

Turn to the next page to have children read *A Wet Place*.



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FOUNDATIONAL SKILLS • *r*-Controlled Vowel: *ar*

Let's Read! (10 MIN.)

Learning Goals

- I will read *A Wet Place* fluently at an appropriate rate/pacing.

- **Introduce:** Children will read about rainforest habitats. This text, *A Wet Place*, describes the plants, animals, and characteristics of a rainforest.
- **Share:** Review Unit Word *habitat* and the story words *animals*, *birds*, and *water*. Say the words and have children repeat after you.

Let's Read!

Words with **ar**
Super Words: **more, now, only, our**

A Wet Place

Take a look at this place. It has large trees. It is home to **more** kinds of plants and animals than you might know. Places like this get the most rain on **our** planet.

It is hot and damp in this habitat. It rains a lot. That is great for the vines wrapping and hanging from the trees. Plants can get water that they need in this place.



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FIRST READ

Read Connected Text

EL **BUILD BACKGROUND** Discuss what children know about rainforests. Explain the meanings of the word *damp* and the phrase *blend in*.

TEACH/MODEL Model reading the title. Call attention to Sessions 21-25's Super Words in bold and any Unit Words or story words. Remind children that they are learning about words with /är/. Then write words with *ar* from the text, such as *large, parts,* and *are*, to have children practice reading target-skill words for automaticity. Model decoding the first sentence before reading the text in unison with children.

APPLY Have children reread the text in unison. Circulate and provide corrective feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read the text accurately and with ease . . .*

THEN Monitor which words children have the most trouble with and list the words. Have children work with partners and use the **Blend Words Routine** to decode the words. Remind children to use the **SS&A Cards** as tools to confirm or self-correct.

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Let's Read!



Now it is day. Tree limbs climb high. Treetops get lots of sunlight. But parts below **only** get bits of light. Some animals blend in with the shadows. Yet you can see bright birds fly by. Bright frogs are easy to see on green leaves.

At night, some animals start to leave daytime hiding places.

This habitat is just the place for each of these plants and animals.

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SECOND READ

Build Fluency: Rate/Pacing

TEACH/MODEL Remind children that when fluent readers read aloud, it sounds like natural speech. Read aloud the first three sentences in a slow and stilted way. Then reread the sentences at a faster, smoother pace, and point out how it sounds more like natural speech.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *"If your reading is too fast or too slow, stop and reread. When you read aloud, you should read at a pace that sounds like natural conversation and helps you and other listeners understand meaning. Ask yourself:* Did I read with a natural talking voice?" Guide children to use the strategy as they read.

APPLY Have children echo-read the remainder of the text as you listen for appropriate pacing.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read aloud at an appropriate pace . . .*

THEN Read the first sentence and have children repeat it, matching your pace. Have children read the next sentence aloud. Point upward if children need to quicken their pace, and then have them read the sentence again. Give a thumbs-up when the sentence is read at an appropriate pace.

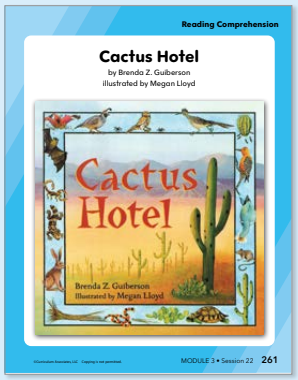
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READING COMPREHENSION

Learning Goals

To understand plants and animals in a desert ecosystem, I will:

- ask and answer questions about a text.
- use word meanings to support points.



Student Worktext, pp. 261-280

Cactus Hotel

Genre: Informational

Unlock the Text (10 MIN.)

STEP 1 | Connect to the Topic

- Remind children of the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- Use **Raise a Hand** to have children reflect on what they have learned about animals in a desert habitat. *(Answers will vary but may include: Different animals do different things at different times of the day.)*

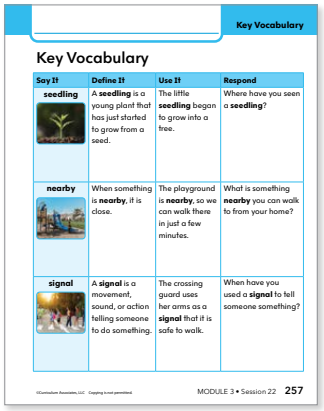
STEP 2 | Introduce the Text

- Have children turn to *A Cactus Hotel* on **Student Worktext** p. 261.
- Read aloud the title and author's name. Tell children that *A Cactus Hotel* is an informational text.
  - **Say,** *"An informational text is a text that gives facts and information about real people, places, ideas, and things."*
- Explain that sometimes informational texts have photos and sometimes they have pictures. Point out that this informational text has pictures.
- Have children **Raise a Hand** to share what they think *Cactus Hotel* might be about based on the title and cover pictures. To help children express their ideas orally, provide a sentence frame: *I think* Cactus Hotel *will be about* ___. *(Answers will vary.)*

STEP 3 | Teach Key Vocabulary

- Have children turn to **Student Worktext** p. 257. Use the routine and cards to introduce the words.
- Have children complete the Respond activity. Use **Raise a Hand** to have volunteers share their responses with the class.
- Tell children that these words appear in bold in the text. When you encounter a word in the text, you may choose to discuss the meaning in the context of the sentence.

EL **CONNECT TO COGNATES** Use the **Cognate Routine** to help speakers of Latin-based home languages make connections between *signal* and words they may already know, such as *señal* in Spanish. Note that in English, *signal* can be a noun or a verb, but that is not the case in other languages.



Student Worktext, p. 257

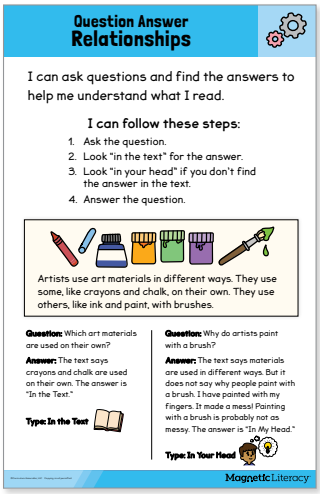
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STEP 4 | Read Strategically: Question Answer Relationships

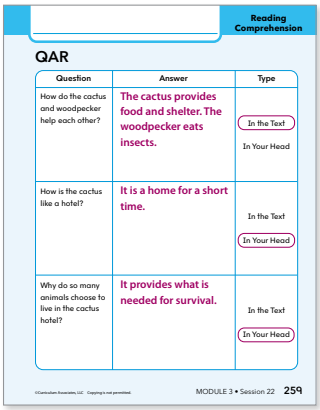
Revisit today's **Learning Goal. Say,** *"When we read the text, we will ask and answer questions about it."*

TEACH Review the Question Answer Relationships (QAR) strategy.

- Display the **Question Answer Relationships Anchor Chart** and review the steps in the strategy. Remind children that asking and answering questions is one way to help them understand a text.
  - **Say,** *"An answer that is* In the Text *means we can find the answer to the question in the text. An answer that is* In Your Head *means we use information in the text and information we already know to answer the question."* Use the information on the anchor chart to model the two types of answers.
- Have children turn to **Student Worktext** p. 259.
- Remind children that this tool helps readers note answers and answer types. Tell them that as you read *Cactus Hotel,* you will work together to fill in the graphic organizer.



Question Answer Relationships Anchor Chart



Student Worktext, p. 259

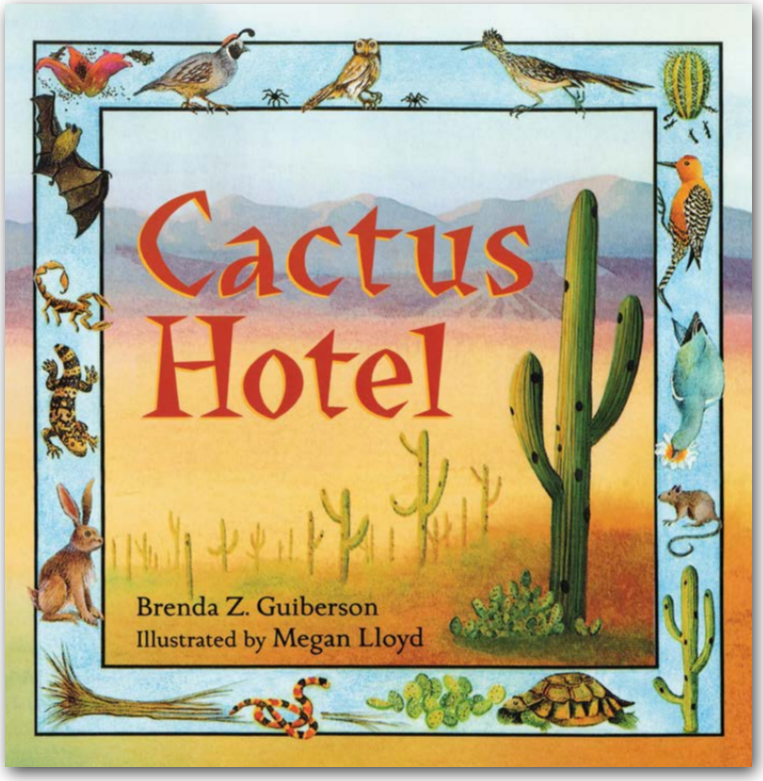
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READ *CACTUS HOTEL* (20 MIN.)

Cactus Hotel

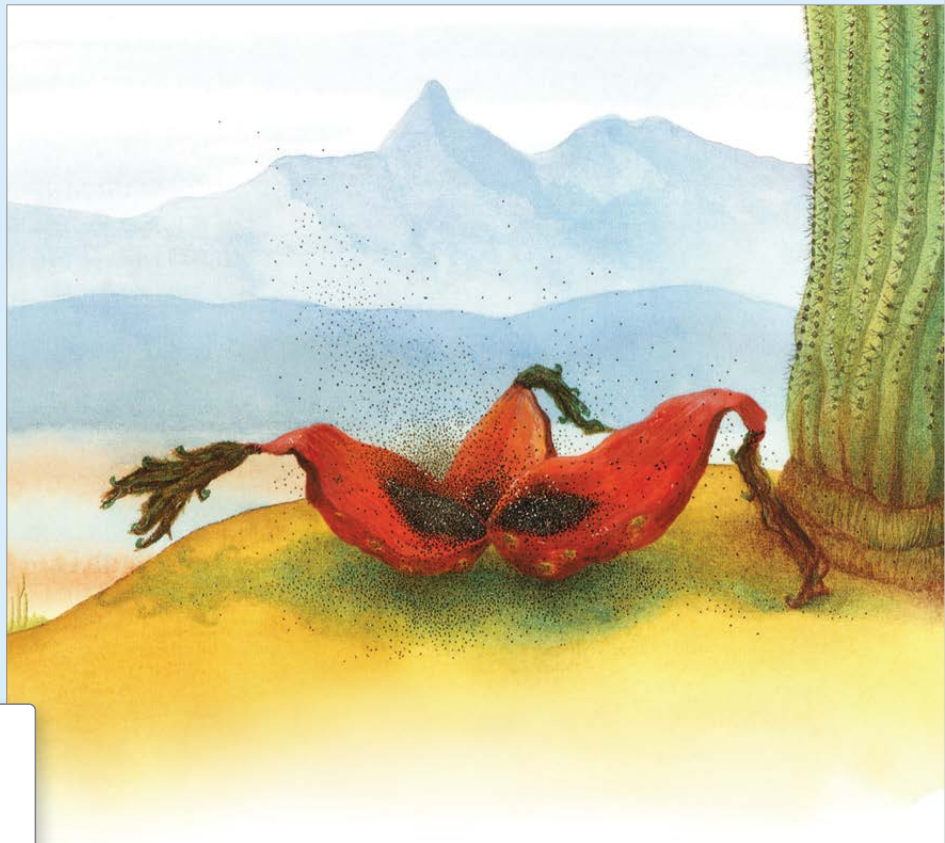
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READING COMPREHENSION



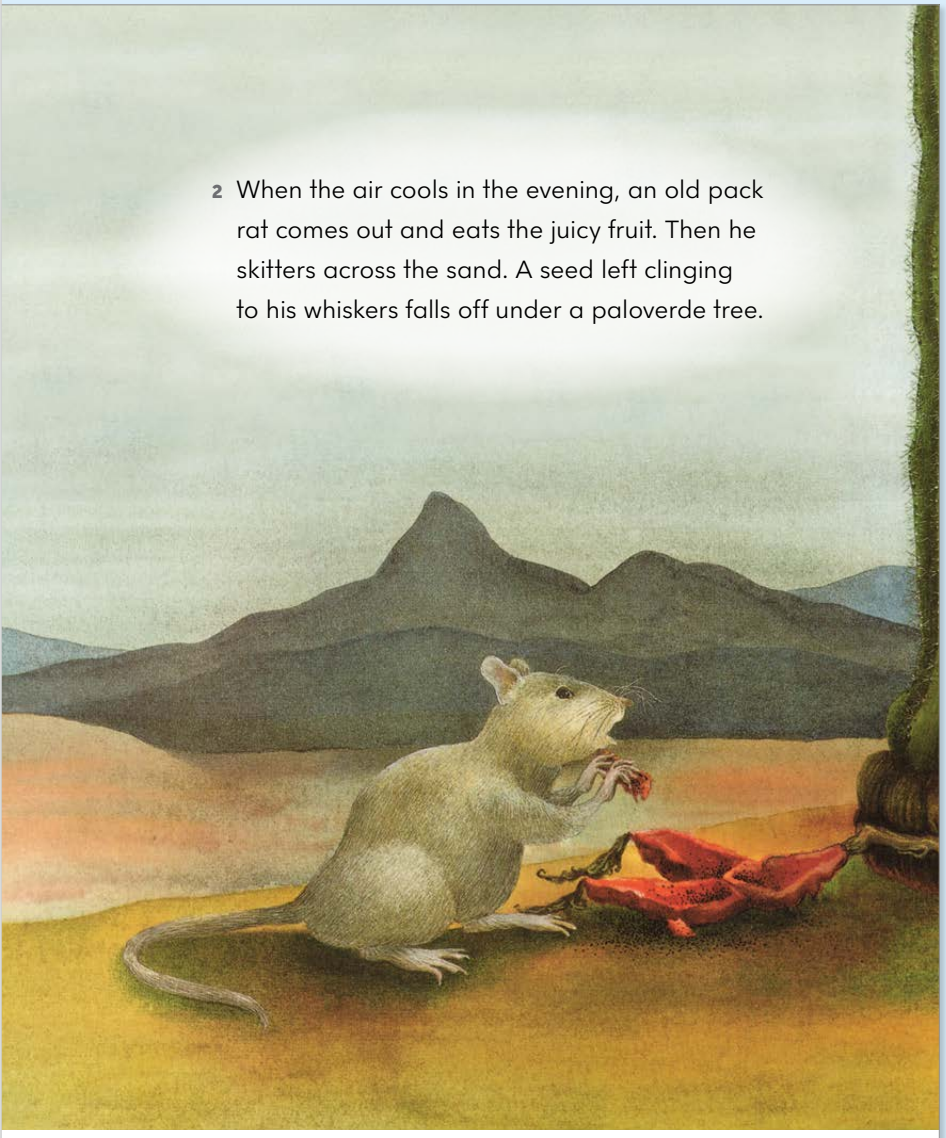
PURPOSE FOR READING Read the text with children, allowing them to read chunks independently as appropriate. Use the stopping points to have children apply the QAR strategy as they respond to Stop and Discuss questions to better understand the importance of the saguaro cactus in the desert habitat.

READ TOGETHER: Paragraphs 1-20

1 On a hot, dry day in the desert, a bright-red fruit falls from a tall saguaro cactus. *Plop*. It splits apart on the sandy floor. Two thousand black seeds glisten in the sunlight.

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2 When the air cools in the evening, an old pack rat comes out and eats the juicy fruit. Then he skitters across the sand. A seed left clinging to his whiskers falls off under a paloverde tree.

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READING COMPREHENSION



3 It is a good place for the seed to drop. A spotted ground squirrel looking for something to eat does not see it. A house finch chirping high in the paloverde does not see it.

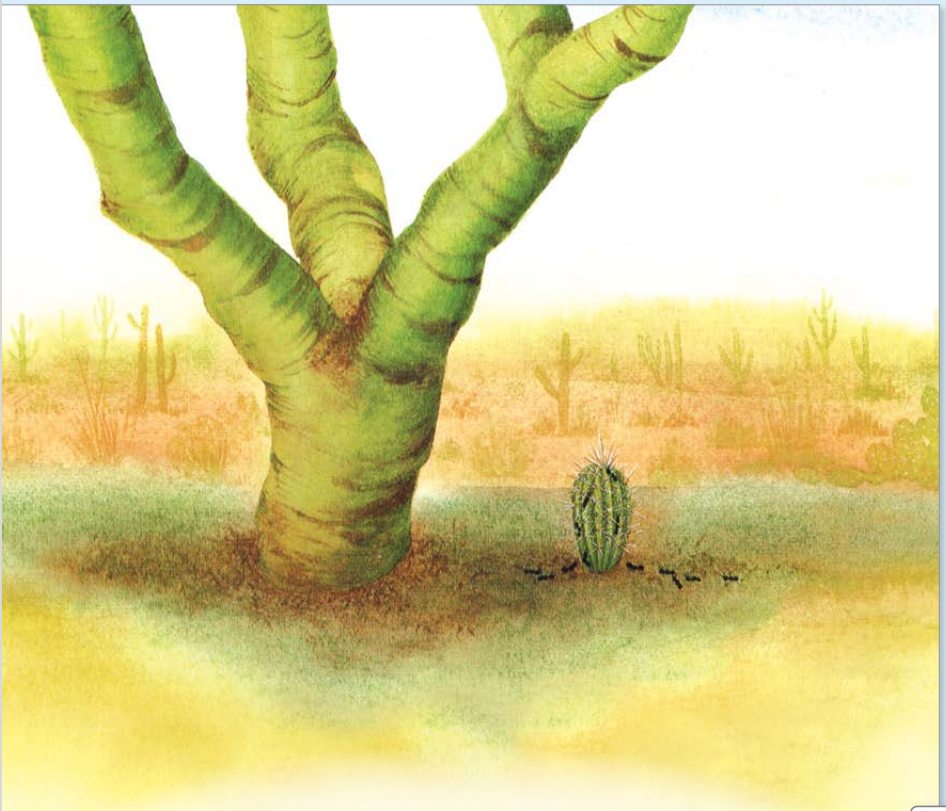


4 After many dry days, a heavy rain falls on the desert. Soon a young cactus sprouts up from the ground.

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EL **SUPPORT MEANING** Ask children to describe what it means to *sprout up* from the ground. Invite them to call out words related to this idea that they already know. *(grow, bloom, bud)* Note that *sprout* can be a verb or a noun.

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5 Slowly, slowly the **seedling** grows. The paloverde protects it from the hot summer sun and cold winter nights. After ten years the cactus is only four inches high. It is just big enough for desert ants to climb its spiny sides.

VOCABULARY IN CONTEXT: *seedling*
Remind children of the vocabulary word *seedling*.
Ask, *"What is a seedling?" (a small plant)*

STOP AND ASK *"Why does the cactus need protection when it's young?" (Sample answers: Extreme desert temperatures could make it hard to grow. Animals eat the seeds before they can start growing.)*

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READING COMPREHENSION



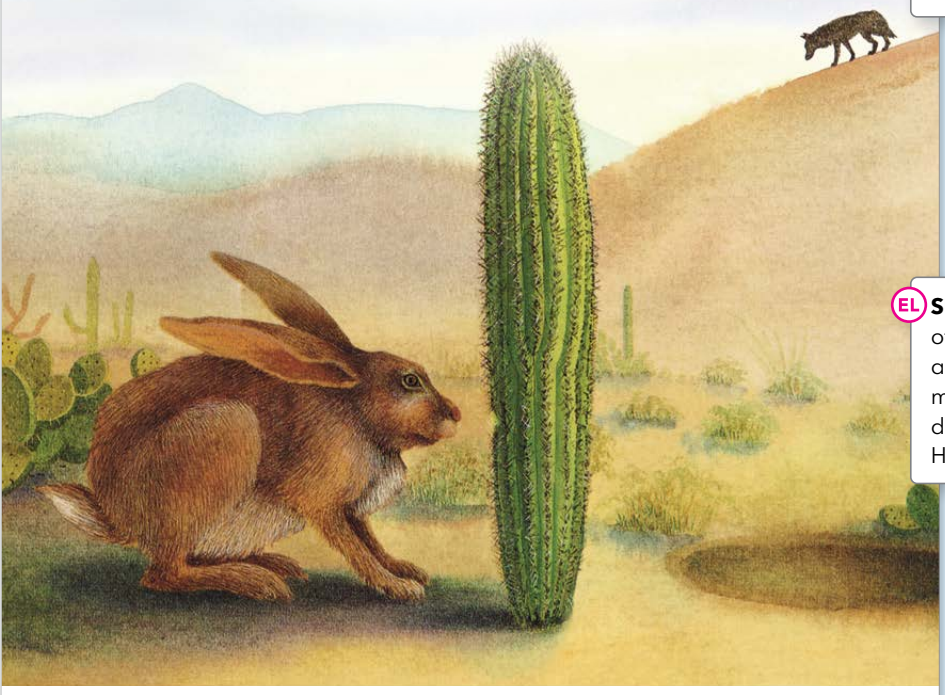
6 After a rainstorm, when the desert blooms with color, the cactus pulls in water with its long roots and looks fat. A young pack rat stops to drink the water that drips off the tree. Then she **scurries** off, looking for a dry place to make a nest.

scurries: moves quickly with short, rapid steps

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7 When there is no rain, the cactus uses up the water it has stored inside and looks thin. The paloverde loses its tiny leaves. But there is always some shade for the cactus below. After twenty-five years, the cactus is two feet tall. A jackrabbit cools off beside it and gnaws on the green pulp. But when a coyote moves in the distance, the jackrabbit disappears into a **nearby** hole.



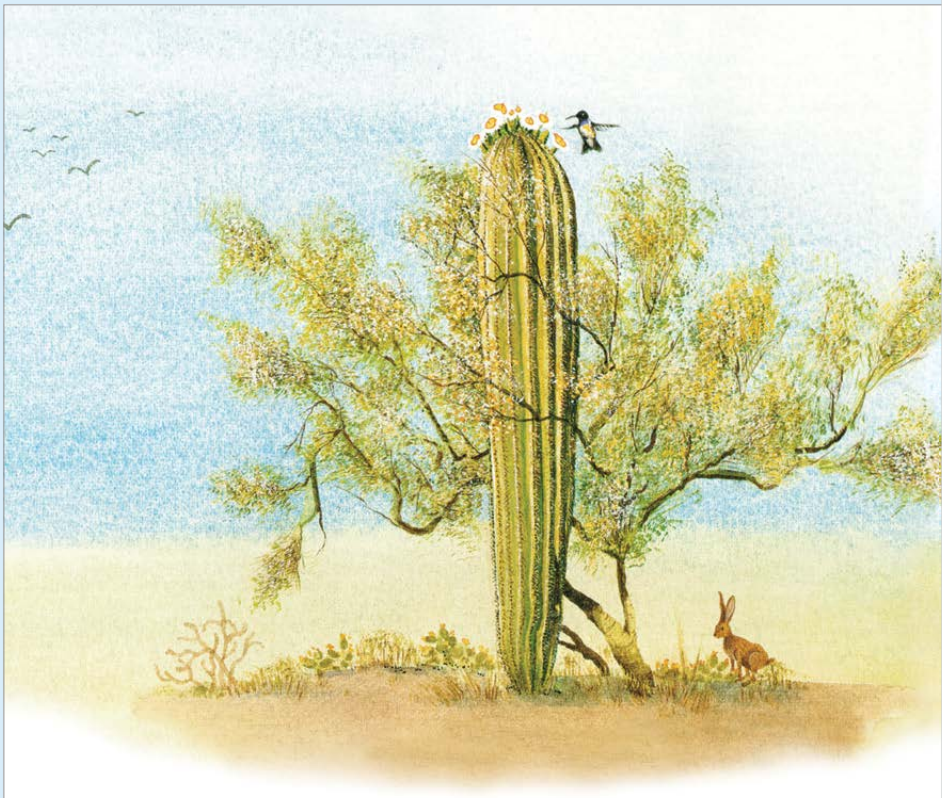
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VOCABULARY IN CONTEXT: *nearby*
Remind children of the vocabulary word *nearby*. **Ask,** *"What is another word for* nearby*?" (close)*

EL **SUPPORT MEANING** To reinforce the meaning of *nearby*, invite children to point to the jackrabbit and the hole in the picture. To reinforce the meaning of *in the distance,* ask them to call out a definition. *(far away)* **Ask,** *"Where is the coyote?"* Have children point and describe its location.

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READING COMPREHENSION



8 After fifty years the cactus stands ten feet tall and looks straight and strong beside the old paloverde. For the very first time, brilliant white-and-yellow flowers appear at the top of the cactus. Every spring from now on, the

STOP AND ASK *"What grows on the cactus for the first time after it turns fifty years old?" (white-and-yellow flowers at the top)*

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flowers will open for one night only and then close in the heat of the day. They beckon like a welcoming **signal** across the desert. At different times of the day and night birds, bees, and bats come for the nectar.

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VOCABULARY IN CONTEXT: *signal*
Remind children of the vocabulary word *signal*. **Ask,** *"What does a signal do?" (Sample answer: It tells you to do something.)*

EL **DEVELOP VOCABULARY** Invite children to use gestures to demonstrate how flowers might *beckon*. **Ask,** *"What would a welcoming signal look like?"*

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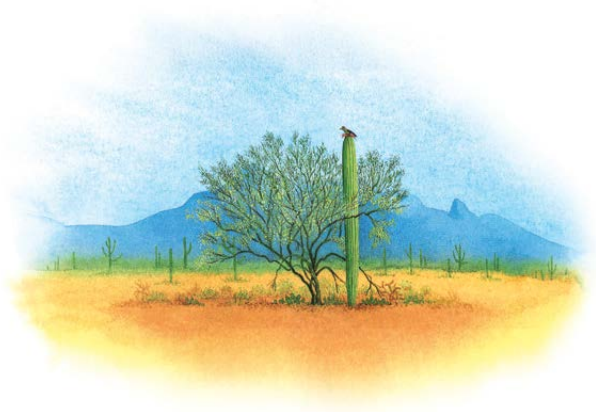
READING COMPREHENSION

9 The flowers dry up, and after a month the bright-red fruit filled with black seeds is ripe and ready. A Gila woodpecker comes to eat. He looks around the cactus and decides to stay.

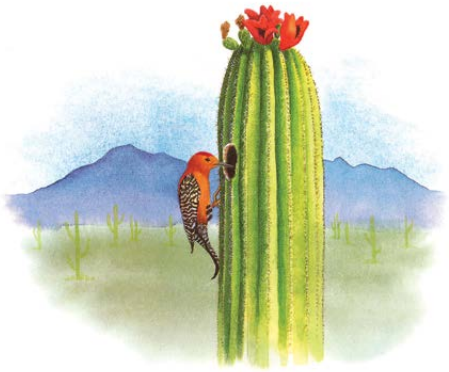


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10 He has found the perfect place in the desert to begin a new hotel.



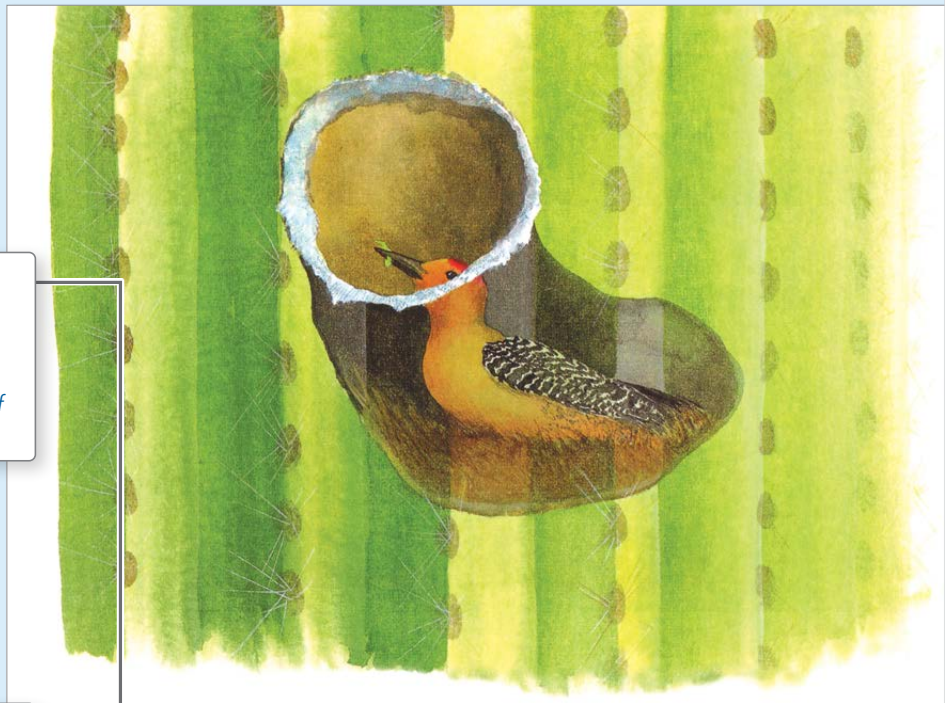
11 The woodpecker goes right to work, and the only tool he uses is his long, hard beak. *Tap, tap, tap*. He bores into the flesh of the cactus. *Tap, tap, tap*. He digs deep inside, to make a space that is comfortable and roomy.

EL **AMPLIFY SENTENCE STRUCTURE** Display the first sentence of paragraph 11 divided into three parts: *The woodpecker goes right to work / and the only tool he uses is / his long, hard beak*. Invite children to explain each part. **Ask,** *"Why does the woodpecker need a tool?"*

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READING COMPREHENSION



EL BUILD BACKGROUND Invite children to offer examples of *weatherproof* and *insulated* from their own experiences, such as a weatherproof jacket or an insulated attic. **Ask,** *"What is an example from nature that might be weatherproof (duck) or insulated (polar bear)?"*

READ STRATEGICALLY **QAR**

MODEL Model applying the QAR strategy.

- Read aloud the Stop and Discuss question.
  - **Say,** *"In this section, we read that the cactus grows fruit, which the woodpecker eats. Inside the cactus, the woodpecker makes a nest, which protects it from the desert's extreme hot and cold temperatures. That's how the cactus helps the woodpecker. We also learn that insects can bring disease to the cactus, making it sick. The woodpecker eats the insects. That's how the woodpecker helps the cactus. To answer this question, I used information* In the Text. *This is an* In the Text *answer."*
- Have children record the answer on the first row of the graphic organizer. *(The cactus provides food and shelter. The woodpecker eats insects.; In the Text)*

12 The cactus is not harmed. It forms a tough scab all around the hole to protect itself from drying out. The woodpecker gets a weatherproof nest that is shady on hot days, and warm and **insulated** on frosty nights. And the cactus gets something in return: The woodpecker likes to eat the insects that can bring disease to the cactus.

insulated: protected from the cold

Stop and Discuss

How do the cactus and woodpecker help each other?

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13 After sixty years the cactus hotel is eighteen feet tall. To add more space, it begins to grow an arm. A woodpecker has a new hole in the trunk. Farther up, a white-winged dove makes a nest on the arm. And down below, an old hole is discovered by an elf owl. The birds feel safe, living high up in a prickly plant where nothing can reach them.



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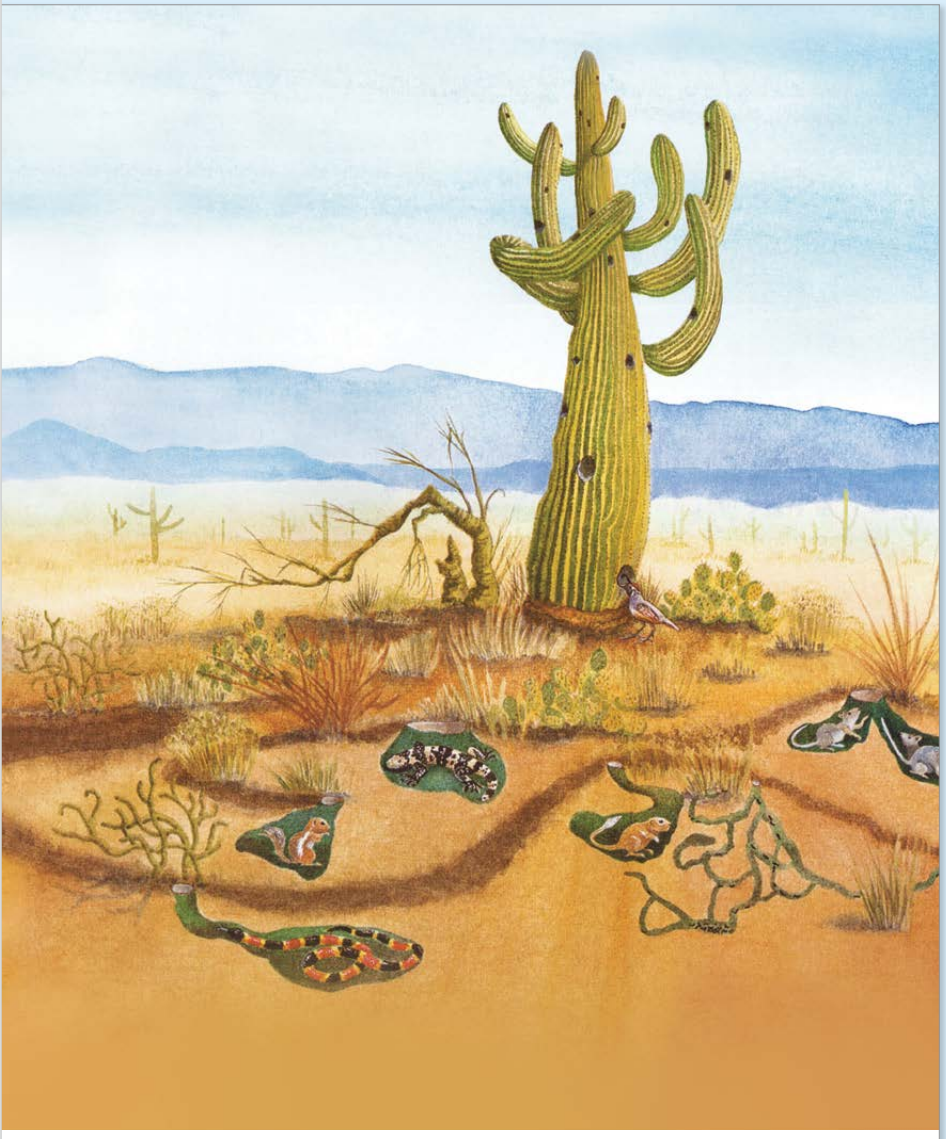
READING COMPREHENSION

14 All around the desert there are holes of every size, for ants and mice, lizards and snakes, rabbits and foxes. After a hundred and fifty years, there are holes of every size in the cactus, too. The giant plant has finally stopped growing. It is fifty feet tall, with seven long branches. It weights eight tons–about as much as five automobiles.



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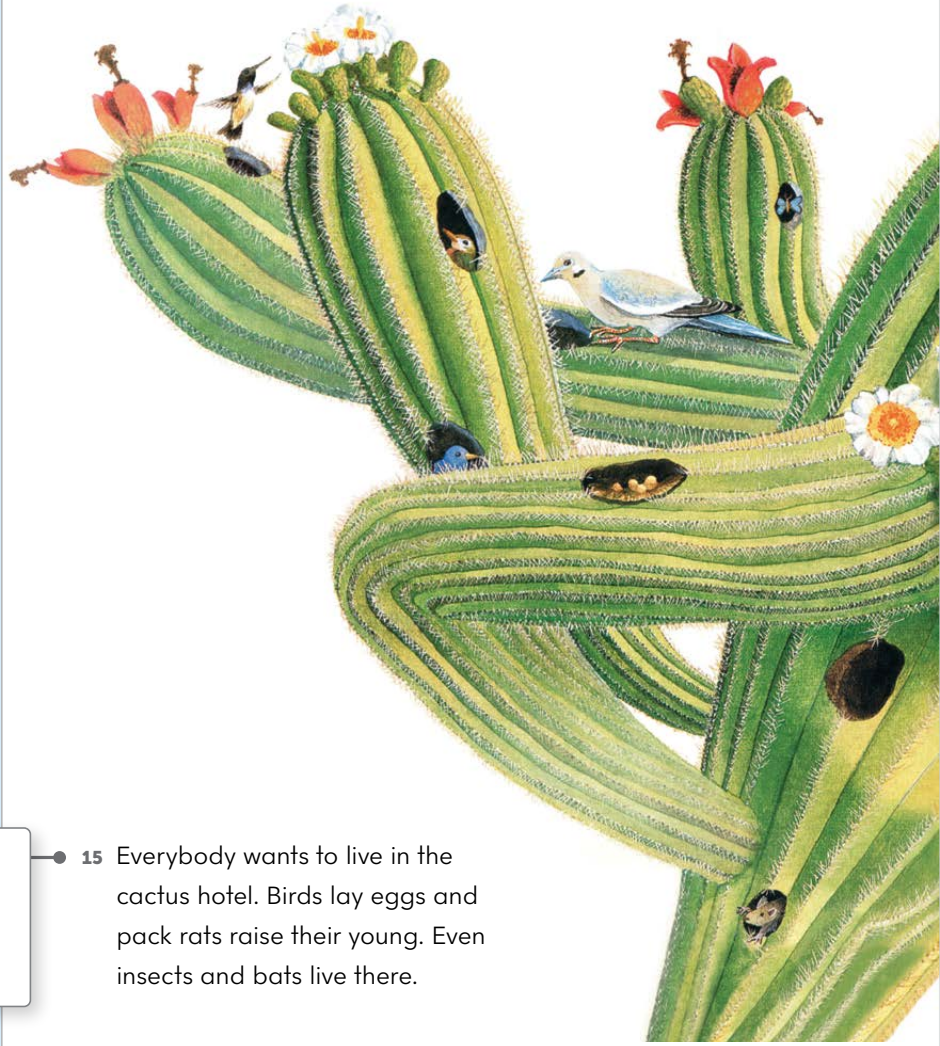
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READING COMPREHENSION



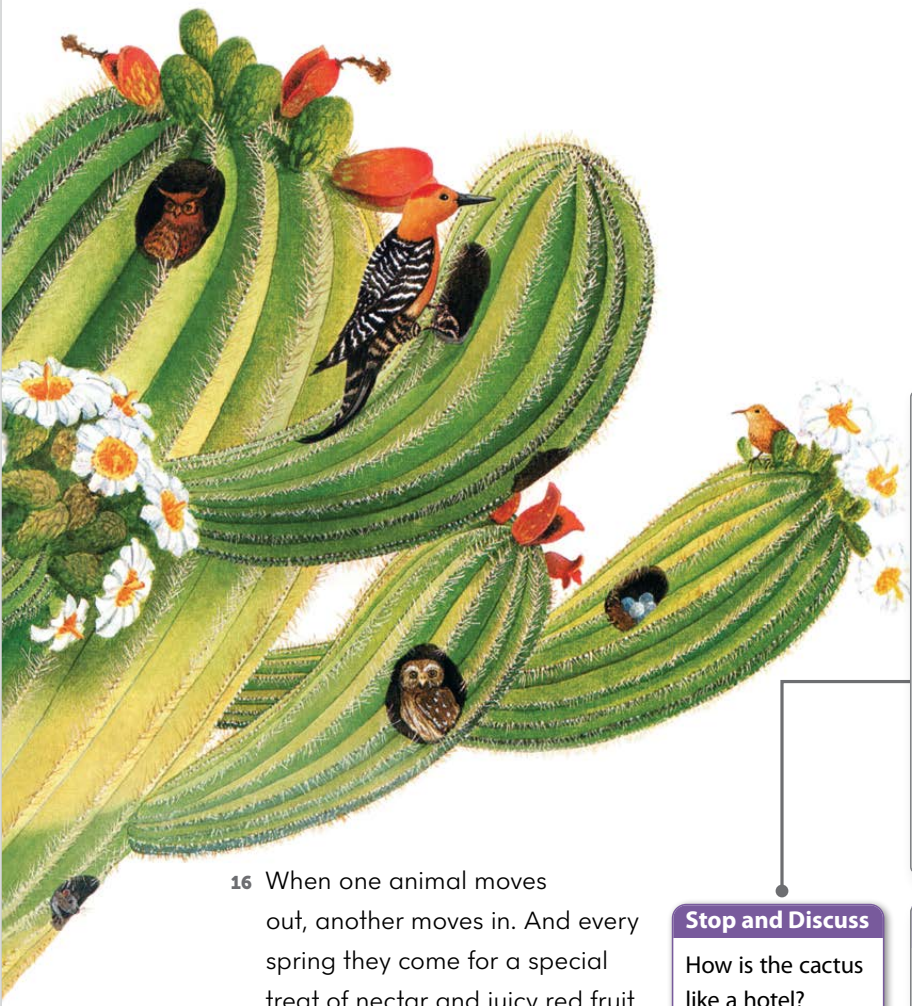
15 Everybody wants to live in the cactus hotel. Birds lay eggs and pack rats raise their young. Even insects and bats live there.

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EL **AMPLIFY LANGUAGE Ask,** *"What does it mean for animals to raise their young?"* Note the meaning of *raise* as "lift up" and ask what this meaning might have to do with taking care of babies.

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16 When one animal moves out, another moves in. And every spring they come for a special treat of nectar and juicy red fruit.

Stop and Discuss

How is the cactus like a hotel?

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READ STRATEGICALLY **QAR**

APPLY Have children apply the QAR strategy.

- **Ask,** *"How is a cactus like a hotel?"* Remind children to use the QAR strategy. *(It is a home for a short time.)*
- Guide children to understand that the text does not say how the cactus is like a hotel. Children have to use information from the text about how animals living in the cactus come and go and what they know about hotels that people use to answer the question.
- Have children record the answer for the second row of the graphic organizer. *(It is a home for a short time.; In Your Head)*

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to explain that many animals live in the cactus for a short time, making it like a hotel …*

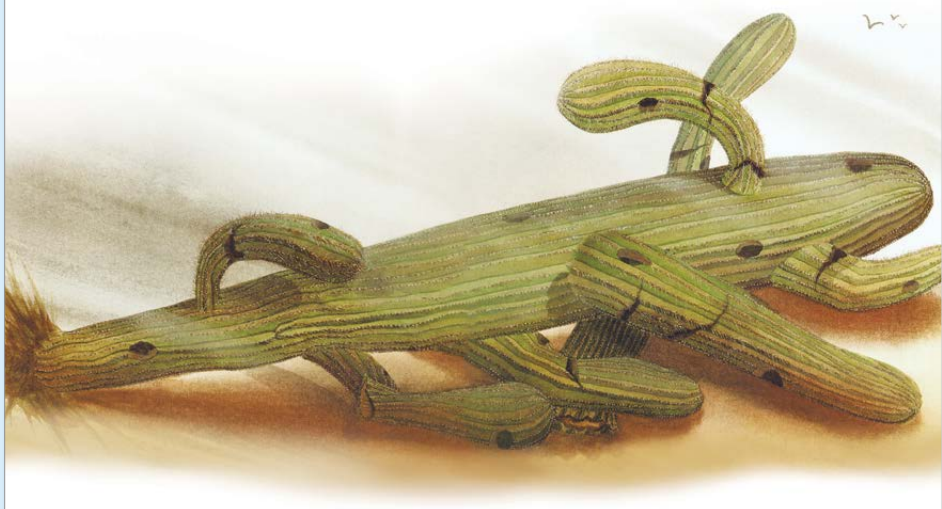
THEN Remind children of the steps in the QAR strategy. **Ask,** *"How long do people stay in a hotel?" (Sample answers: a short time; a few days)* Have children reread pp. 276-277. **Ask,** *"Who lives in the cactus?" (birds, pack rats, bats, insects) "What happens when an animal moves out of the cactus?" (Another animal moves in.)*

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READING COMPREHENSION

EL AMPLIFY LANGUAGE Invite children to whisper read examples of language that is usually used to describe people: thorny *arms* in paragraph 17, and wooden *ribs* in paragraph 19. **Ask,** *"Can a plant really have arms and ribs?"* Ask volunteers to describe or act out what the cactus arms and ribs look like.

17 Finally, after two hundred years, the old cactus sways in a gust of wind and falls with a thud to the sandy floor. Its great thorny arms crumble in the crash.



278 Reading Comprehension

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18 The creatures that lived up high must find other homes. But those that prefer to live down low move right in. A millipede, a scorpion, and many ants and termites quickly find homes in the toppled hotel.



19 After many months, all that remains are the wooden ribs that supported the cactus while it stood so tall. A collared lizard dashes over the top, looking for insects. A ground snake huddles in the shade below.

Stop and Discuss

Why do so many animals choose to live in the cactus hotel?

STOP AND ASK *"What happens when the old cactus finally falls?" (Creatures that lived in it find other homes. Ground creatures move in.)*

READ STRATEGICALLY **QAR**

APPLY Have children apply the QAR strategy.

- **Ask,** *"Why do so many animals choose to live in the cactus hotel?"* Remind children to use the QAR strategy. *(It provides what is needed for survival.)*
- Guide children to understand that the text does not say why so many animals choose to live in the cactus hotel. Children have to use information from the text about what the cactus provides for different animals and what children know about what living things need to survive to answer the question.
- Have children record the answer for the last row of the graphic organizer. *(It provides what is needed for survival.; In Your Head)*

CHECK FOR UNDERSTANDING

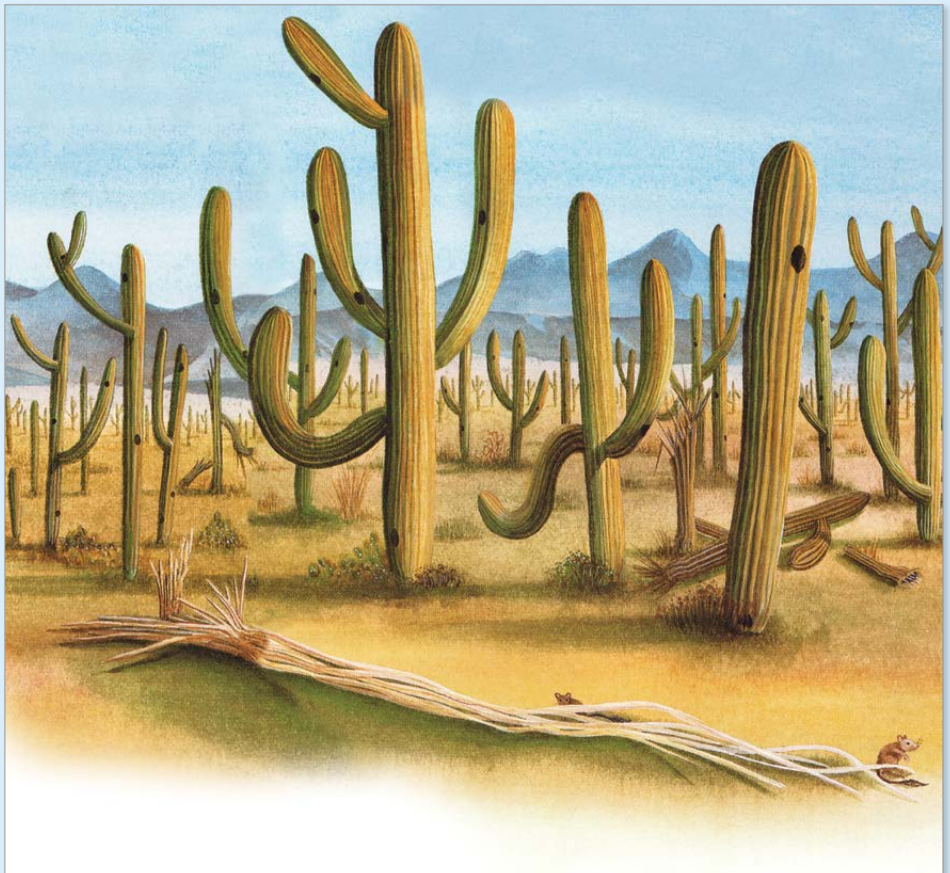
IF *Children aren't yet able to explain that the cactus provides what animals need for survival …*

THEN Remind children of the steps in the QAR strategy. Prompt children to consider what animals need to survive. *(food, water, shelter)* Guide them to understand that the cactus provides all those things. Refer to paragraphs 6, 12, and 16 as needed.

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READING COMPREHENSION



20 And all around, there is a forest of cacti slowly, slowly growing in the desert. Through hot and cold, wet and dry, some will survive long enough to become other cactus hotels.

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Reflect (10 MIN.)

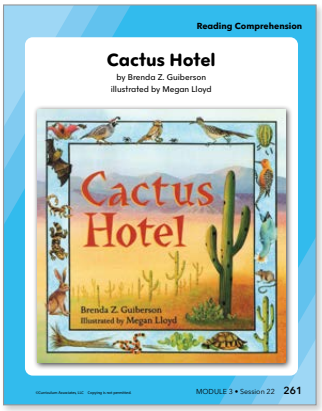
Revisit the Text

- Have children review the information they recorded on **Student Worktext** p. 259 by rereading it.
  - **Ask,** *"Which question had* In the Text *answers?" (How do the cactus and woodpecker help each other?) "Which questions had an* In Your Head *answer?" (How is the cactus like a hotel? Why do so many animals choose to live in the cactus hotel?)*
- Remind children that *In Your Head* answers require thinking beyond the text because readers also have to use what they already know to find the answers.

EL See the Session Preview for differentiated EL support.

- Emphasize that both answer types help readers better understand the text.
  - **Ask,** *"What questions do you still have after reading this text? Do you think they will have* In the Text *or* In Your Head *answers? How might finding the answers help you better understand this text?" (Answers will vary but should be relevant questions with a logical reason for their response.)* Assure children that it's normal to have questions after reading a text and that not all questions a reader has will always have an answer.

QUESTION	ANSWER	TYPE
How do the cactus and woodpecker help each other?	The cactus provides food and shelter. The woodpecker eats insects.	(In the Text) In Your Head
How is the cactus like a hotel?	It is a home for a short time.	In the Text (In Your Head)
Why do so many animals choose to live in the cactus hotel?	It provides what is needed for survival.	In the Text (In Your Head)



Cactus Hotel

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READING COMPREHENSION

EXIT TICKET

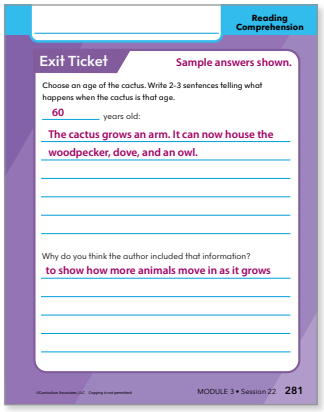
Monitor

- Have children turn to p. 281 in their **Student Worktext.**
- Read aloud the directions and question. Have children identify what happens to a cactus at a chosen age. Then have children explain why the author included that information in the text.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to write about the cactus at a certain age and give their opinion about why the author included that information …*

THEN Prompt children to select an age of the cactus from the text, reviewing the picture as needed to identify what is happening at that age. Guide them to locate specific information in the surrounding paragraphs. Have children reread the paragraphs aloud to explain what happens to the cactus at that age. Then have then orally explain why they think the author included the information before writing their opinion.


Reading Comprehension

Exit Ticket — Sample answers shown.

Choose an age of the cactus. Write 2-3 sentences telling what happens when the cactus is that age.

60 years old:

The cactus grows an arm. It can now house the woodpecker, dove, and an owl.

Why do you think the author included that information?

to show how more animals move in as it grows

MODULE 3 • Session 22 281

Student Worktext, p. 281

Revisit the Topic

- Remind children of the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- **Ask,** *"What did you learn from this text about the desert habitat?" (Sample answer: Cactus hotels provide homes to animals.)*

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Use Word Meanings to Support Points (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use word meanings to support points."*

TEACH Introduce using word meanings to support points.

- Remind children a *point* is "an important idea the author wants readers to remember." Explain that facts and *definitions,* or "word meanings," can be used to support a point in explanatory writing.
- Write or display and read aloud: *Point: Hibernation is not easy for desert animals. 1. After hibernating, or sleeping through the winter, tortoises need to find food.*
- **Say,** *"Sentence 1 supports the point and uses a definition for* hibernating *to make the sentence clear for everyone reading it."*

MODEL Model using a word's meaning to support a point.

- Write or display and read aloud: *Point: Adaptations are important for plants to survive in the desert. 1. Saguaro cactuses hoard water. 2. Saguaro cactuses hoard water so they can store it and have enough of it during dry months.*

  Think Aloud: *"Sentence 1 has a word that some people may not know:* hoard. *There are no clues about what it means. Sentence 2 also has the word* hoard, *but it includes words to define it:* so they can store it and have enough of it during drier months. *Sentence 2 best supports the point by including a definition."*

APPLY Have children use word meanings to support points.

- Write or display and read aloud: *Point: Woodpeckers are hard workers. 1. A woodpecker will use its beak to bore, or cut, into a cactus. 2. A woodpecker will use its beak to bore into a cactus.*
- Have children **Turn and Talk** to identify the best sentence to support the point. Have volunteers share their answers; *(1. A woodpecker will use its beak to bore, or cut, into a cactus.)*
- Point out sentence 1 supports the point and defines the word *bore,* which could be difficult. Point out that sentence 2 support the point but does not define *bore.*

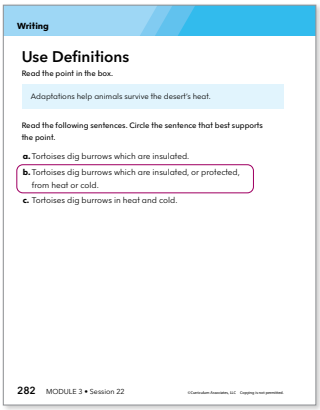
EL **SCAFFOLD RESPONSES** Provide sentence frames to help children explain their choice of the best sentence to support the point: *I chose this sentence because* ___. *This sentence supports the point because* ___.

- Have children complete the activity on **Student Worktext** p. 282.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use word meanings to support points …*

THEN Have children restate the point in their own words. Clarify any misconceptions. Have them check each sentence to determine what information it includes to support the point. Remind them they are looking for the sentence that best supports the point. Ask guiding questions, such as: *Does it support the point? Is there a definition of a difficult word?*


Writing

Use Definitions

Read the point in the box.

Adaptations help animals survive the desert's heat.

Read the following sentences. Circle the sentence that best supports the point.

a. Tortoises dig burrows which are insulated.

b. Tortoises dig burrows which are insulated, or protected, from heat or cold.

c. Tortoises dig burrows in heat and cold.

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Student Worktext, p. 282

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SESSION PREVIEW

MODULE 3 • Session 23

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Read and write words with *r*-controlled vowel *ar*. • Read longer words with *r*-controlled vowel *ar*. • Read Super Words *more, now, only, our* and review *after, one, warm, your.*	• Identify the author's purpose for writing a text. • Use word meanings to develop a point.	• Identify more than one purpose an author has for writing a text using *The author's purposes for writing the text are ___ and ___.*

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 346) WHOLE CLASS (40 MIN.)	INTEGRATED LITERACY (P. 348) WHOLE CLASS (50 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 3, Module 3, Session 23 • **SS&A Cards and Video:** *ar* /är/ • **Super Word Cards:** *more, now, only, our, after, one, warm, your*	• **Integrated Literacy Slides:** Unit 3, Module 3, Session 23 • **Vocabulary Cards:** *seedling, nearby, signal* • **Anchor Chart:** Identify and Explain Author's Purpose	• **Magnetic Reader:** *In the Rainforest* • Additional materials vary based on class needs–*See Weekly Materials (p. 301) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Use **Collect and Display** to support children in writing sentences that develop a point by clearly defining key words during Use Word Meanings to Develop Points: Apply on p. 354.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Display and read aloud the point and the key words from **Student Worktext,** p. 290. Elicit defintions and synonyms. **Ask,** *"What does predators mean? Who are they? What does it mean to survive? How is [key word] related to the point about dessert habitats?"* Record student-friendly definitions in shared language and jointly construct a sentence, using the sentence about the gila monster as a model.	Record student-generated definitions of the key words. Then provide sentence frames: ___, *or* ___, ___. *To* ___, *or* ___, *animals* ___. Guide children to notice that the key word comes first, then the definition, and then the connection to the point. Briefly explain that *survive* changes to *survive* or *surviving.* Partner children to orally rehearse sentences. Display a few responses and analyze their structure.	Partner children to choose a key word and orally rehearse sentences before writing. Circulate and select a few responses to display and discuss with the class. Facilitate discussion about sentence structure. Prompt children to reflect on language. **Ask,** *"Which word was defined? How does the definition help the reader understand the point?"*

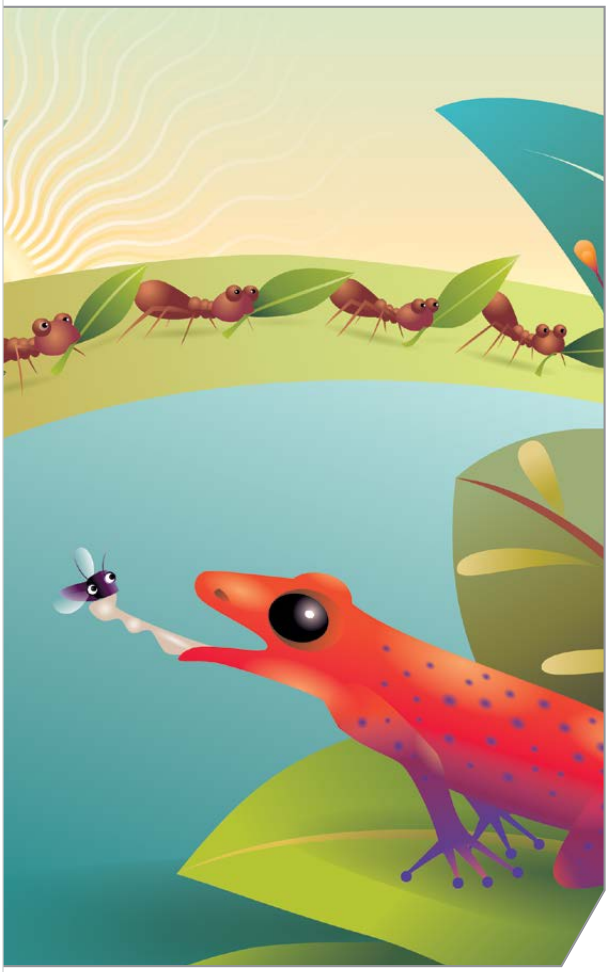
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FOUNDATIONAL SKILLS • *r*-Controlled Vowel: *ar*

Learning Goals

- I will read and write words with *r*-controlled vowel *ar*.
- I will read longer words with *r*-controlled vowel *ar*.
- I will read Super Words *more, now, only, our* and review *after, one, warm, your*.

Build Words! (40 MIN.)



PHONICS

r-Controlled Vowel: *ar*

EL **SUPPORT LANGUAGE TRANSFER** There is no sound-spelling match for /är/ in Arabic or Haitian Creole. As children say each word, have them extend the /är/. Then have them say the words with a partner.

TEACH Use the **SS&A Cards** to review *r*-controlled vowel *ar*. Say the image name and have children say /är/ with you. Review /är/ using the word *cart*. Write *cart* and read it aloud. Underline the *ar* and say the sound. **Say,** *"In the word* cart, */är/ is spelled* ar. *Remember, the consonant* r *changes the vowel sound before it. The vowel is neither long nor short. It is called an r-controlled vowel."* Point to the letters *ar* and have children say the sound with you. Remind children that *ar* might appear in any part of a word or syllable.

BLEND WORDS ROUTINE

MODEL Write the word *chart*. Point to *ar*.

Say the New Sound: *"I am going to say our new sound in this word: the letters* a *and* r *together stand for /är/."*

Blend the Sounds Together: *"Now listen as I blend all the sounds together: /chärt/,* chart. *Say the word with me:* chart."

APPLY Write the word *spark*. Point to *ar*.

Say the New Sound: *"Your turn! Say our new sound in this word."* (*/är/*)

Blend the Sounds Together: *"Now blend all the sounds together to say the word."* (*/ssspärk/,* spark)

With children, use the routine to blend the words below.

arch	**card**	**barn**	**barge**
marsh	**harm**	**art**	**hard**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to blend words with* r-controlled vowel ar . . .

THEN Model how to self-correct. Read a word incorrectly, then demonstrate sounding out the word, reminding yourself that *ar* is an *r*-controlled vowel spelling that stands for /är/. Have children practice blending remaining words with partners.

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Read Longer Words

TEACH Remind children that every syllable has one vowel sound and that *r*-controlled vowel *ar* stays together in a syllable. Explain that children can use what they know about *r*-controlled vowel syllables to read longer words.

MODEL Make and display two columns. Write the syllables *charm* • *ing* separately in the first column. Underline the *ar* in *charm*. Model reading aloud the two syllables *charm* and *-ing* as if you're segmenting the word. Have children repeat after you. Then, write the word *charming* in the second column, sweeping your finger under the word as you read it aloud. Have children repeat.

APPLY Have children chorally read each syllable in the left column and then the word in the right column for the remaining words below. Point out the dropping of the silent *e* before adding *-ing* in *charging*.

barn • yard	→	**barnyard**
farm • ing	→	**farming**
marsh • es	→	**marshes**
charg • ing	→	**charging**
re • start • ing	→	**restarting**

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read multisyllabic words with r-controlled vowel* ar . . .

THEN Guide children to use what they know to break apart a word and then sound it out. Demonstrate using the **SS&A Cards** as a resource. Guide children to use them as a tool for self-correction as they segment each word and blend the syllables.

High-Frequency Words

TIP To make the activity more challenging, include words from earlier sessions.

REVIEW Use the **Super Word Cards** to review Sessions 21–25's words *more, now, only,* and *our* and Sessions 16–20's words *after, one, warm,* and *your.*

APPLY Build automaticity with a speed drill. Display the **Super Word Cards** one at a time in a random order. Have children read each card. Repeat until each card has been read several times.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names and directions aloud, as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 284
High-Frequency Words	p. 286

WORD-LEVEL READING FLUENCY

Guide children to read the words on **Student Worktext** p. 285. Remind them that some words will have the sound-spellings they are learning in Sessions 21–25; others will have review sound-spellings. Line 6 is intended for children who are ready for a challenge.

cat, cart, tan, tar, ham, harm

hard, harp, star, scar, march, marsh

dark, sharp, large, part, dart, spark

wrap, knives, sign, limb, wrench, crumb

car, cargo, march, marching, part, party

smarter, guard, partner, carpenter, marble

Our band will start to march right now.

Only one more car will fit in the parking lot.

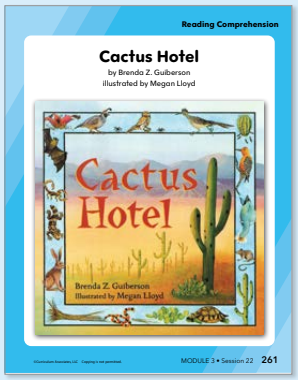
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READING COMPREHENSION

Learning Goals

To understand plants and animals in a desert ecosystem, I will:

- identify the author's purpose for writing a text.
- use word meanings to develop a point.



Student Worktext, pp. 261-280

Cactus Hotel

Genre: Informational

Unlock the Text (10 MIN.)

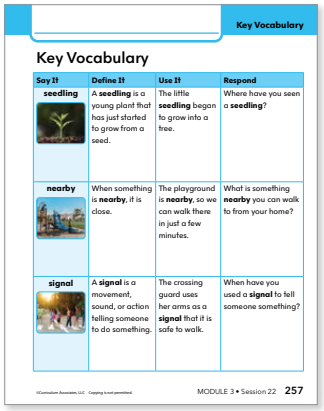
STEP 1 | Review the Topic and Text

- Review the **Unit Topic: Plants and Animals in the Desert** and the text *Cactus Hotel*.
- Use **Give One, Get One** to have children share something new they learned from *Cactus Hotel* about plants and animals in a desert. *(Answers will vary.)*

STEP 2 | Review Key Vocabulary

- Have children turn to **Student Worktext** p. 257.
- Use the routine and cards to review the words.
- Use the **Cognate Routine** to connect new words to words children may already know in their home language.
- Have children respond to the Connect It activity in the chart below.

EL **USE HOME LANGUAGE** As possible, pair children who speak the same home language to share their understanding of the key vocabulary words before responding to the Connect It activity in English.



Student Worktext, p. 257

KEY VOCABULARY ROUTINE

Say It	Define It	Use It	Connect It
 **seedling**	A seedling is a young plant that has just started to grow from a seed.	The little seedling began to grow into a tree.	Is a seedling a small, young plant or a fully grown plant? *(small, young plant)*
 **nearby**	When something is nearby, it is close.	The playground is nearby, so we can walk there in just a few minutes.	When something is nearby, is it close to you or far away from you? *(close to you)*
 **signal** EL Spanish cognate: *señal*	A signal is a movement, sound, or action telling someone to do something.	The crossing guard uses her arms as a signal that it is safe to walk.	When you give a signal to someone, do you share something with words or with actions? *(with actions)*

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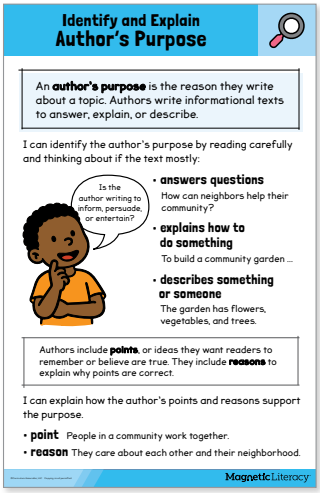
ACADEMIC VOCABULARY
author's purpose

STEP 3 | Teach: Identify Author's Purpose

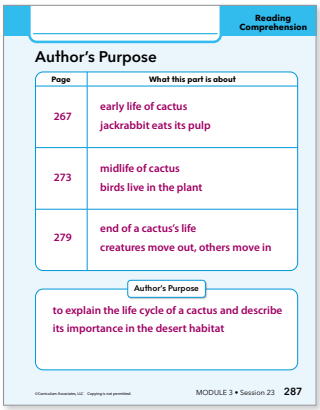
Revisit today's **Learning Goal. Say,** *"When we read the text, we will identify the author's purpose for writing it."*

TEACH Review author's purpose.

- Display and review the **Identify and Explain Author's Purpose Anchor Chart.** Review the definition of **author's purpose** and the purposes listed.
- Provide an example of a text that meets each purpose. For example:
  - A science text answers questions about animals on Earth.
  - A text about outer space explains how to create a model of the solar system.
  - A text about the planet Earth describe the layers of Earth.
- Explain that sometimes authors have two purposes, or dual purposes. For instance, a text may:
  - describe the layers of Earth, while explaining how to create a model of the solar system.
  - answer questions about animals on Earth, while describing what they look like and where they live.
- Have children turn to **Student Worktext** p. 287.
- Remind children that this tool helps readers note what text sections are about in order to identify the author's purpose. Tell them that as you read *Cactus Hotel,* you will work together to fill in the graphic organizer to identify the author's dual purposes for writing this text.



Identify and Explain Author's Purpose Anchor Chart



Student Worktext, p. 287

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READING COMPREHENSION

Read and Discuss (20 MIN.)

PURPOSE FOR READING Read the text with children, allowing them to read chunks independently as appropriate. Use the stopping points to discuss details that will help children identify the author's dual purposes for writing about the importance of a saguaro cactus in a desert ecosystem.

PAGE 267

MODEL Model identifying what the text part is about and what it tells the reader.

Think Aloud: *"What does the author want us to learn from these pages? These pages tell us about the early life of a saguaro cactus plant, starting from a seed. It grows to be 25 years old and 2 feet tall, which is about as tall as a desk. We also learn how a jackrabbit will get cool in the shade of the cactus and eat its pulp. These pages explain what happens to cactus in its early life and describe how it helps jackrabbits."*

- Have children add the information to the first row of the graphic organizer. *(267; early life of cactus; jackrabbit eats its pulp)*

PAGE 273

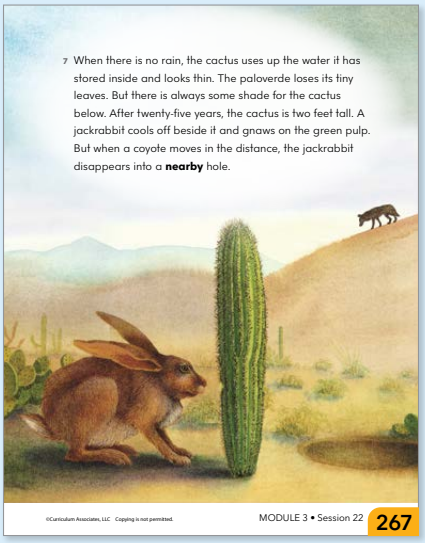
APPLY Have children identify what the text part is about and what it tells the reader.

- **Ask,** *"What do we learn about on these pages?" (Sample answers: a cactus at 50–60 years old; it grows flowers annually; a woodpecker makes its home in the plant; the cactus grows an arm; birds make the plant their home)*
- **Say,** *"Think of a way you can shorten this information by thinking about how the information is connected."*
  - Reread the Think Aloud above and what children entered on the first row of the graphic organizer if needed as an example.
- Have children fill in the information for the second row. *(273; midlife of cactus; birds live in the plant)*

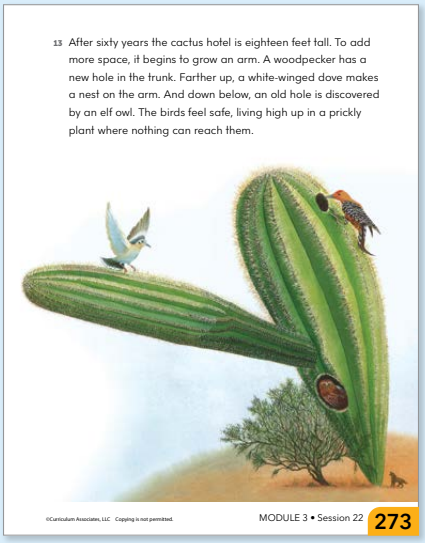
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify and describe the midlife of a cactus…*

THEN Read pp. 268–273 aloud. **Ask,** *"How old is the cactus?" (50–60 years old) "Which animals are drawn to it?" (birds) "Why?" (They want to make homes up high in the plant.)*


7 When there is no rain, the cactus uses up the water it has stored inside and looks thin. The paloverde loses its tiny leaves. But there is always some shade for the cactus below. After twenty-five years, the cactus is two feet tall. A jackrabbit cools off beside it and gnaws on the green pulp. But when a coyote moves in the distance, the jackrabbit disappears into a **nearby** hole.

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MODULE 3 • Session 22 267


13 After sixty years the cactus hotel is eighteen feet tall. To add more space, it begins to grow an arm. A woodpecker has a new hole in the trunk. Farther up, a white-winged dove makes a nest on the arm. And down below, an old hole is discovered by an elf owl. The birds feel safe, living high up in a prickly plant where nothing can reach them.

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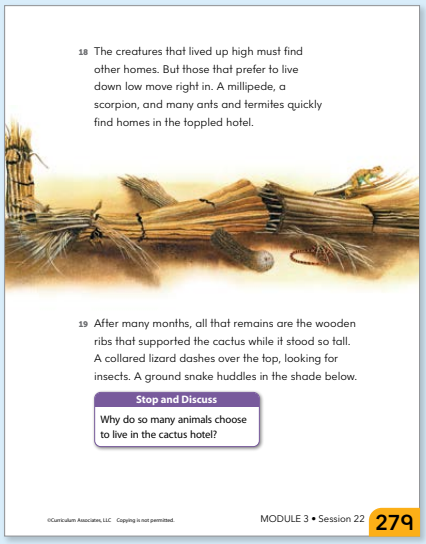
PAGE 279

APPLY Have children identify what the text part is about and what it tells the reader.

- **Ask,** *"What do we learn about on these pages?" (Sample answers: a cactus at 150–200 years old; it has many holes; it blows over; animals move out and others move in)*
- **Say,** *"Think of a way you can shorten this information by thinking about how the information is connected, in the same way that you did for the second row of the graphic organizer."*
- Have children fill in the information for the third row. *(279; end of a cactus's life; creatures move out, others move in)*

EL **SCAFFOLD RESPONSES** Encourage children to choose one picture in this text part to describe. For example, they may focus on the cactus at one point in time, one animal, or the movement of animals. **Ask,** *"What is this picture about? Why is it here?"* Encourage children to use vocabulary from the text.

IDENTIFY AUTHOR'S PURPOSE	
Page	**What this part is about**
(267)	*(early life of cactus; jackrabbit eats its pulp)*
(273)	*(midlife of cactus; birds live in the plant)*
(279)	*(end of a cactus's life; creatures move out, others move in)*
Author's Purpose	


18 The creatures that lived up high must find other homes. But those that prefer to live down low move right in. A millipede, a scorpion, and many ants and termites quickly find homes in the toppled hotel.

19 After many months, all that remains are the wooden ribs that supported the cactus while it stood so tall. A collared lizard dashes over the top, looking for insects. A ground snake huddles in the shade below.

Stop and Discuss

Why do so many animals choose to live in the cactus hotel?

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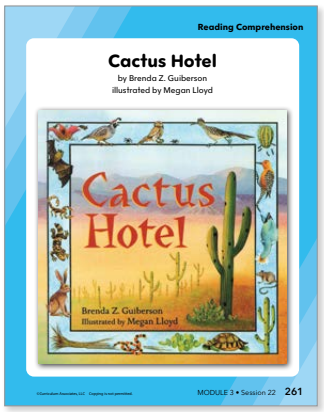
READING COMPREHENSION

Reflect (10 MIN.)

Revisit the Text

- Have children review their completed graphic organizer on **Student Worktext** p. 287 by whisper reading it.
- Revisit the **Identify and Explain Author's Purpose Anchor Chart.** Review the reasons authors write a text: to answer questions, to explain, to describe.
  - **Say,** *"There are three reasons an author writes an informational text: to answer questions, to explain, or to describe. Look at the details you wrote on your graphic organizer. Think about what you learned in each part of the text. Are those parts are answering questions, explaining, or describing?"*
  - Give children **Individual Think Time.** Then have them **Think-Pair-Share** about how the details they wrote can help them decide what they think the author's dual purposes are.
- **Ask,** *"What are the author's dual purposes for writing this text?" (to explain the life cycle of a cactus and describe its importance in the desert habitat)* Have children record this on their graphic organizer.

EL **OBSERVE LANGUAGE** If children need additional support to identify the author's purpose, review the terms *explain* and *describe*. Invite them to explain something they know how to do, then describe a familiar object. **Ask,** *"What is the author trying to do?"* Have them point to a place in the text that supports their answer.



Cactus Hotel

IDENTIFY AUTHOR'S PURPOSE	
Page	**What this part is about**
267	early life of cactus; jackrabbit eats its pulp
273	midlife of cactus; birds live in the plant
279	end of cactus's life; creatures move out, others move in
Author's Purpose	
(to explain the life cycle of a cactus and describe its importance in the desert habitat)	

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EXIT TICKET

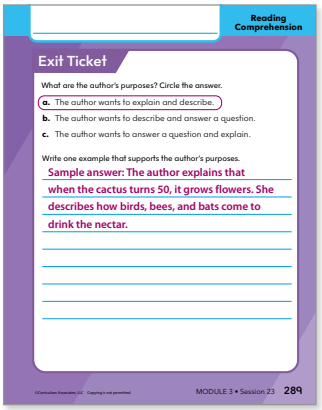
Assess

- Have children turn to p. 289 in their **Student Worktext.**
- Read the questions aloud. Have children identify the author's dual purposes and use details from the text to support the author's purposes.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify the author's dual purposes to explain and describe and use text details to support them …*

THEN Revisit the life cycle of a cactus with children by rereading key parts of the text and examining the pictures. Start with the seedling stage on p. 265 and have children explain the cactus's life at that age. Repeat for p. 268 when the cactus is 50 years old, p. 273 when the cactus is 60 years old, and p. 278 when the cactus is 200 years old. **Ask,** *"What do all of these pages explain?" (the life cycle of the cactus) "What do these pages describe related to the cactus life cycle?" (how the cactus is important to animals at all stages of its life)*


Reading Comprehension

Exit Ticket

What are the author's purposes? Circle the answer.

a. The author wants to explain and describe.

b. The author wants to describe and answer a question.

c. The author wants to answer a question and explain.

Write one example that supports the author's purposes.

Sample answer: The author explains that when the cactus turns 50, it grows flowers. She describes how birds, bees, and bats come to drink the nectar.

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Student Worktext, p. 289

Revisit the Topic

- Remind children of the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- **Ask,** *"What did you learn about plants and animals in desert habitats in this text?" (Sample answer: Animals depend on plants for survival.)*

EL **GROUP STRATEGICALLY** Before children respond in English, pair those with emerging English proficiency with more proficient English speakers so they may hear language models and rehearse responses.

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TARGETED INSTRUCTION • Writing

Use Word Meanings to Develop Points (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will use word meanings to develop points."*

TEACH Introduce using word meanings to develop points.

- Remind children that including the definition, or meaning, of difficult words in their writing can help readers understand their point.
- Tell children they will use definitions and word clues to define difficult words in their explanatory writing.

MODEL Model using a word's meaning to develop a point.

- Write or display and read aloud the following: *Not all desert animals live alone. Fennec foxes …*

  Think Aloud: *"The first sentence is the point. I need to write a second sentence that develops the point that not all desert animals live alone. I have a sentence frame about Fennec foxes. I know they do not live alone. They live in a pack with up to ten foxes. But the word* pack *may confuse readers. I will write my sentence to include the definition of* pack, *which is 'a group'."* Write or display the rest of the sentence: *live in packs, or groups, of up to ten foxes.* Read it aloud. *"Now the reader has a better understanding of the point because they know what the word* packs *means."*

APPLY Have children use word meanings to develop points.

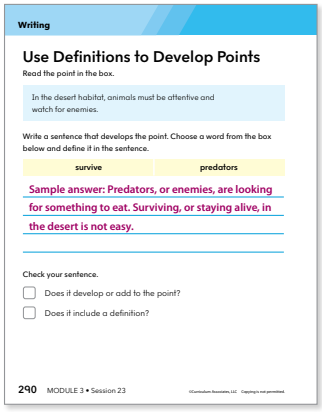
- Write or display and read aloud the following: *There are many places for animals to live in a desert. Gila monsters … burrows.*
- Tell children the first sentence is the point. Have children **Think-Pair-Share** to construct a second sentence about Gila monsters that uses and defines *burrows*. *(Sample answer: Gila monsters live in burrows, or holes in the ground.)*
- Have children reflect on how the meaning of *burrows* will help the reader understand the point. *(Sample answer: It will help the reader understand where Gila monsters live in the desert.)*
- Have children complete the activity on **Student Worktext** p. 290.

EL See the Session Preview for differentiated EL support.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to use word meanings to develop points …*

THEN Have children choose one of the words from the word box. Have them orally define the words. Have them orally explain how the word relates to the point. Then have them write the sentence defining that word to develop the point.



Writing

Use Definitions to Develop Points

Read the point in the box.

In the desert habitat, animals must be attentive and watch for enemies.

Write a sentence that develops the point. Choose a word from the box below and define it in the sentence.

survive | predators

Sample answer: Predators, or enemies, are looking for something to eat. Surviving, or staying alive, in the desert is not easy.

Check your sentence.

☐ Does it develop or add to the point?

☐ Does it include a definition?

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Student Worktext, p. 290

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SESSION PREVIEW

MODULE 3 • Session 24

SESSION GOALS

FOUNDATIONAL SKILLS Practice & Extend	INTEGRATED LITERACY Reading Comprehension	
LEARNING GOALS	**LEARNING GOALS**	**LANGUAGE GOAL**
• Read and write words with *r*-controlled vowel *ar*. • Recognize and read words with *r*-controlled vowel syllable patterns. • Read Super Words *more, now, only, our* and review *after, one, warm, your*. • Read *Time to Eat!* fluently at an appropriate rate/pacing.	• Compare and contrast texts on the same topic. • Write a conclusion sentence.	• Compare and contrast the details in two texts about the desert, using language such as *similar, both, alike,* and *different*.

MATERIALS & PACING

FOUNDATIONAL SKILLS (P. 356) WHOLE CLASS (40 MIN.)	INTEGRATED LITERACY (P. 360) WHOLE CLASS (50 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 3, Module 3, Session 24 • **Word Building Cards:** *a, ar, b, c, cl, cr, d, i, k, l, m, mb, n, p, r, s, sc, u, y* • **Super Word Cards:** *more, now, only, our, after, one, warm, your*	• **Integrated Literacy Slides:** Unit 3, Module 3, Session 24 • **Vocabulary Cards:** *den, store, horizon, seedling, nearby, signal* • **Anchor Chart:** Compare and Contrast Texts	• **Magnetic Reader:** *In the Rainforest* • Additional materials vary based on class needs–*See Weekly Materials (p. 301) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Prepare children to compare texts by ensuring that they understand and can use the words *alike* and *similar* during Teach: Compare and Contrast Texts on p. 361.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
As appropriate, elicit the cognate for *similar*, such as *similar* in Spanish, and invite children to explain the meaning, in English or their home language. Ask them to call out examples of two things that are *similar* or *alike*, but not exactly the same *(shoe/boot, cat/kitten, etc.)*. Have pairs find and briefly discuss a statement about jackrabbits and coyotes that is similar in both texts.	**Ask,** *"What do we look for when we compare texts?"* Confirm understanding that *similar* and *alike* mean *almost the same, but not exactly the same.* Have small groups look for information and illustrations in the texts related to pack rats and what they eat. **Ask,** *"How is the information about pack rats similar or alike?"* Provide: *The texts are ___ because both teach us that ___.*	**Ask,** *"What do we look for when we compare texts?"* Prompt for *similar* and *alike,* noting that both mean *almost the same, but not exactly the same.* **Ask,** *"What do these two texts teach us about the cactus flowers and their nectar?"* Pair children to find what both texts say about nectar and then analyze and explain how the language and illustrations are similar but slightly different.

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FOUNDATIONAL SKILLS • *r*-Controlled Vowel: *ar*

Learning Goals

- I will read and write words with *r*-controlled vowel *ar*.
- I will recognize and read words with *r*-controlled vowel syllable patterns.
- I will read Super Words *more, now, only, our* and review *after, one, warm, your.*

Build Words! (30 MIN.)

PHONICS

Word Building

TIP To challenge children, you may choose to do the routine by telling children which new word to make without telling children which letter to change (e.g., change *yard* to *yarn*). **Ask,** *"Which sound is different in the word ___? What new letter(s) will you use?"*

WORD BUILDING ROUTINE

MODEL Review the *ar* sound-spelling. Display the **Word Building Cards** *y, a, r, d* to make the word *yard*.

Blend the Sounds: *"Listen as I blend the sounds in this word: /yärd/,* yard."

Add, Change, Delete, Repeat: *"Now I will think about how to change the word to make a new one. I can change the letter* d *to* n. *Now, listen as I blend the sounds to say the new word: /yärn/,* yarn."

APPLY Display the **Word Building Cards** *m, a, r, k* to make the word *mark*.

Blend the Sounds: *"Your turn! Make the word* mark. *Blend the sounds to say the word." (/mmmärk/,* mark)

Add, Change, Delete, Repeat: *"Change* m *to* p. *Now, blend the sounds to say the new word." (/pärk/) "What's our new word?"* (park)

With children, use the routine to build the following words in sequence.

bar	far	car	scar
crumb	climb	limb	lamb

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to build and blend words with* r-*controlled* ar . . .

THEN Guide children to build and blend a word family, such as *-ark*. Pair children and have them take turns with their partners adding different beginning sounds and blends to make new words. Ensure children read each word aloud.

Encode Words

DICTATION *"We built some* r-*controlled vowel* ar *words with our cards. Now let's write some words!"*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *dart*.

Say the Word: *"The word is* dart. *I am going to think about the sounds I hear in* dart."

Connect Sounds to Spellings: *"First, I will say the word slowly,* dart. *Next, I will think about the first sound I hear. The first sound in* dart *is /d/. I know that the letter* d *stands for /d/. I will write* d." Repeat for the remaining sounds to spell *dart*.

APPLY Have children write today's dictation words and sentence on p. 292 of their **Student Worktext.**

Say the Word: *"Your turn! The first word is* spark. *Remember to say the word to yourself to help you think about the sounds."*

Connect Sounds to Spellings: *"Think about the first sound in* spark. *Which letter stands for that sound? Write the letter. Keep going for each sound in* spark!"

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy. Have partners practice saying and spelling the words.

1. spark **2. arch** **3. harm** **4. comb**

5. Our car is hard to start.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to accurately spell words with* r-*controlled vowel* ar...

THEN Review *ar*. Write *park* and point to each sound-spelling as children sound it out. Dictate the words *dark* and *mark*. Use the **Corrective Feedback Routine** for encoding to help children correct errors.

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WORD ANALYSIS

r-Controlled Vowel Syllable Pattern

TEACH Remind children that every syllable has only one vowel sound. **Say,** *"When a vowel is followed by the letter r, the r changes the vowel sound before it. The vowel and the r act as a team, and they must remain together in the same syllable."*

MODEL Write *garlic*. Think aloud as you model dividing the word and identifying the *r*-controlled syllable pattern. **Say,** *"First, I will identify each vowel."* Underline the vowels. *"There are two vowels, but the first vowel is followed by the letter r. This is an r-controlled vowel. The a and the r act as a team, so they must stay in the same syllable. I will first try dividing the word after the r-controlled vowel:* gar • lic. *Gar- has an r-controlled vowel syllable pattern."* Sweep your finger under the word as you blend the syllables to say the word.

APPLY Repeat with the words *charcoal* and *target*. Guide children to divide each word and to identify the *r*-controlled syllable pattern. Then together with children, blend the syllables to read the words. Together with children, discuss the meaning of each *ar* word. Then have children use the words to generate sentences.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read words with the r-controlled vowel syllable pattern . . .*

THEN Pronounce the word correctly and then explain. Point to the syllable children mispronounced. **Say,** *"Each syllable has only one vowel sound. What is the vowel sound in this syllable? Can you read the syllable?"* Have children read the syllable again before rereading the whole word.

High-Frequency Words

TIP You may wish to leave the **Super Word Cards** on display for children to use as a resource. Have children refer to the cards while writing. Point out that they can be used as a tool to confirm or self-correct their spelling.

REVIEW Say each of Sessions 21–25's words *more, now, only,* and *our* and Sessions 16–20's words *after, one, warm,* and *your*. Have children write each word on a piece of paper as you say it. Then display each **Super Word Card** for children to confirm or self-correct their spelling. Have children read and spell each word chorally.

APPLY Have children work with a partner to write a sentence using each of Sessions 21–25's words and one or two of Sessions 16–20's words. Then have children read the sentences together.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names and directions aloud, as necessary.

STUDENT WORKTEXT	PAGE
Phonics	p. 292
Encode Words	p. 292
Word Analysis	p. 293
High-Frequency Words	p. 294

Let's Read!

Turn to the next page to have children read *Time to Eat!*



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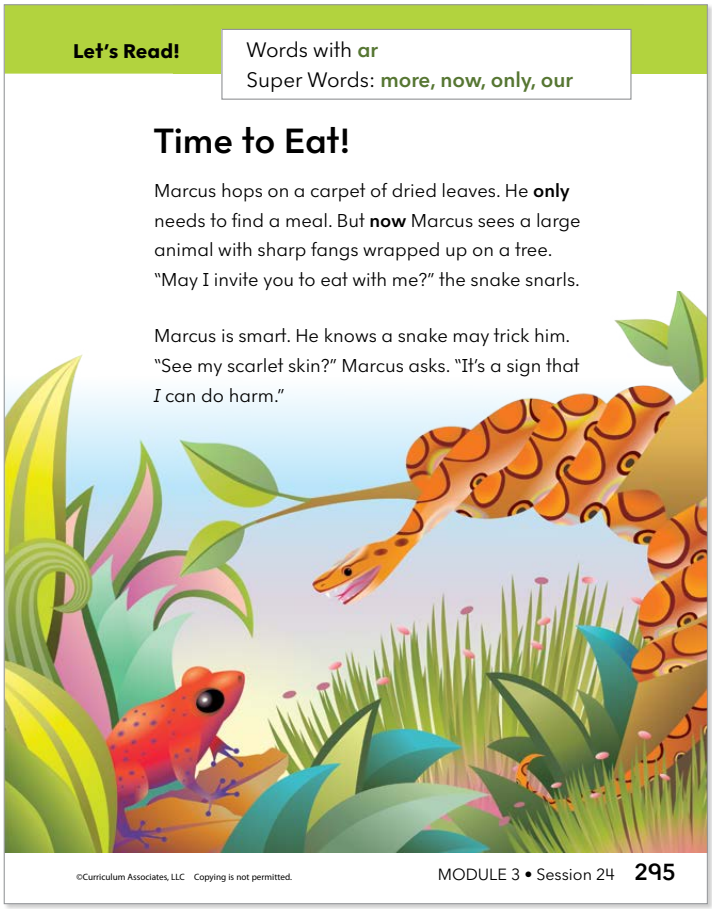
FOUNDATIONAL SKILLS • *r*-Controlled Vowel: *ar*

Let's Read! (10 MIN.)

Learning Goals

- I will read *Time to Eat!* fluently at an appropriate rate/pacing.

- **Introduce:** Children are reading about rainforest habitats. This text, *Time to Eat!*, tells how a poison dart frog avoids danger and finds food in the rainforest.
- **Share:** Review the story words *animal* and *water*. Say the words and have children repeat after you.



Let's Read!

Words with ar
Super Words: more, now, only, our

Time to Eat!

Marcus hops on a carpet of dried leaves. He **only** needs to find a meal. But **now** Marcus sees a large animal with sharp fangs wrapped up on a tree. "May I invite you to eat with me?" the snake snarls.

Marcus is smart. He knows a snake may trick him. "See my scarlet skin?" Marcus asks. "It's a sign that *I* can do harm."

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FIRST READ

Read Connected Text

EL **SUPPORT MEANING** Identify Marcus the frog. Explain the words *snarl, fangs,* and *harm*. Explain the idiom *pick up a scent*.

TEACH/MODEL Model reading the title. Call attention to Sessions 21-25's Super Words in bold and any Unit Words or story words. Remind children that they are learning about words with the *r*-controlled vowel *ar*. Then write words with *ar* from the text, such as *sharp, carpet,* and *scarlet,* to have children practice reading target-skill words for automaticity. Model decoding the first sentence before reading the text in unison with children.

APPLY Have children reread the text in unison. Circulate and provide corrective feedback as needed. If time permits, have children read the text again using partner-reading or whisper-reading.

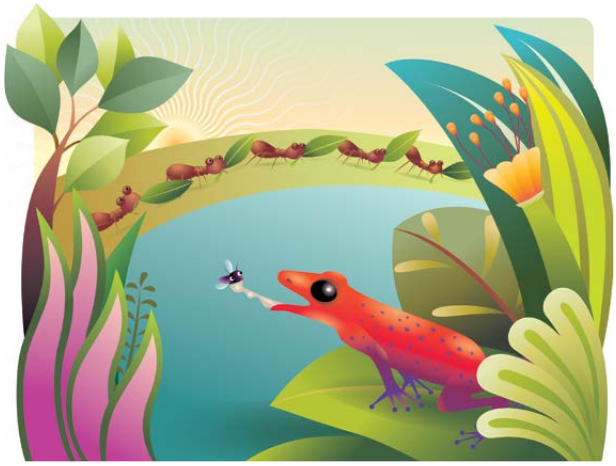
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read the text accurately and with ease . . .*

THEN Review the *r*-controlled vowel *ar*. Use the **Corrective Feedback Routine** for decoding to help children correct errors.

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Let's Read!



Marcus keeps hopping. He sees a line of ants marching by. Each ant has a big leaf. "Please do not crush **our** leaves!" they yell.

Marcus passes the ants. He lands by water and picks up a scent. Then Marcus sees his target and snags a tiny fly. Yum! He eats a bit **more**. Then he hops home as the sky darkens.

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FIRST READ

Build Fluency: Rate/Pacing

TEACH/MODEL Remind children that fluent readers sometimes read faster to sound more natural, as if they are speaking. Read the first paragraph aloud one sentence at time, gradually reading a bit faster and improving your pace with each sentence. Have children give a thumbs-up when your pace seems appropriate. Guide children to explain why the last sentence sounded the best.

SELF-CORRECTION

PACING Fix-Up Strategy

Explain to children that readers use different strategies, or tools, to help them as they read. **Say,** *"If your reading is too fast or too slow, stop and reread. When you read aloud, you should read at a pace that sounds like natural conversation and helps you and other listeners understand meaning. Ask yourself:* Did I read with a natural talking voice?" Guide children to use the strategy as they read.

APPLY Have children echo-read the remainder of the text. Listen for appropriate rate and pacing.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to read aloud at an appropriate pace . . .*

THEN Have children take turns reading sentences with a partner. Have the listener give a thumbs-up if their partner's pace is appropriate or point upward if they should read at a faster pace.

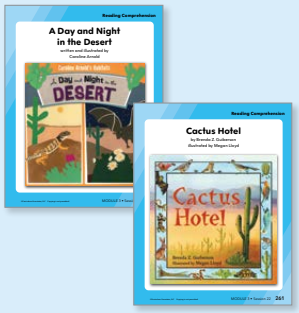
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READING COMPREHENSION

Learning Goals

To understand plants and animals in a desert ecosystem, I will:

- compare and contrast texts on the same topic.
- write a conclusion sentence.



Student Worktext, pp. 217–236

A Day and Night in the Desert

Genre: Informational

Student Worktext, pp. 261–280

Cactus Hotel

Genre: Informational

Unlock the Text (10 MIN.)

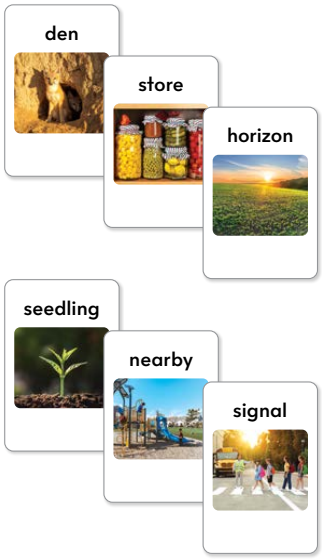
STEP 1 | Review the Topic and Text

- Review the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- Have children **Think-Pair-Share** about how a cactus helps living things survive in the desert habitat. *(Answers will vary.)*

STEP 2 | Review Key Vocabulary

- As needed, you may choose to review the key vocabulary from *A Day and Night in the Desert* and *Cactus Hotel*.
  - *A Day and Night in the Desert: den, store, horizon*
  - *Cactus Hotel: seedling, nearby, signal*
- Display the vocabulary cards. Together with children, read aloud the words and their definitions.
- Have children **Turn and Talk,** using each word in a sentence about the desert habitat.

EL **GROUP STRATEGICALLY** Pair children of similar English proficiency levels to support each other in using vocabulary words in a sentence, so they can reinforce each other's contributions.



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ACADEMIC VOCABULARY
compare, contrast

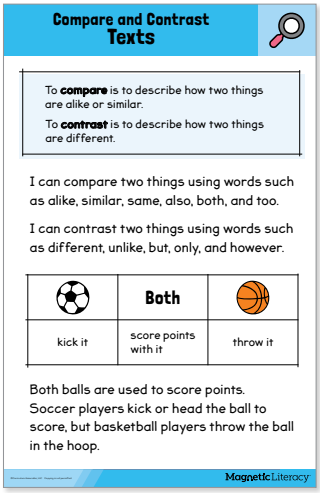
STEP 3 | Teach: Compare and Contrast Texts

Revisit today's **Learning Goal. Say,** *"When we reread the texts, we will compare and contrast information in them."*

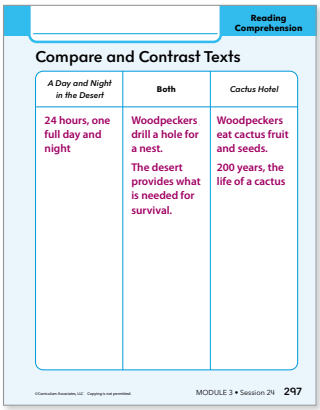
TEACH Review comparing and contrasting.

- Display and review the **Compare and Contrast Texts Anchor Chart.** Review the definitions of *compare* and *contrast.* Note that looking at details to compare and contrast helps readers better understand the topic.
- Review the difference between comparing and contrasting using a text and a magazine.
  - Remind children that to **compare** means to "describe how things are alike or similar." Compare the text and the magazine: both are things you read. Prompt children to find other similarities. *(Sample answer: People can read both to learn new things.)*
  - Remind children that to **contrast** means to "describe how things are different." Contrast the text and the magazine: the text focuses on one topic and everything is about that topic, but the magazine focuses on many different topics in short articles. Prompt children to find other differences. *(Sample answer: Many texts have hard covers, but magazines don't.)*
- Remind children that comparing and contrasting texts helps readers understand the texts and topic better.
- Explain that children will compare and contrast *A Day and Night in the Desert* and *Cactus Hotel.*
  - **Say,** *"As we read the texts, we will compare and contrast information about animal and plant life in the desert."*
- Have children turn to **Student Worktext** p. 297. Tell them you will work together to fill in the graphic organizer while reading.

EL See the Session Preview for differentiated EL support.



Compare and Contrast Texts Anchor Chart



Student Worktext, p. 297

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READING COMPREHENSION

Read and Discuss (20 MIN.)

PURPOSE FOR READING Read the texts with children, allowing them to read chunks independently as appropriate. Use the stopping points to compare and contrast information about animal and plant life in the desert.

NOTE: You may wish to read only the pages identified in each stopping point to support children's focus on comparing and contrasting the texts. Children have read each text in full more than once prior to this session.

PAGE 218 | *A Day and Night in the Desert*
PAGES 270–271 | *Cactus Hotel*

MODEL Model comparing and contrasting details in the texts.

Think Aloud: *"In these texts, I learned that cactuses benefit woodpeckers in several ways. In both texts, I learned that a woodpecker uses its beak to drill a hole big enough for a nest. In* Cactus Hotel, *I learned that woodpeckers eat cactus fruit and seeds. Woodpeckers find food and shelter in cactuses."*

- Have children add the following information to the graphic organizer:
  - **Both:** *(Woodpeckers drill a hole for a nest.)*
  - ***Cactus Hotel:*** *(Woodpeckers eat cactus fruit and seeds.)*

PAGE 235 | *A Day and Night in the Desert*
PAGE 277 | *Cactus Hotel*

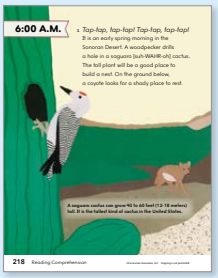
APPLY Have children compare and contrast details in the texts.

- **Ask,** *"How are the texts similar? What did we learn in these paragraphs?" (The desert provides food, water, and shelter to survive.)*
- Have children add the following information to the graphic organizer:
  - **Both:** *(The desert provides what is needed for survival.)*

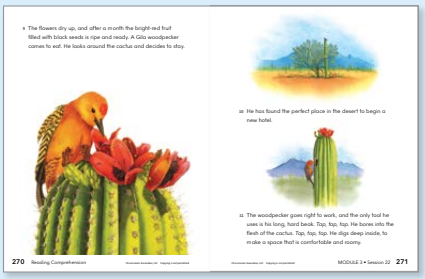
CHECK FOR UNDERSTANDING

IF *Children aren't yet able to describe how both texts explain how the desert provides what is needed for survival …*

THEN Remind children they are looking for how the parts of each text are similar. Prompt them to explain their understanding of paragraph 18 in *A Day and Night in the Desert.* *(The desert provides what animals need.)* Prompt them to explain their understanding of paragraph 16 in *Cactus Hotel.* *(The cactus provides a home and food for desert animals.)* **Ask,** *"What is similar about the information in these two paragraphs?" (Sample answer: Both paragraphs have information about how the cactus helps animals survive in the desert.)*



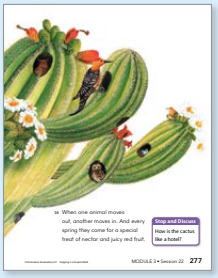
***A Day and Night in the Desert,* p. 218**



***Cactus Hotel,* pp. 270–271**



***A Day and Night in the Desert,* p. 235**



***Cactus Hotel,* p. 277**

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PAGES 232, 234 | *A Day and Night in the Desert*
PAGE 278 | *Cactus Hotel*

APPLY Have children compare and contrast details in the texts.

- **Ask,** *"How are the texts different?" (A Day and Night in the Desert focuses on one full day and night, or 24 hours, in the desert. Cactus Hotel tells about 200 years in the life of a cactus.)*

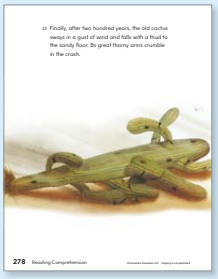
EL **SCAFFOLD RESPONSES** Invite children to discuss the pictures that depict time passing in each text. **Ask,** *"What do you see that is similar? What is different?"* Provide sentence frames: *This picture shows ___, and that picture shows ___. They are different because ___.*

- Have children add the following information to the graphic organizer:
  - ***A Day and Night in the Desert:*** *(24 hours, one full day and night)*
  - ***Cactus Hotel:*** *(200 years, the life of a cactus)*

COMPARE AND CONTRAST TEXTS		
A Day and Night in the Desert	**Both**	***Cactus Hotel***
• *(24 hours, one full day and night)*	• *(Woodpeckers drill a hole for a nest.)* • *(The desert provides what is needed for survival.)*	• *(Woodpeckers eat cactus fruit and seeds.)* • *(200 years, the life of a cactus)*



***A Day and Night in the Desert*, pp. 232, 234**



***Cactus Hotel*, p. 278**

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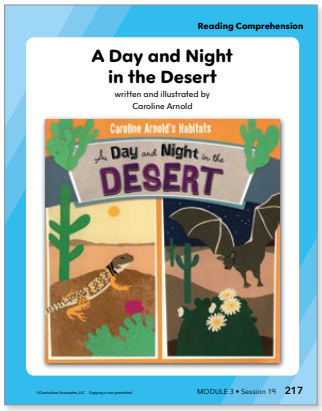
READING COMPREHENSION

Reflect (10 MIN.)

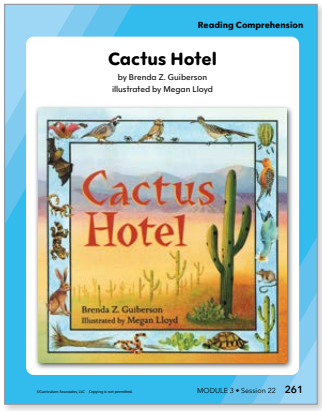
Revisit the Text

- Have children reflect on comparing and contrasting *A Day and Night in the Desert* and *Cactus Hotel* by whisper reading the information they recorded on **Student Worktext** p. 297.
- Support children in synthesizing the information they recorded. **Ask,**
  - *"How is information about a day and night the desert and the life cycle of a cactus alike, or similar?" (Answers will vary but should draw from details recorded in the* Both *part of the graphic organizer.)*
  - *"How is information about a day and night the desert and the life cycle of a cactus different?" (Answers will vary but should draw from details recorded in the* A Day and Night in the Desert *and* Cactus Hotel *parts of the graphic organizer.)*
- Discuss the importance of reading multiple texts about the same topic.
  - **Ask,** *"How did reading both texts help you better understand how plants and animals survive in the desert?" (Sample answer: Both texts show that plants and animals need each other in the desert.)*

COMPARE AND CONTRAST TEXTS		
A Day and Night in the Desert	**Both**	***Cactus Hotel***
• 24 hours, one full day and night	• Woodpeckers drill a hole for a nest. • The desert provides what is needed for survival.	• Woodpeckers eat cactus fruit and seeds. • 200 years, the life of a cactus



A Day and Night in the Desert



Cactus Hotel

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EXIT TICKET

Assess

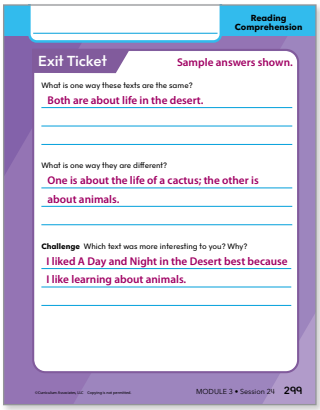
- Have children turn to p. 299 in their **Student Worktext.**
- Read the questions aloud. Have children explain how the texts are the same and how they are different.
- As a challenge, have children explain which text they thought was more interesting and why.

EL **OBSERVE LANGUAGE** Look for children to use words such as *both, similar, alike,* and *different.* If they need support comparing and contrasting, guide children to pictures and **ask,** *"What [animal/plant] do you see in this text? Is there anything like it in the other text? What did you learn about it? Is there information in one text that is not in the other?"*

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to identify how the texts are similar and different …*

THEN Have children turn to the sections in each text that tell about how animals get food and shelter in the desert. **Ask,** *"Where do the animals get food and shelter?" (Answers will vary but should include details about eating plants and other animals for food and using plants and digging burrows for shelter.)* Direct children to look for the time stamps for different times of day and night in *A Day and Night in the Desert.* Have them locate sentences in *Cactus Hotel* that tell about the cactus's age. **Ask,** *"How much time passes in* A Day and Night in the Desert? *How much time passes in* Cactus Hotel?*"* (A Day and Night in the Desert: *24 hours, one full day and night;* Cactus Hotel: *200 years)*


Reading Comprehension

Exit Ticket — Sample answers shown.

What is one way these texts are the same?

Both are about life in the desert.

What is one way they are different?

One is about the life of a cactus; the other is about animals.

Challenge Which text was more interesting to you? Why?

I liked A Day and Night in the Desert best because I like learning about animals.

MODULE 3 • Session 24 299

Student Worktext, p. 299

Revisit the Topic

- Review the **Unit Topic: Plants and Animals in the Desert** and the **Essential Question: How do living things survive in a desert habitat?**
- **Ask,** *"What did you learn from these texts about how animals survive in a desert habitat?" (Sample answers: I learned that everything animals need to survive is right there in the desert. I learned that the desert ecosystem provides food and shelter for animals.)*

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TARGETED INSTRUCTION • Writing

Write a Conclusion Sentence (10 MIN.)

Revisit today's **Learning Goal. Say,** *"We will write a conclusion sentence."*

EL **CONNECT TO COGNATES** For speakers of Latin-based home languages, elicit the cognate for *conclusion*, such as *conclusión* in Spanish. Invite discussion of the meaning, in English or home languages. **Ask,** *"Where will you put a conclusion sentence?"*

TEACH Introduce writing a conclusion sentence for explanatory writing.

- Explain that children will write a *conclusion,* or "ending," to complete their explanatory writing. This sentence is a conclusion sentence.
- Remind them they have learned to write introductory statements and questions, include facts that are true statements to develop a point, and use word meanings to support a point.

MODEL Model writing a conclusion sentence for explanatory writing.

- Write or display and read aloud: *The desert habitat provides, or gives, everything animals need to survive. Animals can dig or hunt for food. Plants and occasional rain supply water. Homes can be made in caves, trees, or underground.*
- Point out the underlined words, explaining these are basic needs for survival. Tell children the first sentence is the point and all the other sentences develop the point: the desert provides all the things needed for survival.

  Think Aloud: *"The desert habitat provides everything animals need to survive. The paragraph develops that point with facts. Now, we need to end our writing with a conclusion sentence that restates the point. A conclusion sentence should be similar to the first sentence, or point, but not exactly the same. It should express that animals survive because the desert habitat meets their needs."*

- Write or display the following conclusion sentence: *Animals survive because the desert gives them what the need.* Then read aloud the entire paragraph.

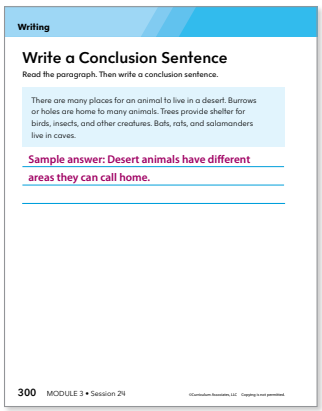
APPLY Have children write a conclusion sentence for explanatory writing.

- Have children turn to **Student Worktext** p. 300. Read aloud the directions and together, read aloud the paragraph.
- Have children **Raise a Hand** to identify the point *(There are many places for an animal to live in a desert.)*, restate the point in their own words *(Sample answer: Desert animals can live in many places.)*, and share how the facts develop the point. *(They tell different places desert animals live.)*
- Have children complete the page. Have them reread the paragraph as needed.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to write a conclusion sentence …*

THEN Reread the topic sentence, or point, together. Have children restate the point in their own words. Have them consider if the restatement could be their conclusion sentence or if they can restate it a different way.


Writing

Write a Conclusion Sentence

Read the paragraph. Then write a conclusion sentence.

There are many places for an animal to live in a desert. Burrows or holes are home to many animals. Trees provide shelter for birds, insects, and other creatures. Bats, rats, and salamanders live in caves.

Sample answer: Desert animals have different areas they can call home.

300 MODULE 3 • Session 2N

Student Worktext, p. 300

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SESSION PREVIEW

MODULE 4 • Session 25

SESSION GOALS

FOUNDATIONAL SKILLS Assessment	INTEGRATED LITERACY Process Writing: Introduce	
LEARNING GOAL	**LEARNING GOALS**	**LANGUAGE GOAL**
Complete Foundational Skills Unit 3 Assessment.	• Review the steps in the writing process. • Identify important parts of explanatory writing. • Explore an explanatory writing example.	• Annotate and discuss parts of an explanatory writing piece, such as the topic sentence, supporting facts, and the conclusion.

MATERIALS & PACING

FOUNDATIONAL SKILLS WHOLE CLASS (40 MIN.)	INTEGRATED LITERACY (P. 368) WHOLE CLASS (50 MIN.)	SUPPORT & EXTEND SMALL GROUP (30 MIN.)
• **Foundational Skills Slides:** Unit 3, Module 4, Session 25 • **Foundational Skills Unit 3 Assessment**	• **Integrated Literacy Slides:** Unit 3, Module 4, Session 25 • **Anchor Charts:** Steps in the Writing Process, Explanatory Writing • **Modeling Texts:** *Fennec Foxes, Gila Monster's Burrow*	• **Magnetic Reader:** *In the Rainforest* • Additional materials vary based on class needs–*See Weekly Materials (p. 301) for full list of options.*

ENGLISH LEARNERS

EL **SCAFFOLD TO OFFER DIFFERENT LEVELS OF SUPPORT**

Support children to analyze and discuss the elements of explanatory writing within an exemplar during Step 3: Apply on p. 370.

SUBSTANTIAL SUPPORT	MODERATE SUPPORT	LIGHT SUPPORT
Read the exemplar with children. Ask questions after each sentence to help children identify elements of explanatory writing. For example, after reading the first sentence, **ask,** *"Does this sentence include any facts or supporting ideas?" (no) "Does it introduce the topic?" (yes) "What is this kind of sentence called?" (a topic sentence)* Remind children to add annotations as they identify each element.	Invite children to work in pairs to annotate the exemplar together. Provide sentence frames to support children as they discuss their ideas about the elements of the written piece: • *I think ___ is the topic sentence because ___.* • *One supporting fact is ___.* • *Another supporting fact is ___.* • *The conclusion is good because ___.*	Invite children to work in pairs. Display the following prompts for partners to discuss as they annotate the exemplar: • *Why do the supporting facts come after the topic sentence (not before)?* • *Why are there two facts in this piece?* • *How does a conclusion help readers?* Circulate and support partners to collaborate by suggesting they ask questions: *What do you think? Do you agree with me?*

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PROCESS WRITING • Analyze the Task

Learning Goals

To write to explain how living things survive in the desert, I will:

- review the steps in the writing process.
- identify important parts of explanatory writing.
- explore an explanatory writing example.



Student Worktext, pp. 133-142

Fennec Foxes

Genre: Informational

Student Worktext, pp. 163-172

Gila Monster's Burrow

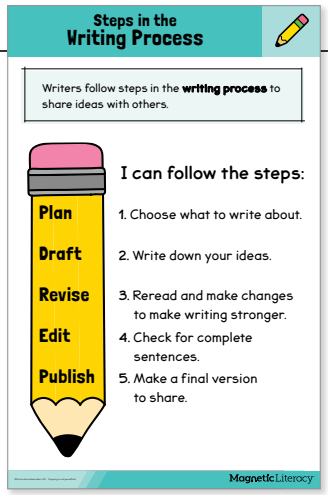
Genre: Informational

Introduce (50 MIN.)

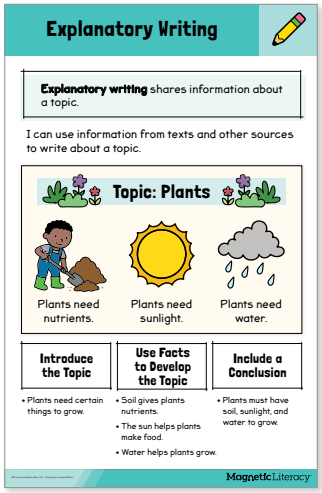
STEP 1 | Teach

Review the writing process and the features of explanatory writing.

- **Say,** *"When we want to share our ideas about stories and texts we have read, we can write about them. To do our best work, we can follow a set of steps called the writing process."*
- Display and read aloud the **Steps in the Writing Process Anchor Chart.**
- Display and read aloud the **Explanatory Writing Anchor Chart.** Explain that **explanatory writing** gives information about a topic.
- Explain that a *topic* is "who or what a text is about."
  - Explain that authors share a *point,* or "something important they want readers to remember."
  - Authors include facts to explain and support their point in explanatory writing. Remind children that a *fact* is "true, can be proven, and does not change."
- Explain that to *compare* means "to describe how things are alike or similar."
  - Tell children that comparing texts helps readers understand the texts and topic better. Point out that comparing texts can also help readers and writers make a point about what is the same between texts.
  - **Say,** *"When we write about what we've learned from two texts on the same topic, we can look for facts and ideas that are alike. Comparing facts helps us understand texts and a topic better."*



Steps in the Writing Process Anchor Chart



Explanatory Writing Anchor Chart

STEP 2 | Model

Model explanatory writing.

- **Say,** *"We've been learning about how living things survive in a desert habitat. I can write to answer this prompt: Explain how living things survive in the desert. Compare facts from* Fennec Foxes *and* Gila Monster's Burrow *in your response."*
- Display and review *Fennec Foxes.*
  - **Say,** *"Let's look for facts that tell how the fennec fox survives in the desert."*
- Flip through the text and have children identify ways a fennec fox survives in the desert.
  - pp. 136-137: big ears keep fennec foxes cool by letting heat out; their fur reflects the hot sun; their sandy color helps them hide from predators.

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ACADEMIC VOCABULARY
explanatory writing

- pp. 138–139: furry feet protect fennec foxes from getting burned by hot sand; their burrows stay cool and protect them from predators.

- Display and review *Gila Monster's Burrow*.
  - **Say,** *"Now, let's look for facts that tell how the Gila monster survives in the desert."*
- Flip through the pages and have children identify ways a Gila monster survive in the desert.
  - p. 165: stays in its burrow all day to protect itself from the sun; comes out at night to hunt for food.
  - pp. 168–169: has two burrows: one in a cool place for spring and summer and a second burrow in a warmer area for fall and winter.

EL **USE HOME LANGUAGE** Invite speakers of the same home language to process ideas and share their thinking before responding in English.

- Guide children to compare facts from the texts. **Ask,**
  - *"How are the facts in each text similar?" (Sample answer: Both animals use burrows to stay cool and safe in the hot desert. They both have ways to protect themselves from the heat and sun.)*
  - *"What helps the fennec fox stay cool?" (Its big ears let out heat. Its fur reflects the sun.)*
  - *"What helps the Gila monster stay cool?" (It stays in its burrow during the day and only comes out at night.)*
- **Say,** *"We can use these facts to explain how living things survive in the desert. When we write, we can include facts that support our topic. We can also compare facts from more than one text to show how they are alike. Comparing helps us share a point in our writing."*

Living things have special ways to survive in the desert. The fennec fox's body helps it stay cool. It has huge ears that let heat out and its fur reflects the sun. The Gila monster stays in its burrow all day to protect itself from the sun. It comes out at night to hunt. Both animals have ways to stay cool in the desert. This allows them to survive.

Explanatory Writing Exemplar

- Model using the facts to write to explain how living things survive in the desert.

  Think Aloud: *"I can write to explain how living things survive in the desert. I'll begin my writing with a topic sentence that tells the reader what my writing will be about. I'll write:* Living things have special ways to survive in the desert.

  Now, I need to share facts from the first text, Fennec Foxes, *to support my topic and show how the fennec fox survives in the desert. I'll write:* The fennec fox's body helps it stay cool. It has huge ears that let heat out and its fur reflects the sun."

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PROCESS WRITING • Analyze the Task

Think Aloud: *"Next, I'll add facts from the second text,* Gila Monster's Burrow, *to support my topic. I'll write:* The Gila monster stays in its burrow all day to protect itself from the sun. It comes out at night to hunt.

I need to compare the facts, which is how I can connect the facts to share my point. I'll write: Both animals have ways to stay cool in the desert. *Finally, I'll write a conclusion to remind the reader of my topic. I'll write:* This allows them to survive."

- Model writing the sentences on chart paper to display for the remaining sessions.
- As you write, explain familiar writing mechanics, such as initial capital letters, spaces between words, and end punctuation.
- Read aloud the sentences. Then have children chorally read the sentences with you.
  - **Say,** *"These sentences explain how living things survive in the desert by comparing facts from* Fennec Foxes *and* Gila Monster's Burrow."

STEP 3 | Apply

Have children identify the features of explanatory writing.

- Remind children that you wrote sentences to share information from *Fennec Foxes* and *Gila Monster's Burrow.* **Ask,**
  - *"What is a topic?" (who or what a text or writing is about)*
  - *"What is my topic sentence?" (Living things have special ways to survive in the desert.)*
  - *"Why is it important to use facts in explanatory writing?" (to support the topic)*
  - *"What facts did I use to support the topic?" (The fennec fox uses its body to stay cool. It has huge ears that let heat out and its fur reflects the sun. The Gila monster stays in its burrow all day to protect itself from the sun. It comes out at night to hunt.)*
  - *"Which sentence compares the facts to share a point?" (Both animals have ways to stay cool in the desert.)*
  - *"What is my conclusion sentence?" (This allows them to survive.)*
- Have children **Turn and Talk** to identify the topic sentence, facts that support the topic, and the conclusion sentence in the exemplar.

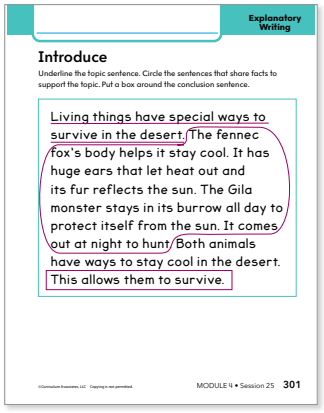
EL See the Session Preview for differentiated EL support.

- Have children turn to p. 301 in their **Student Worktext.** Read aloud the directions.
- Have children annotate the explanatory writing by underlining the topic sentence, circling the sentences with facts that support the topic, and putting a box around the conclusion sentence.

CHECK FOR UNDERSTANDING

IF *Children aren't yet able to annotate the exemplar to identify pieces of explanatory writing …*

THEN Point to key words in the exemplar that signify the different parts of the explanatory writing. Have children annotate each part as you point to it.


Explanatory Writing

Introduce

Underline the topic sentence. Circle the sentences that share facts to support the topic. Put a box around the conclusion sentence.

Living things have special ways to survive in the desert. The fennec fox's body helps it stay cool. It has huge ears that let heat out and its fur reflects the sun. The Gila monster stays in its burrow all day to protect itself from the sun. It comes out at night to hunt. Both animals have ways to stay cool in the desert. This allows them to survive.

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Student Worktext, p. 301

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Phonics

Use the letter tiles to spell the **ar** word that completes each sentence.

m	r	a	s

1. I use my ____ ____ ____ ____ to hug my grandpa.

b	r	k	a

2. The tree ____ ____ ____ ____ is peeling off.

c	r	a	h

3. An ____ ____ ____ ____ looks like an upside-down letter u.

a	r	j	s

4. We can use the ____ ____ ____ ____ to hold the paint.

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Read aloud the words and sentences.

1. had hard cat car pat part

2. chart smart shark sharp yard yarn

3. star march arch bark start arm

4. write know gnat wrist knit lamb

5. yard backyard car carpet card postcard

6. gardener apartment harmonica bookmark ballpark

7. We went to the large farm with the barn in March.

8. We can only ride our bikes from the yard to the park.

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Super Words

Read the words. Then write the words two times.

1. more _____ _____

2. now _____ _____

3. only _____ _____

4. our _____ _____

Complete each sentence using a Super Word from the word bank.

more	now	only	our

5. We like to play in _____ yard.

6. The farm has _____ one barn.

7. Mark, can you see the stars _____?

8. I can see _____ stars at night than in the day.

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Compare and Contrast

Day	Both	Night

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Exit Ticket

How are days and nights in the desert similar? Answer each question in a complete sentence.

How are days and nights in the desert similar? Give an example.

How are days and nights in the desert different? Give an example.

Challenge Would you rather be in the desert during the day or night? Explain.

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Phonics & Spelling

Read each clue. Then write the new word.

5. a fun event
Hint: Add a letter to the end.

_____

4. a piece of something
Hint: Change the first two letters to one different letter.

_____

3. very wise
Hint: Change one letter.

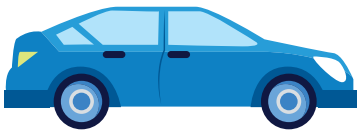
_____

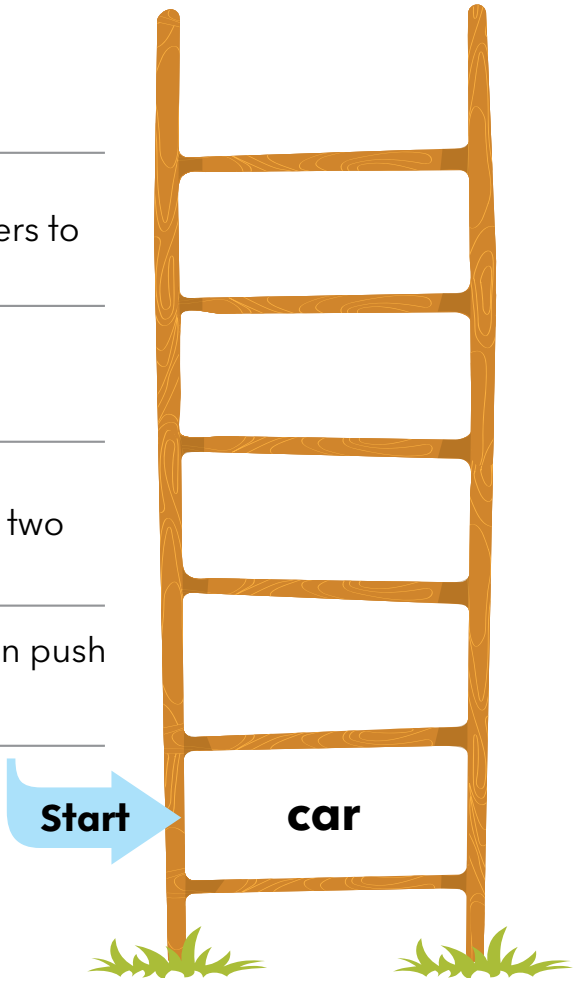
2. to begin
Hint: Change the first letter to two different letters.

_____

1. something with wheels you can push
Hint: Add a letter to the end.

_____





Listen and write the words and sentence.

1. _____ **2.** _____

3. _____ **4.** _____

5. _____

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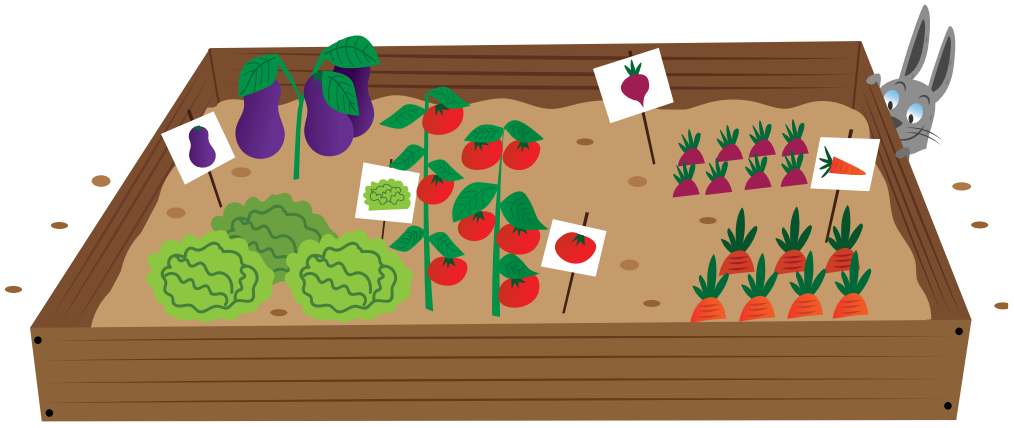
Word Analysis

When a vowel is followed by the letter **r**, the **r** changes the vowel sound. The vowel and the **r** act as a team. They stay in the same syllable.

tar get	**mar ket**

Read the words. Rewrite the words. Then divide syllables with a slash.

1. garden _____
2. backyard _____
3. harvest _____
4. garlic _____
5. argue _____
6. started _____



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Super Words

Read the sentences. Circle the Super Words.

more	now	only	our

1. I see more cars than trucks driving on the street.
2. You will only need one scarf and one coat.
3. They will start the race now.
4. Our street has large and small homes.

Fill in a Super Word to complete the sentences.

5. Can we play with the dog _____?
6. We played with _____ dog in the backyard.
7. There are _____ red beans than white beans in the jar.
8. There is _____ one peach left.

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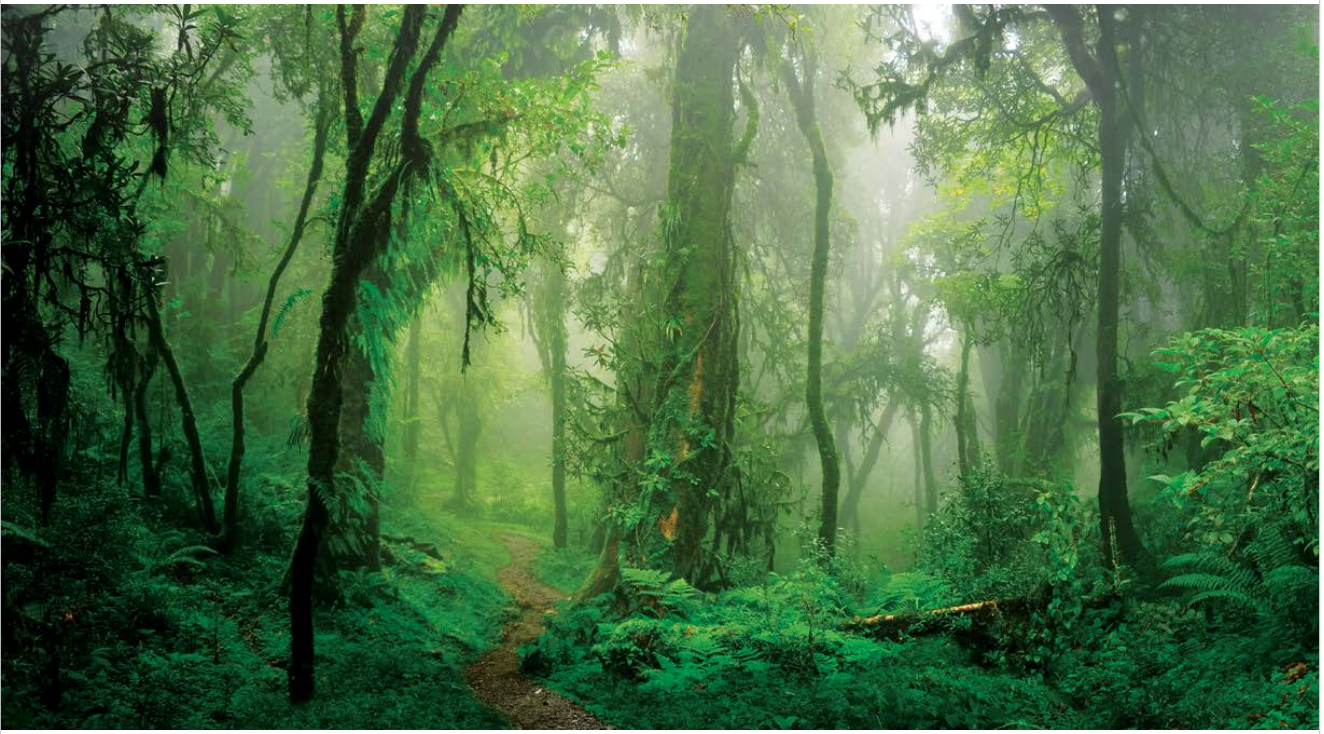
Let's Read!

Words with **ar**
Super Words: **more, now, only, our**

A Wet Place

Take a look at this place. It has large trees. It is home to **more** kinds of plants and animals than you might know. Places like this get the most rain on **our** planet.

It is hot and damp in this habitat. It rains a lot. That is great for the vines wrapping and hanging from the trees. Plants can get water that they need in this place.



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Let's Read!



Now it is day. Tree limbs climb high. Treetops get lots of sunlight. But parts below **only** get bits of light. Some animals blend in with the shadows. Yet you can see bright birds fly by. Bright frogs are easy to see on green leaves.

At night, some animals start to leave daytime hiding places.

This habitat is just the place for each of these plants and animals.

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Key Vocabulary

Say It	Define It	Use It	Respond
seedling 	A **seedling** is a young plant that has just started to grow from a seed.	The little **seedling** began to grow into a tree.	Where have you seen a **seedling**?
nearby 	When something is **nearby**, it is close.	The playground is **nearby**, so we can walk there in just a few minutes.	What is something **nearby** you can walk to from your home?
signal 	A **signal** is a movement, sound, or action telling someone to do something.	The crossing guard uses her arms as a **signal** that it is safe to walk.	When have you used a **signal** to tell someone something?

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QAR

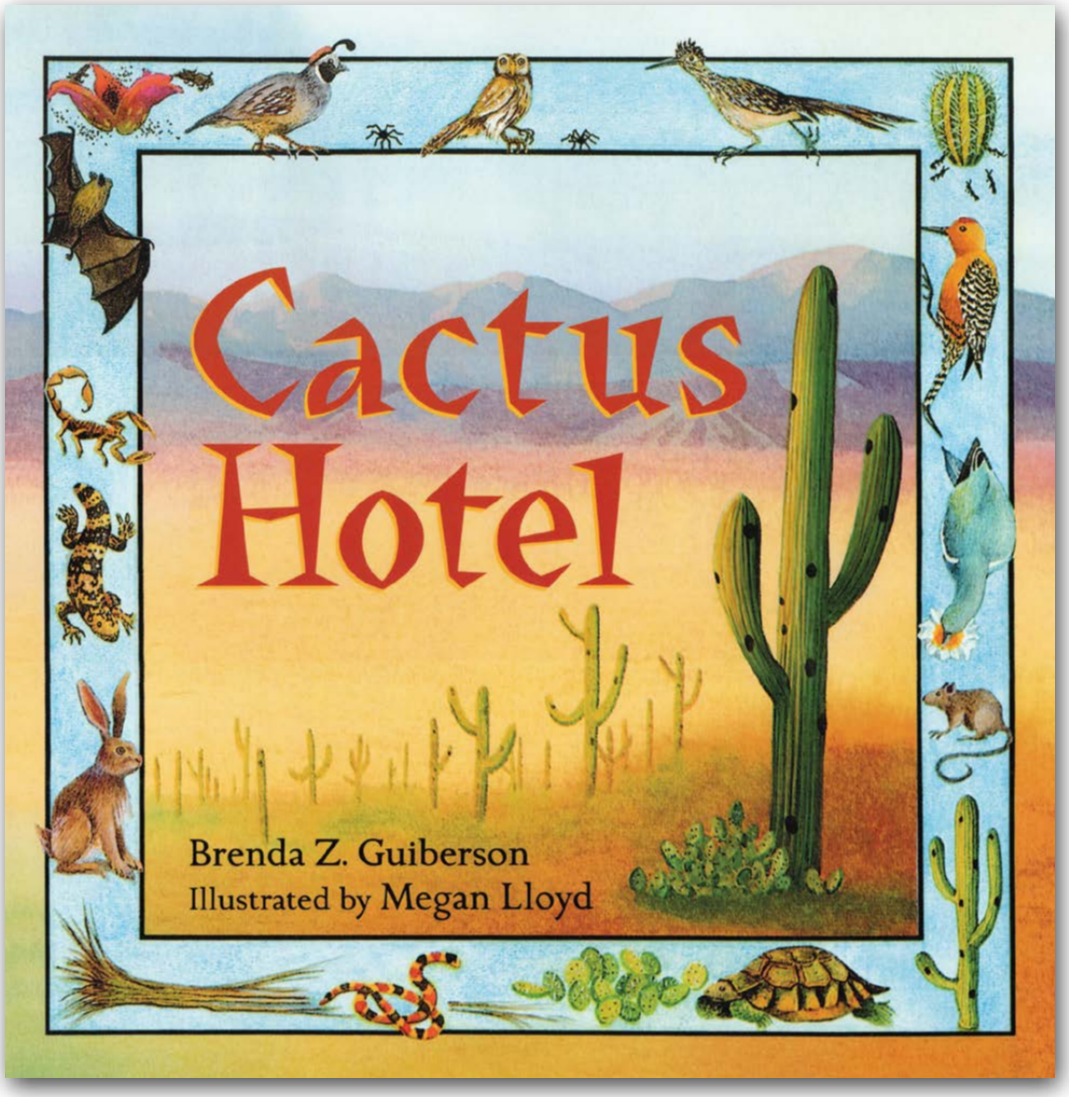
Question	Answer	Type
How do the cactus and woodpecker help each other?		In the Text In Your Head
How is the cactus like a hotel?		In the Text In Your Head
Why do so many animals choose to live in the cactus hotel?		In the Text In Your Head

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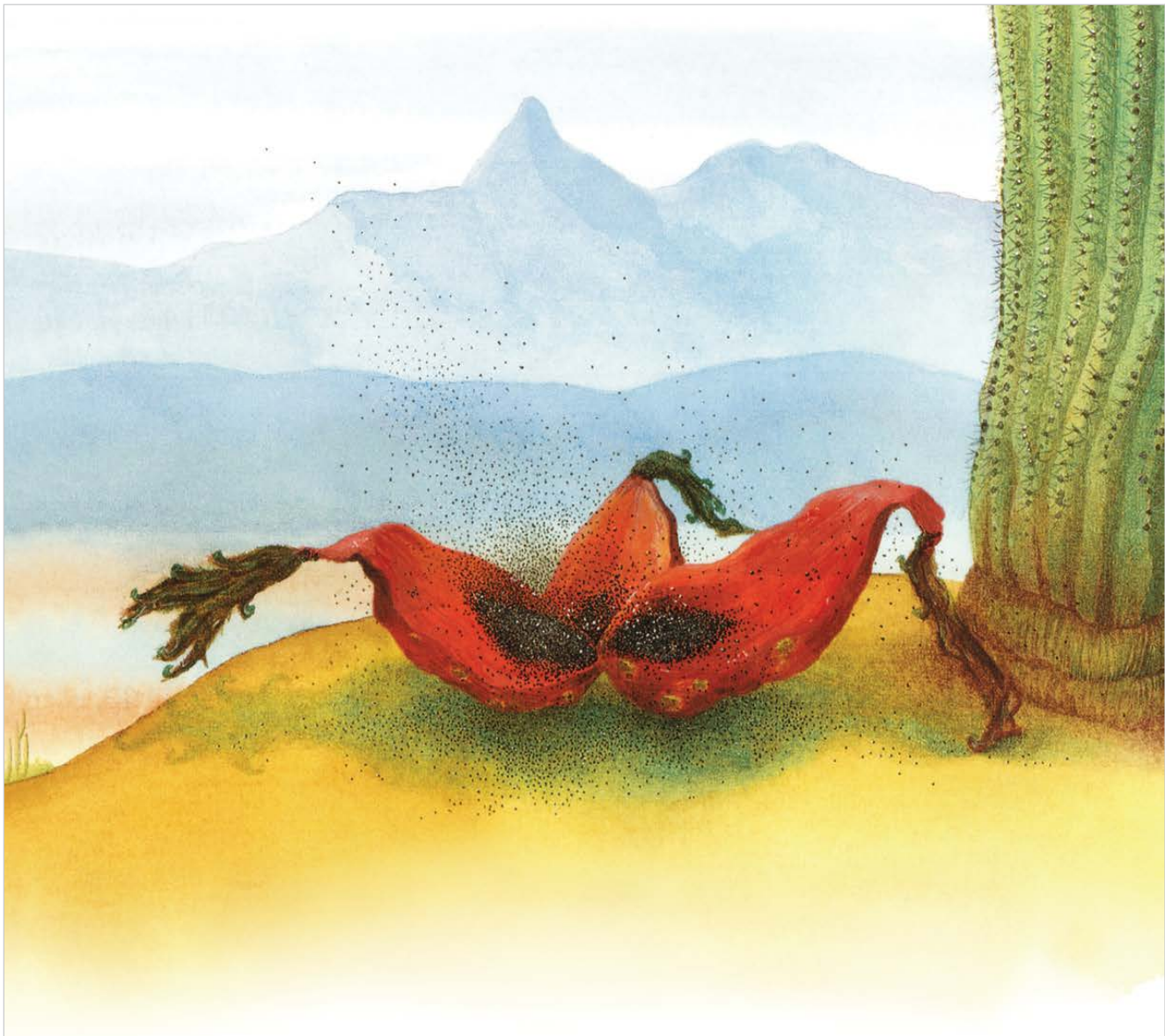
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Cactus Hotel

by Brenda Z. Guiberson
illustrated by Megan Lloyd

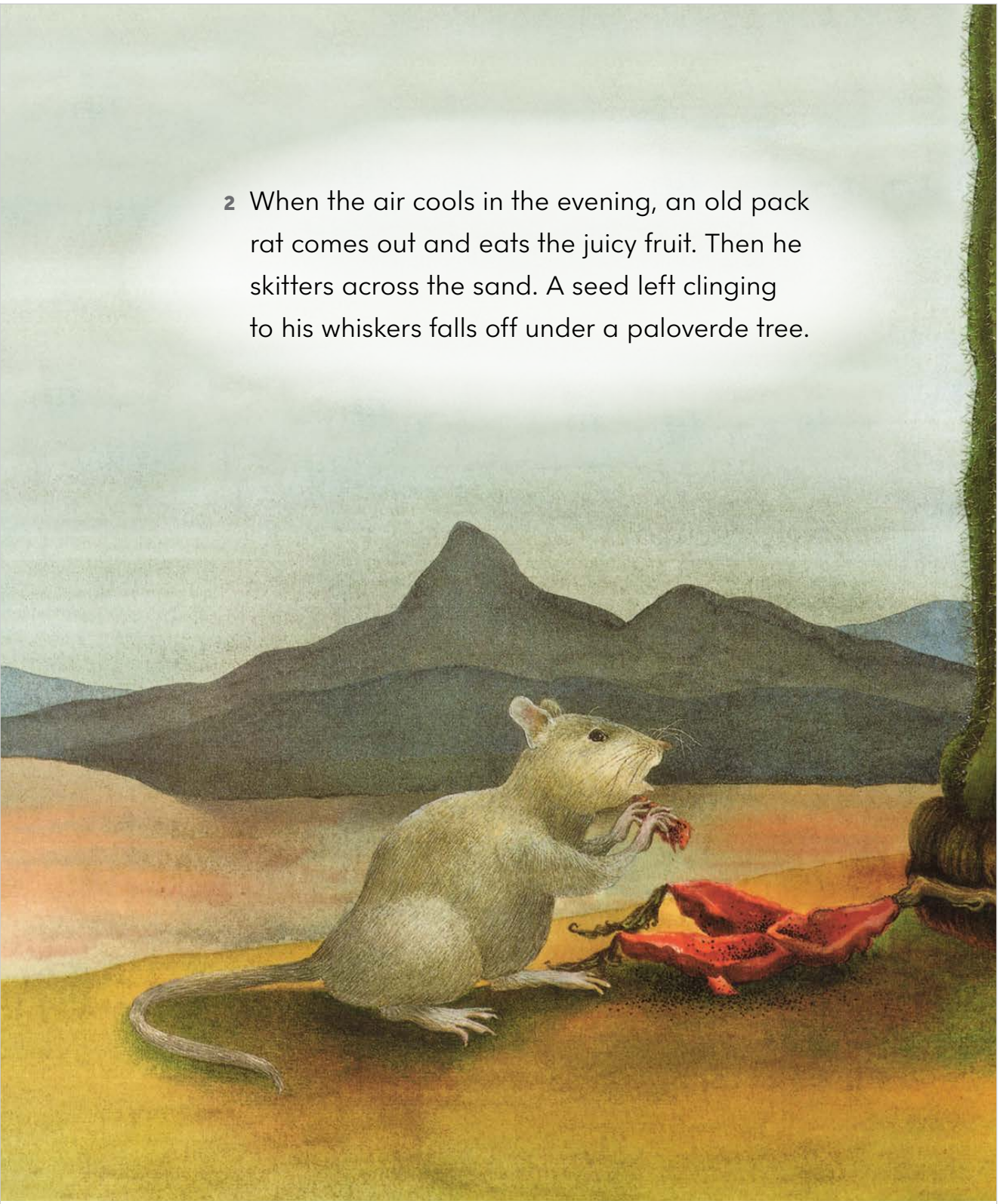


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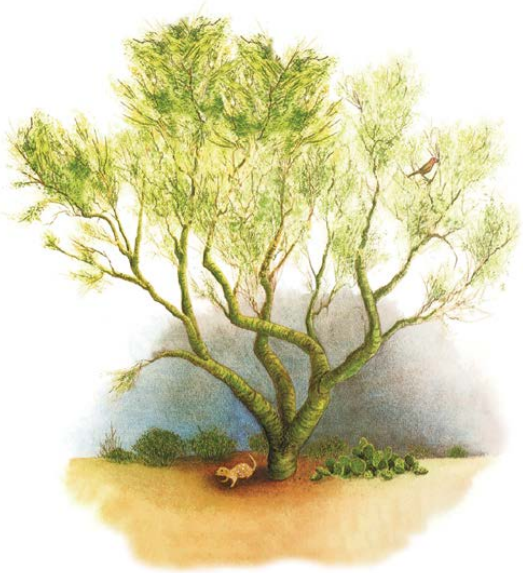
1 On a hot, dry day in the desert, a bright-red fruit falls from a tall saguaro cactus. *Plop*. It splits apart on the sandy floor. Two thousand black seeds glisten in the sunlight.

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2 When the air cools in the evening, an old pack rat comes out and eats the juicy fruit. Then he skitters across the sand. A seed left clinging to his whiskers falls off under a paloverde tree.

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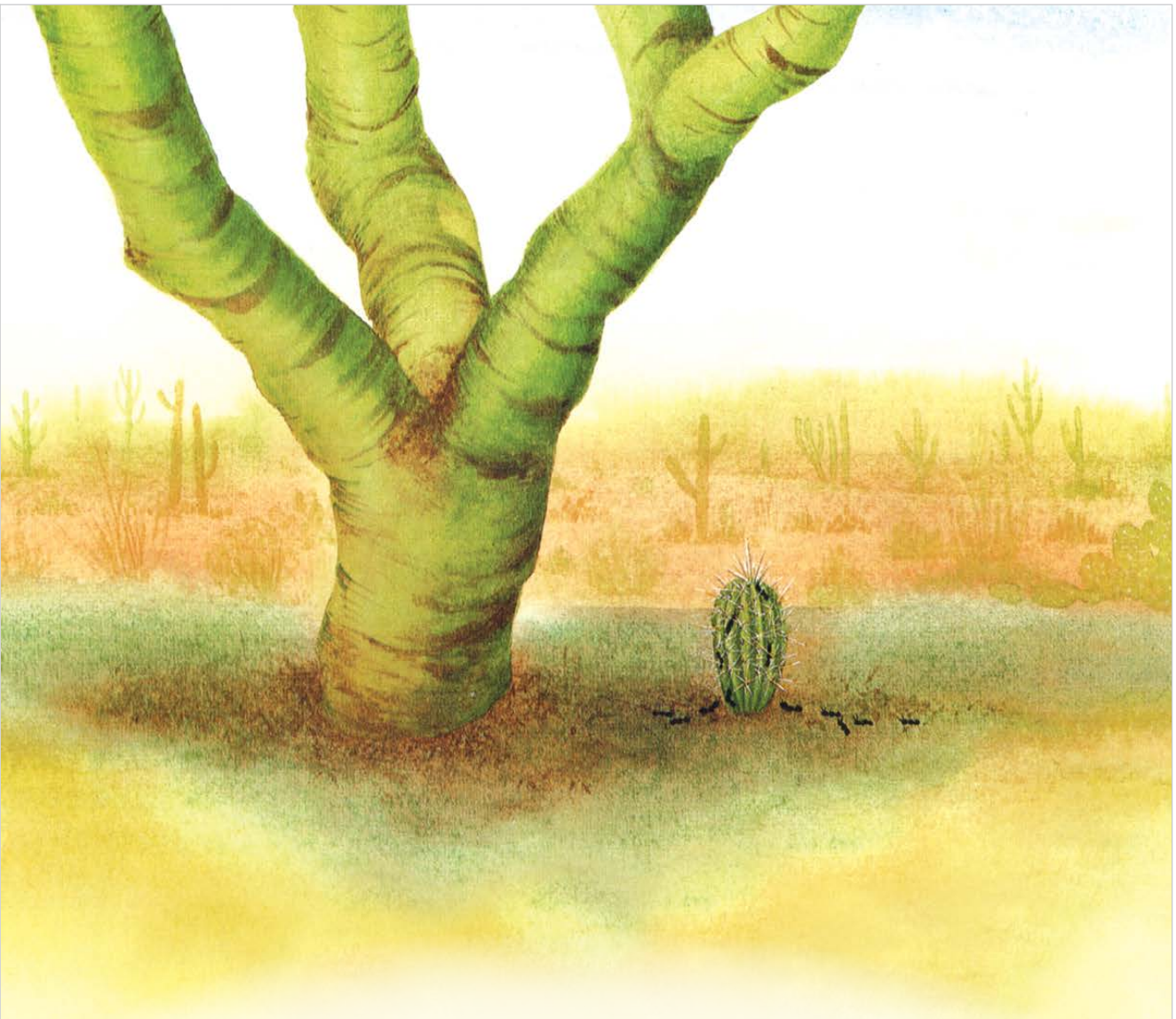


3 It is a good place for the seed to drop. A spotted ground squirrel looking for something to eat does not see it. A house finch chirping high in the paloverde does not see it.



4 After many dry days, a heavy rain falls on the desert. Soon a young cactus sprouts up from the ground.

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5 Slowly, slowly the **seedling** grows. The paloverde protects it from the hot summer sun and cold winter nights. After ten years the cactus is only four inches high. It is just big enough for desert ants to climb its spiny sides.

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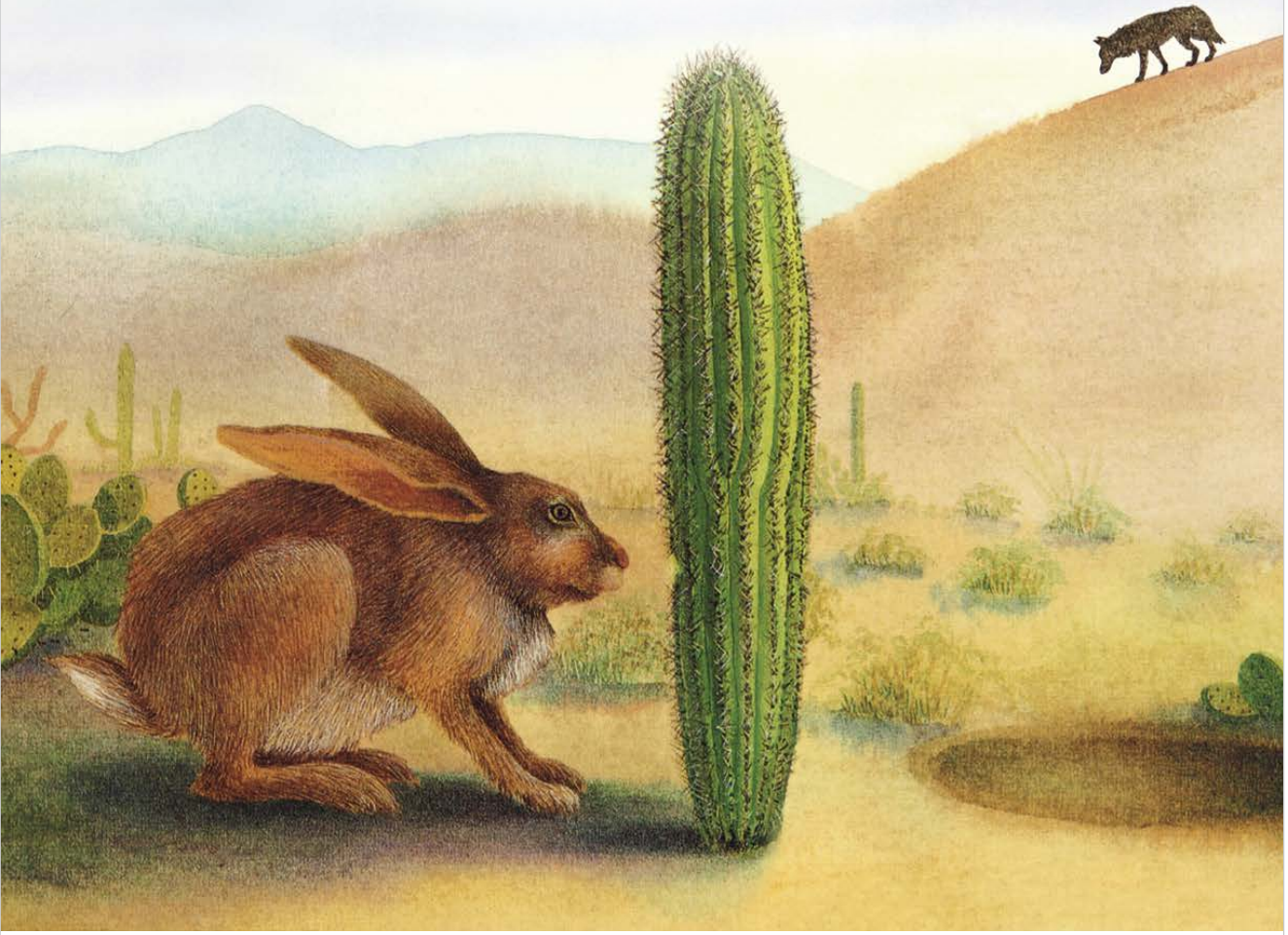


6 After a rainstorm, when the desert blooms with color, the cactus pulls in water with its long roots and looks fat. A young pack rat stops to drink the water that drips off the tree. Then she **scurries** off, looking for a dry place to make a nest.

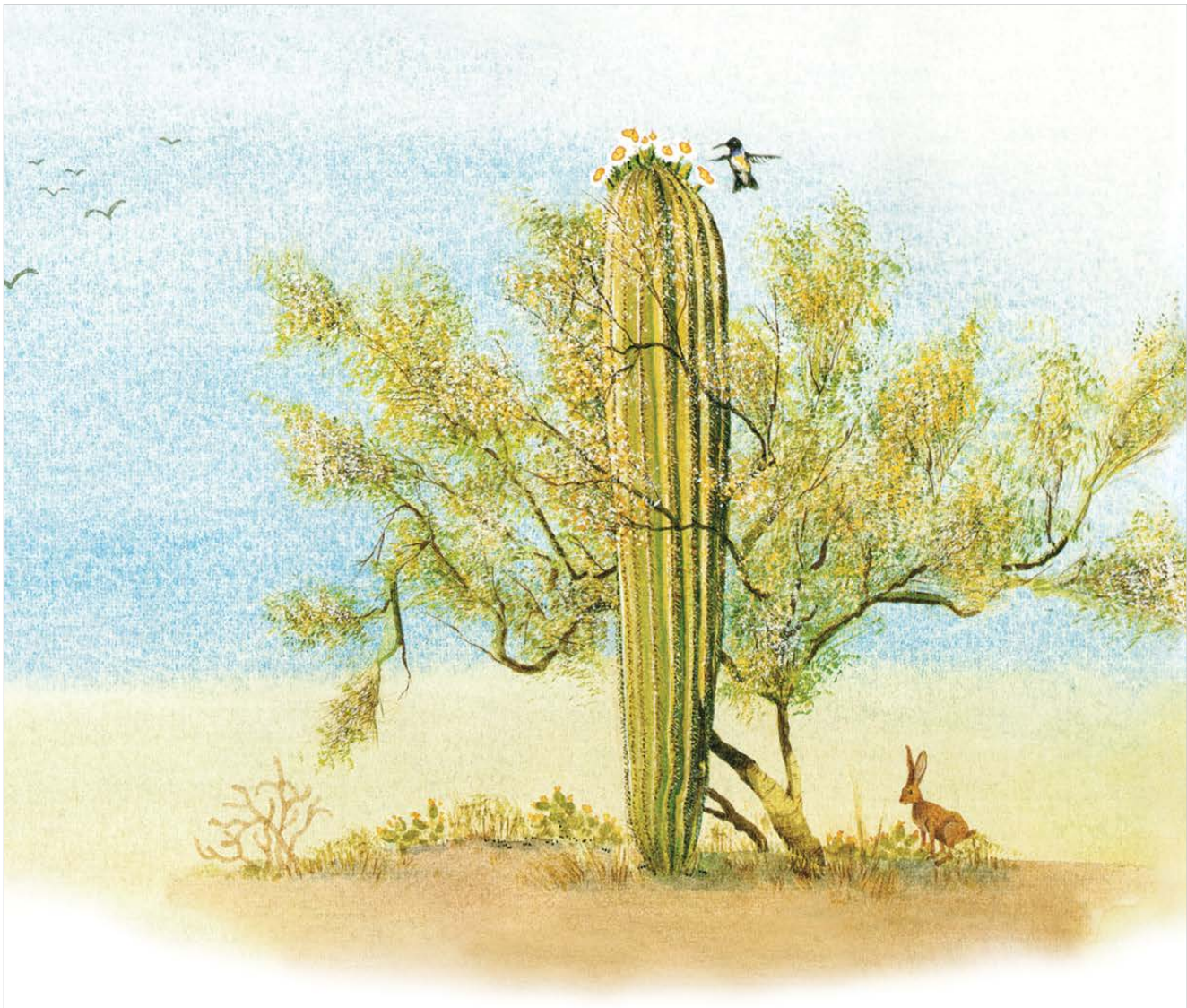
scurries: moves quickly with short, rapid steps

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7 When there is no rain, the cactus uses up the water it has stored inside and looks thin. The paloverde loses its tiny leaves. But there is always some shade for the cactus below. After twenty-five years, the cactus is two feet tall. A jackrabbit cools off beside it and gnaws on the green pulp. But when a coyote moves in the distance, the jackrabbit disappears into a **nearby** hole.



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8 After fifty years the cactus stands ten feet tall and looks straight and strong beside the old paloverde. For the very first time, brilliant white-and-yellow flowers appear at the top of the cactus. Every spring from now on, the

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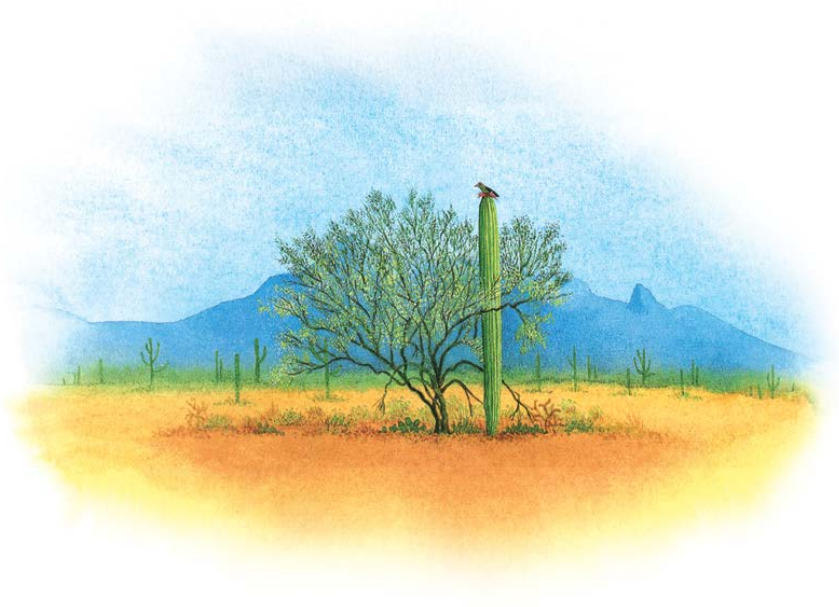
flowers will open for one night only and then close in the heat of the day. They beckon like a welcoming **signal** across the desert. At different times of the day and night birds, bees, and bats come for the nectar.

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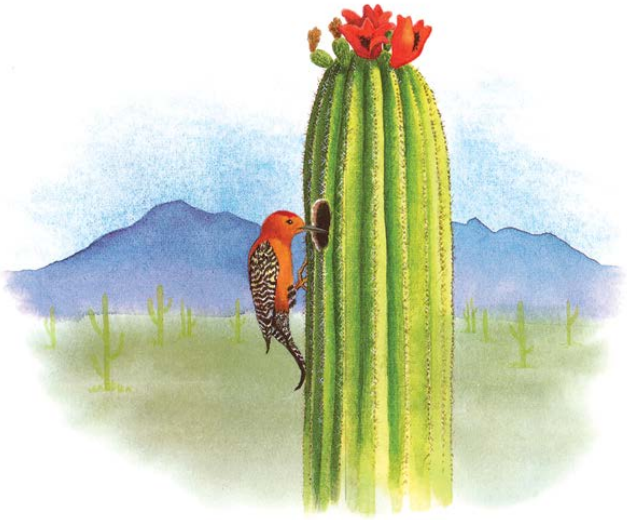
9 The flowers dry up, and after a month the bright-red fruit filled with black seeds is ripe and ready. A Gila woodpecker comes to eat. He looks around the cactus and decides to stay.



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10 He has found the perfect place in the desert to begin a new hotel.



11 The woodpecker goes right to work, and the only tool he uses is his long, hard beak. *Tap, tap, tap*. He bores into the flesh of the cactus. *Tap, tap, tap*. He digs deep inside, to make a space that is comfortable and roomy.

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12 The cactus is not harmed. It forms a tough scab all around the hole to protect itself from drying out. The woodpecker gets a weatherproof nest that is shady on hot days, and warm and **insulated** on frosty nights. And the cactus gets something in return: The woodpecker likes to eat the insects that can bring disease to the cactus.

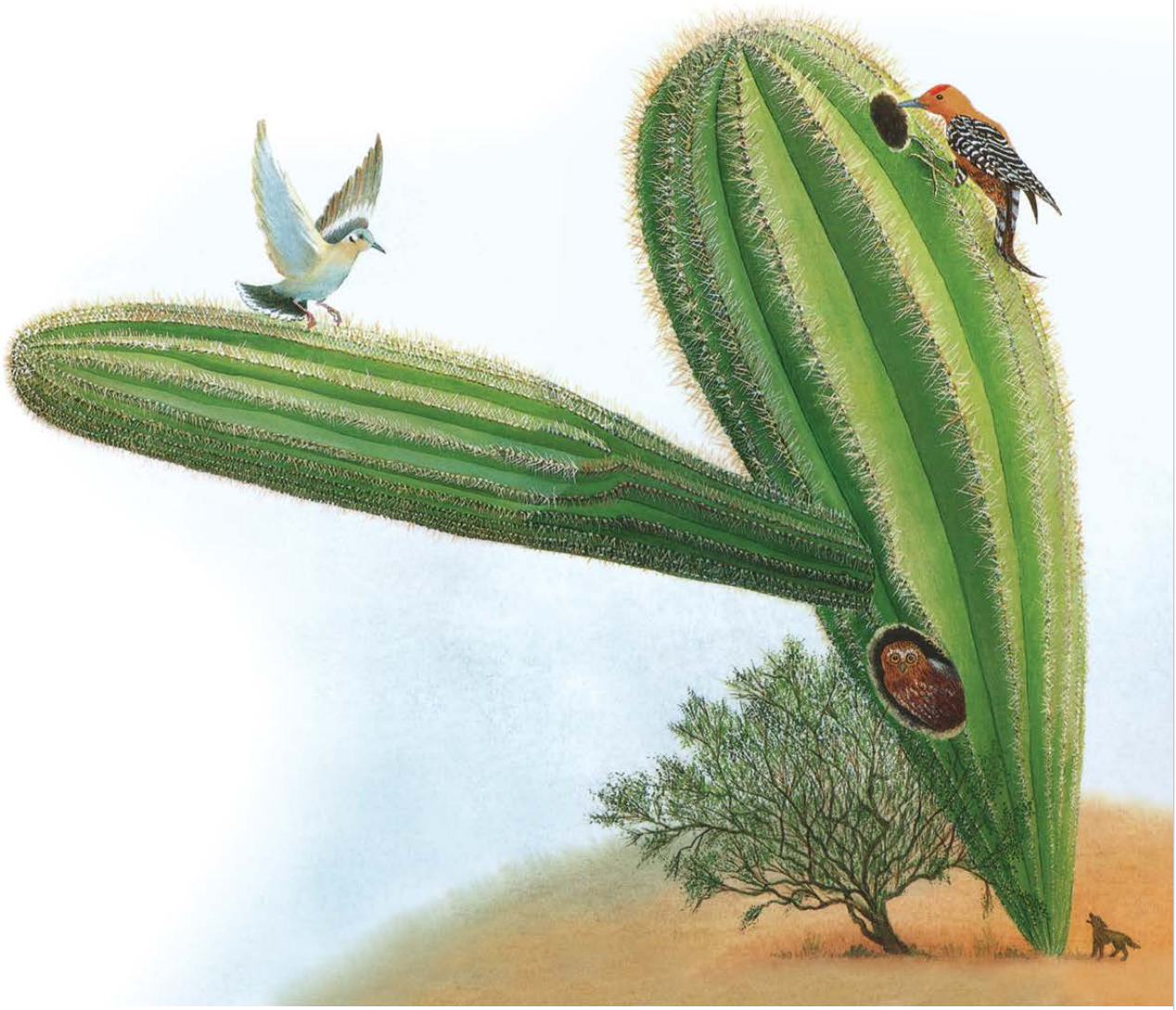
insulated: protected from the cold

Stop and Discuss

How do the cactus and woodpecker help each other?

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13 After sixty years the cactus hotel is eighteen feet tall. To add more space, it begins to grow an arm. A woodpecker has a new hole in the trunk. Farther up, a white-winged dove makes a nest on the arm. And down below, an old hole is discovered by an elf owl. The birds feel safe, living high up in a prickly plant where nothing can reach them.

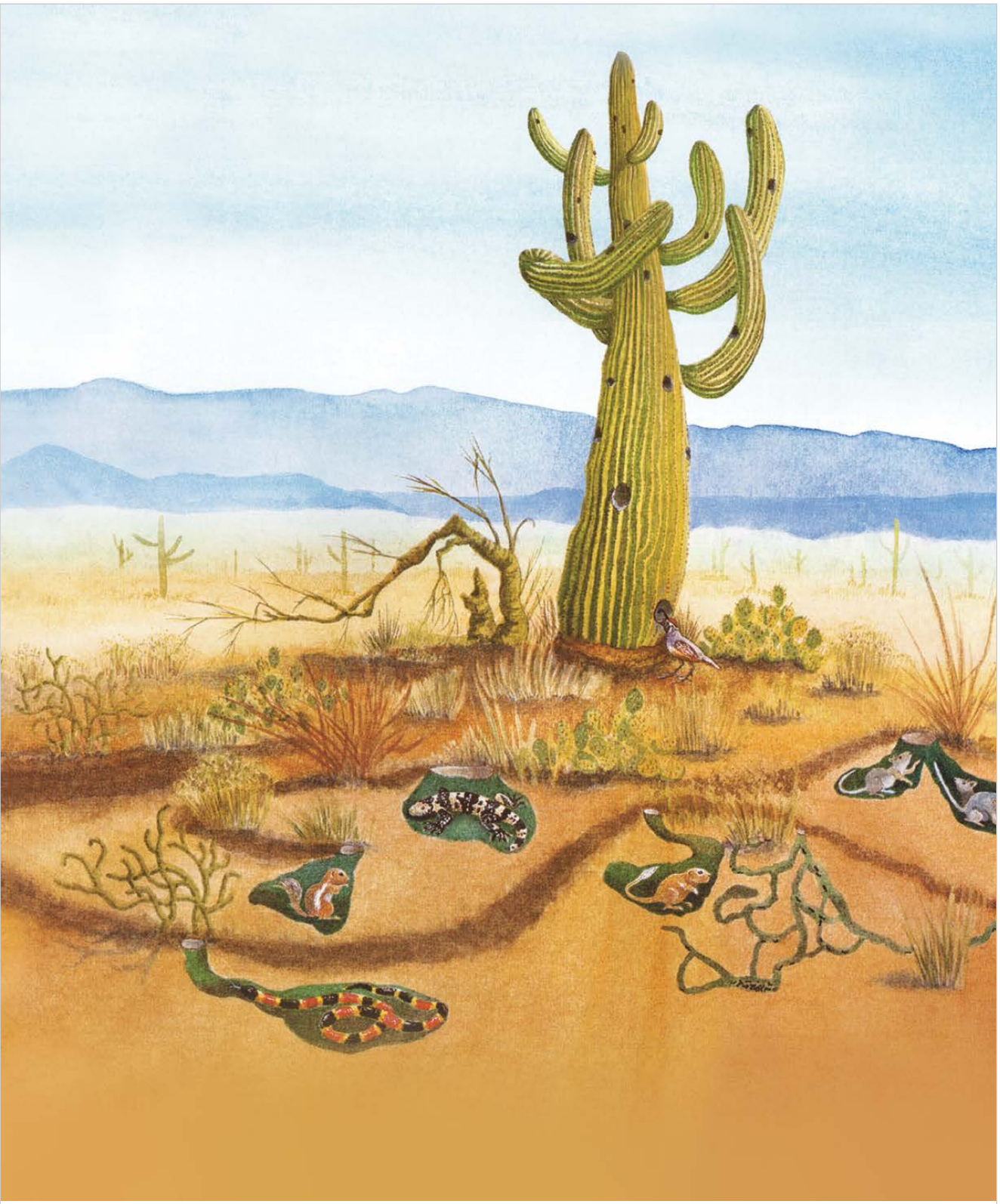


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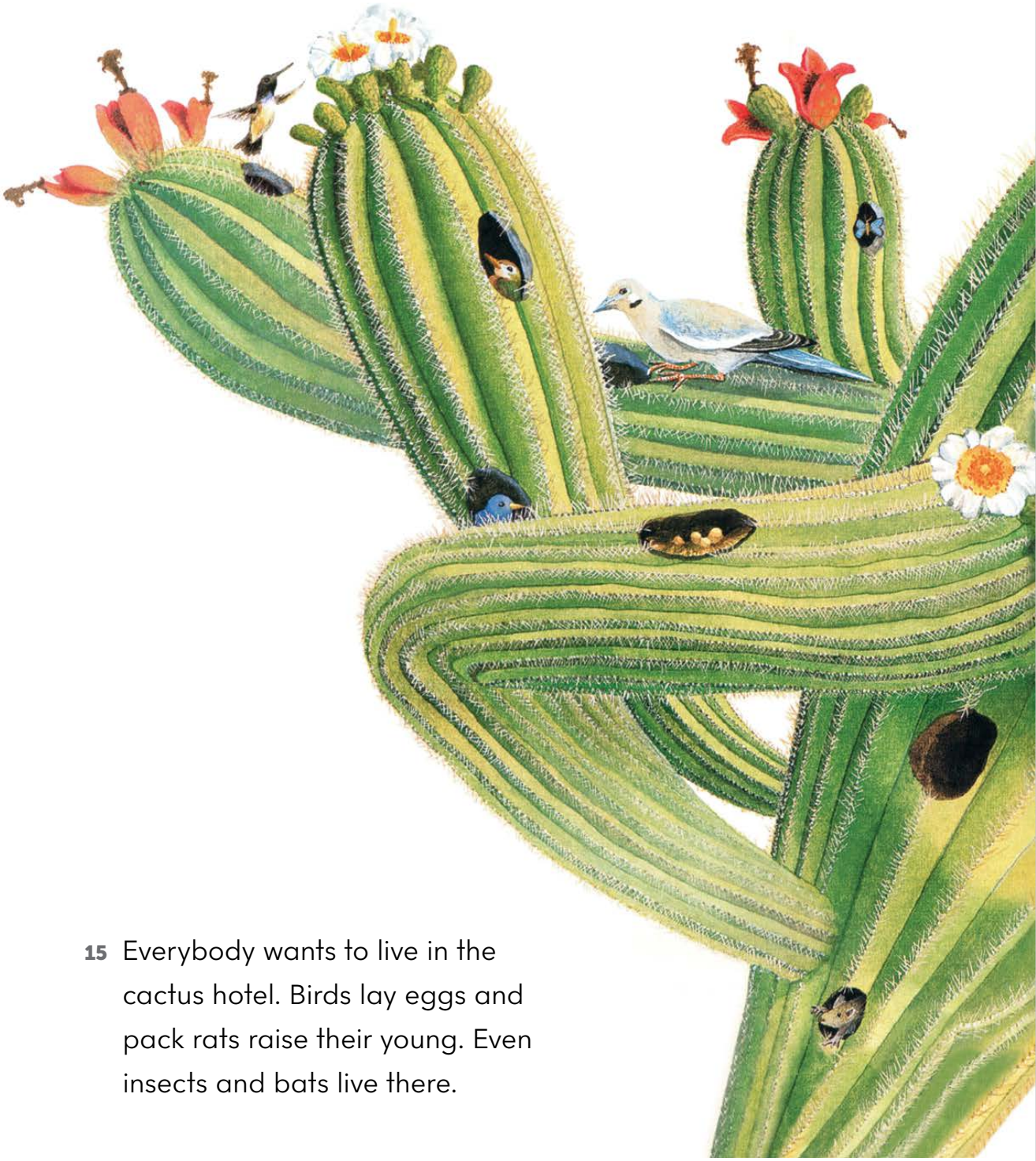
14 All around the desert there are holes of every size, for ants and mice, lizards and snakes, rabbits and foxes. After a hundred and fifty years, there are holes of every size in the cactus, too. The giant plant has finally stopped growing. It is fifty feet tall, with seven long branches. It weights eight tons—about as much as five automobiles.



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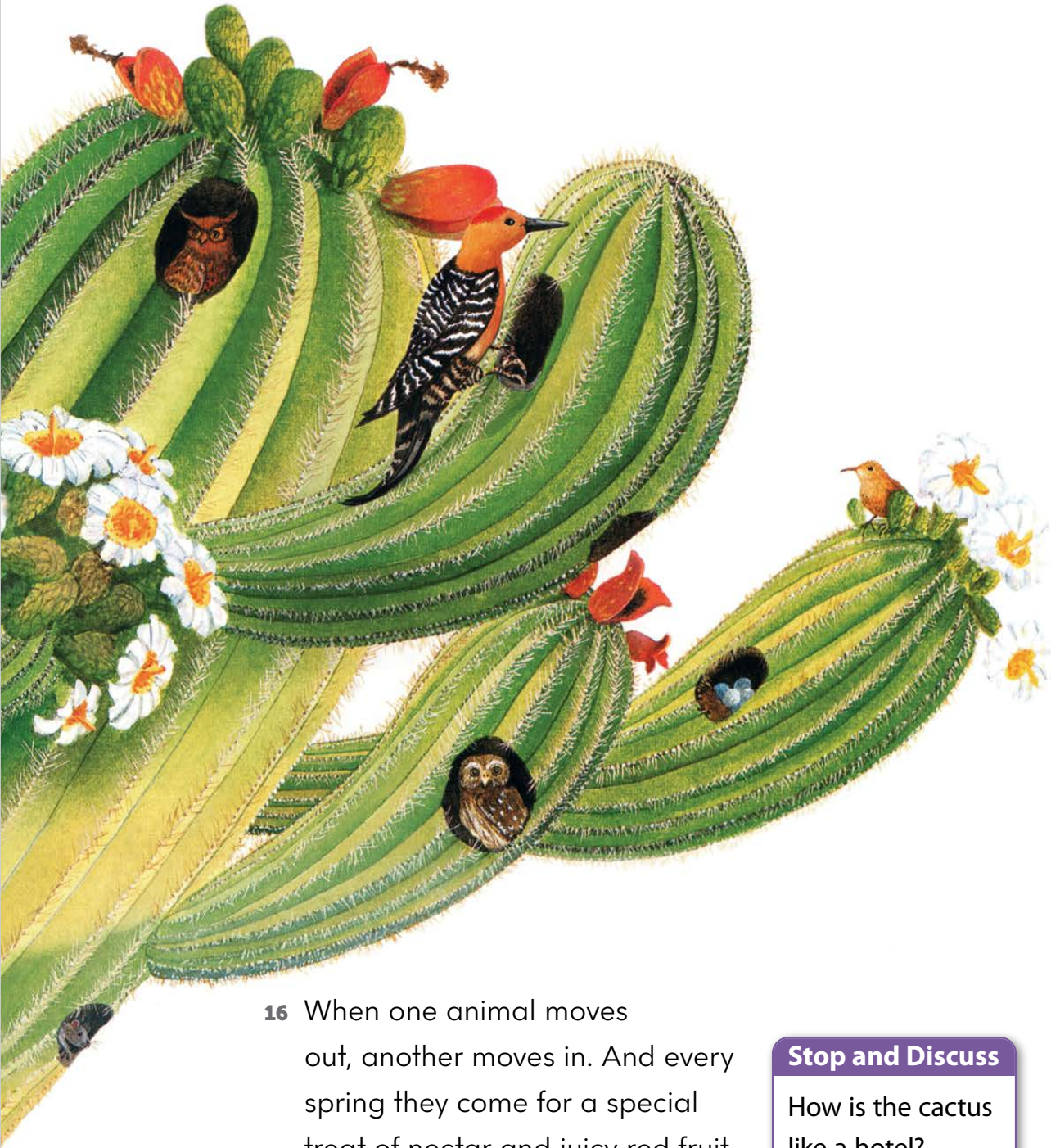


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15 Everybody wants to live in the cactus hotel. Birds lay eggs and pack rats raise their young. Even insects and bats live there.

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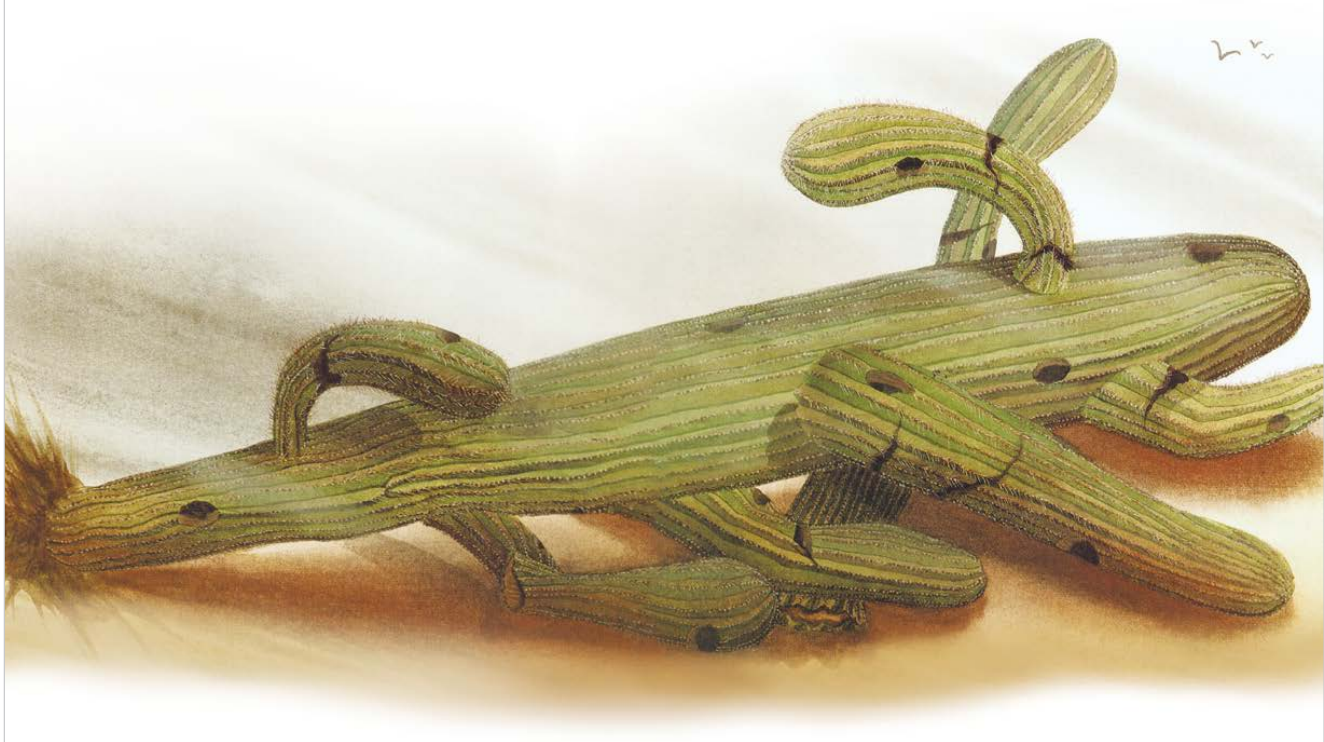
16 When one animal moves out, another moves in. And every spring they come for a special treat of nectar and juicy red fruit.

Stop and Discuss

How is the cactus like a hotel?

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17 Finally, after two hundred years, the old cactus sways in a gust of wind and falls with a thud to the sandy floor. Its great thorny arms crumble in the crash.



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18 The creatures that lived up high must find other homes. But those that prefer to live down low move right in. A millipede, a scorpion, and many ants and termites quickly find homes in the toppled hotel.

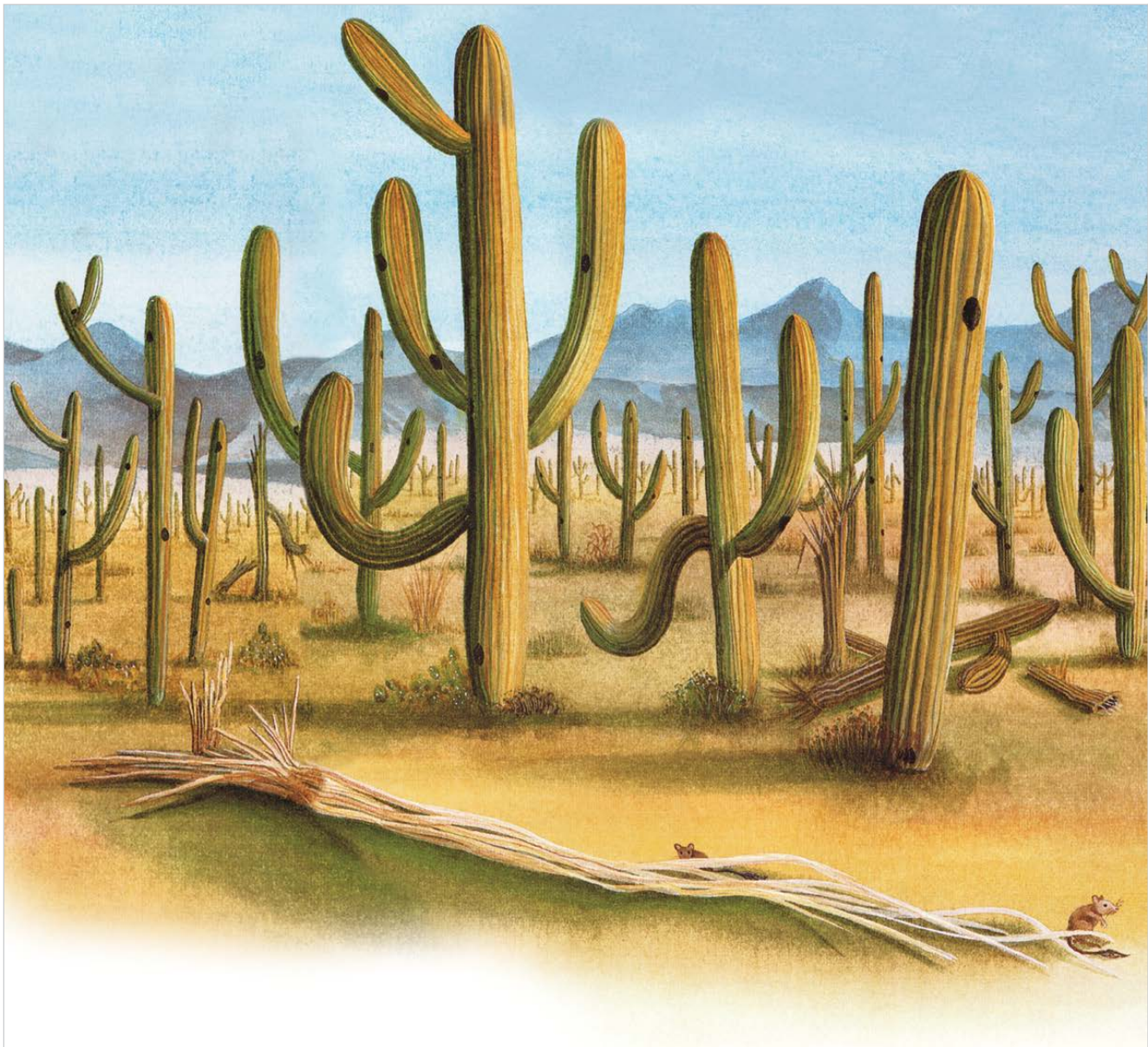


19 After many months, all that remains are the wooden ribs that supported the cactus while it stood so tall. A collared lizard dashes over the top, looking for insects. A ground snake huddles in the shade below.

Stop and Discuss

Why do so many animals choose to live in the cactus hotel?

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20 And all around, there is a forest of cacti slowly, slowly growing in the desert. Through hot and cold, wet and dry, some will survive long enough to become other cactus hotels.

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Exit Ticket

Choose an age of the cactus. Write 2-3 sentences telling what happens when the cactus is that age.

_____ years old:

Why do you think the author included that information?

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Writing

Use Definitions

Read the point in the box.

> Adaptations help animals survive the desert's heat.

Read the following sentences. Circle the sentence that best supports the point.

a. Tortoises dig burrows which are insulated.

b. Tortoises dig burrows which are insulated, or protected, from heat or cold.

c. Tortoises dig burrows in heat and cold.

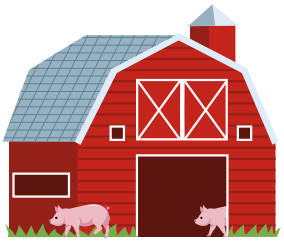
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Phonics

Use the word bank to name each picture.

artist	garden	scarf
postcard	barn	harp













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Phonics

Read aloud the words and sentences.

1. cat cart tan tar ham harm

2. hard harp star scar march marsh

3. dark sharp large part dart spark

4. wrap knives sign limb wrench crumb

5. car cargo march marching part party

6. smarter guard partner carpenter marble

7. Our band will start to march right now.

8. Only one more car will fit in the parking lot.

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Super Words

Build a story by writing the missing Super Words.

more	now	only	our

1. A cat came into _____ backyard last night.

2. _____ the dog has started to bark.

3. The dog will stop barking _____ when he is at the park.

4. I hope no _____ cats come into our yard.

Write two sentences using a different Super Word in each sentence.

5. _____

_____

_____

_____

6. _____

_____

_____

_____

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Author's Purpose

Page	What this part is about

Author's Purpose

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Exit Ticket

What are the author's purposes? Circle the answer.

a. The author wants to explain and describe.

b. The author wants to describe and answer a question.

c. The author wants to answer a question and explain.

Write one example that supports the author's purposes.

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Writing

Use Definitions to Develop Points

Read the point in the box.

> In the desert habitat, animals must be attentive and watch for enemies.

Write a sentence that develops the point. Choose a word from the box below and define it in the sentence.

survive	predators

Check your sentence.

- ☐ Does it develop or add to the point?
- ☐ Does it include a definition?

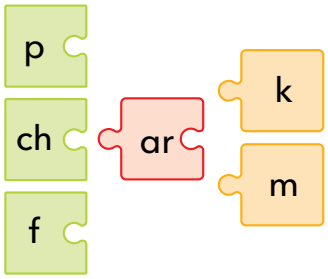
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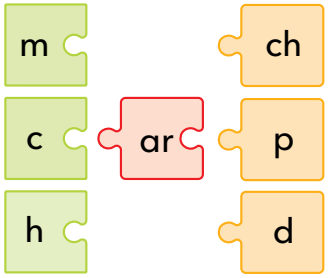
Phonics & Spelling

Use the puzzle pieces to make new words.

1.



2.



Listen and write the words and sentence.

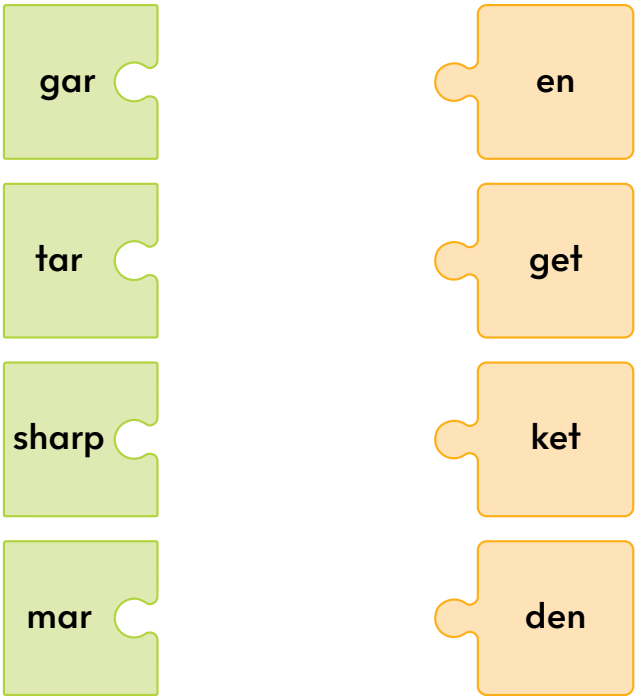
1. _____ **2.** _____

3. _____ **4.** _____

5. _____

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Draw a line between the two syllables that make up an **ar** word.
Then write the words. Think about the meaning of each word.



1. _____

2. _____

3. _____

4. _____

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Super Words

Use the letter tiles to spell the Super Word that completes each sentence. Write the letters on the lines.

r	u	o

1. This large piece of land is part of ____ ____ ____ farm.

o	w	n

2. We have one barn there ____ ____ ____.

l	o	n	y

3. It is the ____ ____ ____ ____ old barn on the farm.

e	r	m	o

4. Dad thinks the farm needs one ____ ____ ____ ____ barn.

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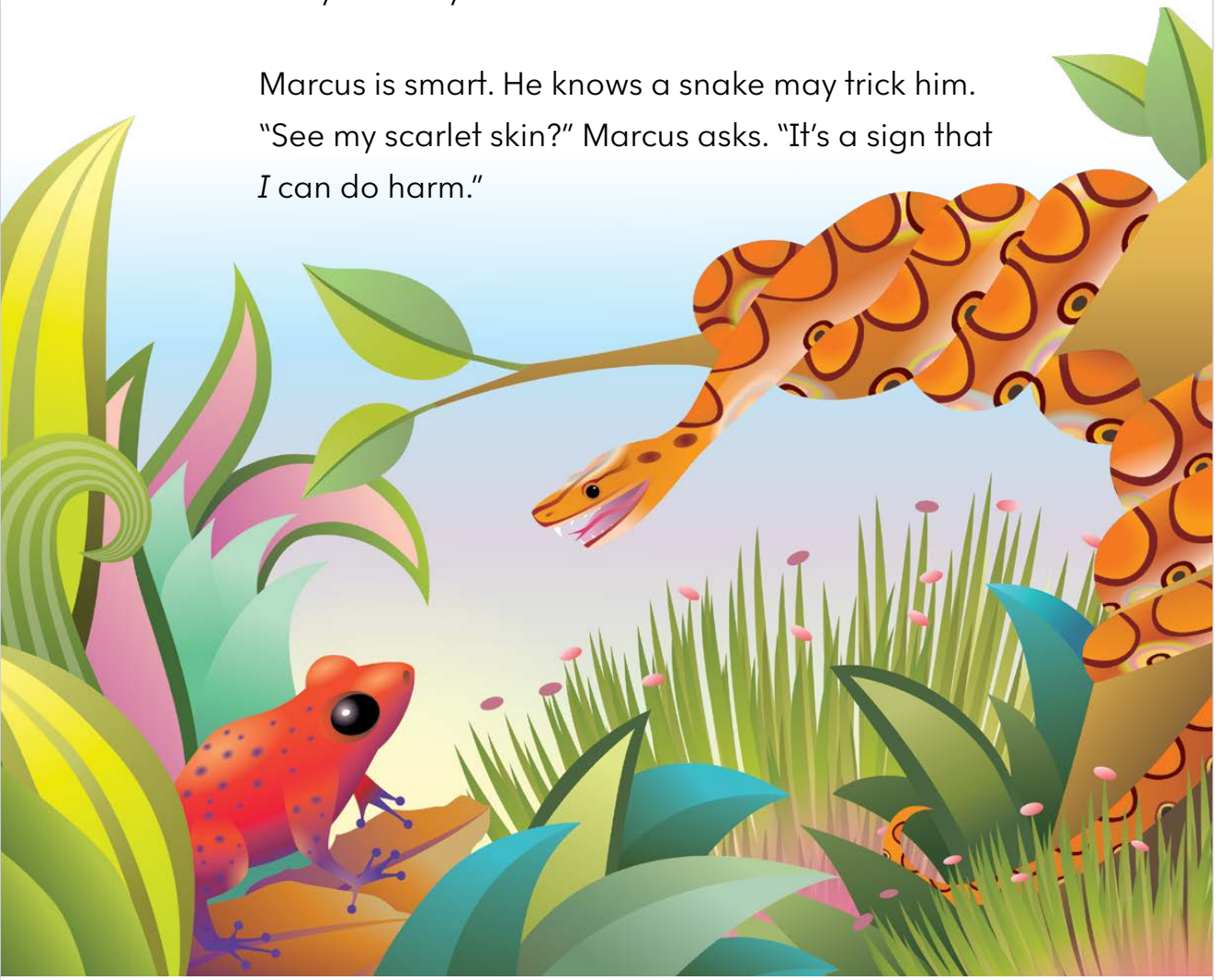
Let's Read!

Words with **ar**
Super Words: **more, now, only, our**

Time to Eat!

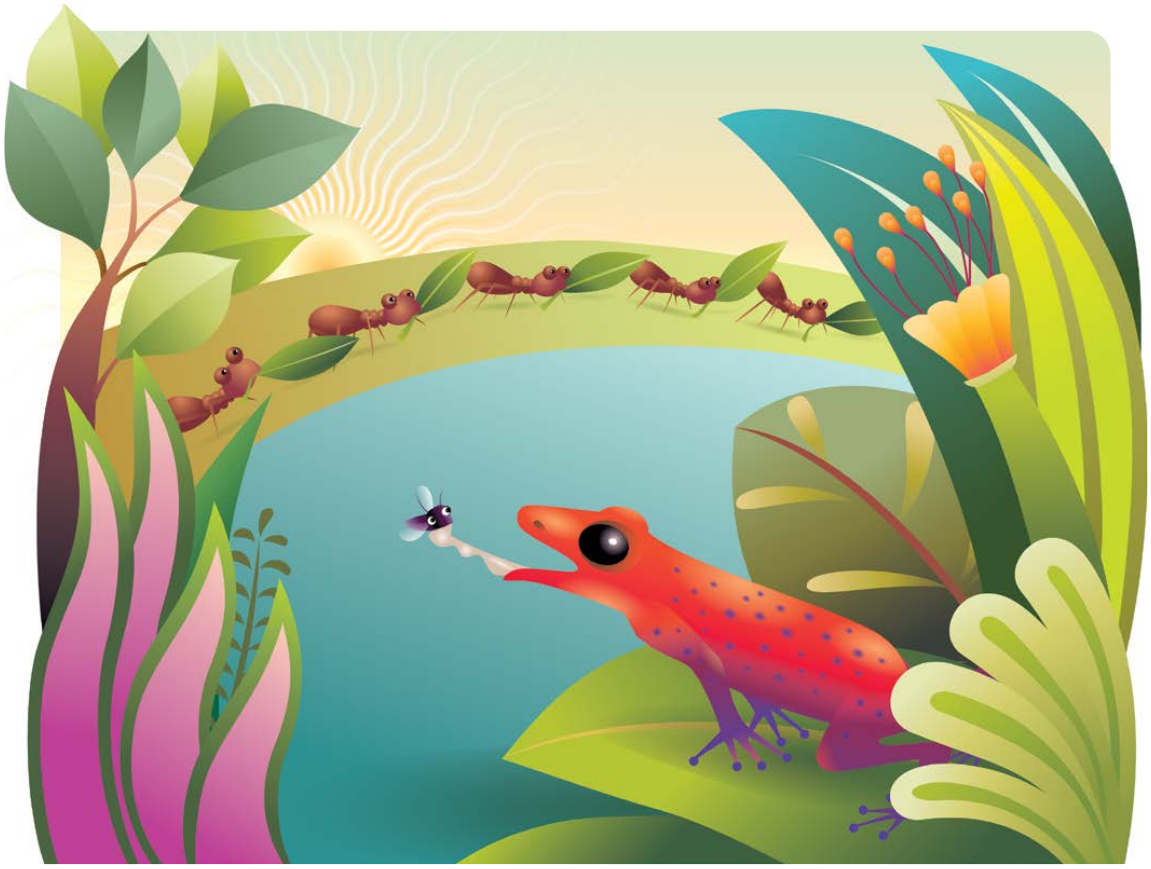
Marcus hops on a carpet of dried leaves. He **only** needs to find a meal. But **now** Marcus sees a large animal with sharp fangs wrapped up on a tree. "May I invite you to eat with me?" the snake snarls.

Marcus is smart. He knows a snake may trick him. "See my scarlet skin?" Marcus asks. "It's a sign that *I* can do harm."



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Let's Read!



Marcus keeps hopping. He sees a line of ants marching by. Each ant has a big leaf. "Please do not crush **our** leaves!" they yell.

Marcus passes the ants. He lands by water and picks up a scent. Then Marcus sees his target and snags a tiny fly. Yum! He eats a bit **more**. Then he hops home as the sky darkens.

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Compare and Contrast Texts

A Day and Night in the Desert	**Both**	*Cactus Hotel*

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Exit Ticket

What is one way these texts are the same?

What is one way they are different?

Challenge Which text was more interesting to you? Why?

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Writing

Write a Conclusion Sentence

Read the paragraph. Then write a conclusion sentence.

There are many places for an animal to live in a desert. Burrows or holes are home to many animals. Trees provide shelter for birds, insects, and other creatures. Bats, rats, and salamanders live in caves.

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Introduce

Underline the topic sentence. Circle the sentences that share facts to support the topic. Put a box around the conclusion sentence.

Living things have special ways to survive in the desert. The fennec fox's body helps it stay cool. It has huge ears that let heat out and its fur reflects the sun. The Gila monster stays in its burrow all day to protect itself from the sun. It comes out at night to hunt. Both animals have ways to stay cool in the desert. This allows them to survive.

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