This Is Letter L/

What We Are Learning

Social-Emotional
• Cooperates and plays with others

Phonological Awareness
• Segments onset and rime

Alphabet Knowledge
• Produces correct letter sounds
• Identifies letter sounds

Emergent Writing
• Forms letters

Mathematics
• Identifies shape attributes

Social Studies
• Animal helpers

Words to Use

ladybug
land
leaf

Introduce the Letter

Help today's Letter Helper put on the **Letter Vest** prepared with *Ll*, and explain that *Ll* is the focus letter this week.

• Ask children to describe the uppercase L. Point out that it is a tall letter with a short foot. Ask the Letter Helper to point to the letter on the vest as children practice saying the letter's name.

• Help children notice that the lowercase letter *l* looks like the uppercase letter *L* without the foot.

• Explain that letter *Ll* makes the sound /l/. Display the **Picture Card** for *leaf*. Tell children that the first sound in *leaf* is /l/. It is spelled with an *Ll*. Ask children to repeat the sound and the word as they pretend to float like a falling leaf. **PRODUCES CORRECT LETTER SOUNDS**

Observe Observe whether children can produce the correct sound for the target letter.

Make Ladybug Wings

Perform the fingerplay "Ladybug, Ladybug," asking children to listen for the /l/ sound. Help children identify the words that begin with the /l/ sound, such as *ladybug* and *land*.

• Provide each child with two paper-plate halves. Invite children to use markers or crayons to decorate halves like ladybug wings. Encourage them to write the letter *Ll* on each wing. Then fasten together each child's wings with a paper brad fastener or a stapler. **FORMS LETTERS**

• Then have children fly their ladybug wings in groups of five. As they fly, invite them to look for the letter *Ll* in environmental print and objects that begin with the /l/ sound. **COOPERATES AND PLAYS WITH OTHERS/IDENTIFIES LETTER SOUNDS**

Daily Math: Ladybug Landings

Place on the rug one cone, sphere, cube, and rectangular prism. Make your fingers a flying ladybug that lands on a shape. Pass the shape around the circle for children to touch. Name the shape using informal names (*cone, ball, box, brick*). Guide children to identify shape attributes. *How many sides? How many corners?* Let different children take turns flying their ladybugs to the next shape and repeat the activity. **NAMES SHAPES/ IDENTIFIES SHAPE ATTRIBUTES**
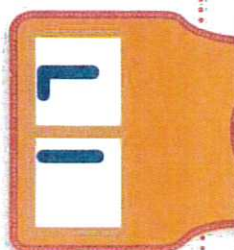
English Language Development

Help children practice the /l/ sound. Model the mouth position of the sound. Have children echo you. Say *la la la* to you. Have children echo you again, and repeat as necessary until they are producing the sound correctly. **PRODUCES CORRECT LETTER SOUNDS**

L l

Big Day
Make Learning Bigger
Songs and Fingerplays

Pittsburgh Public Schools

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Anthony Hamlet, Ed.D., Superintendent of Schools

Program Title _____ Grade Level _____

ALIGNMENT OF LESSONS TO KEY INSTRUCTIONAL PRACTICES SUPPORTED BY THE PA CORE STANDARDS

- ❑ The overwhelming majority of questions and tasks are text-specific.*
- ❑ Questions within a lesson are scaffolded in a way that build towards higher level understanding of a text.
- ❑ The majority of lessons ask students to annotate as they read.#
- ❑ Lessons include built-in and frequent opportunities for academic discussions about a text(s).*
- ❑ Students are regularly asked to synthesize multiple sources and engage in evidence-based writing across text genres.#
- ❑ Students are provided with a variety of writing opportunities throughout the year that reflect different types and purposes, including (but not limited to) informative/explanatory, narrative, and opinion writing.
- ❑ Instruction supports the development of writing skills throughout the year.*

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

QUALITY OF TEXTS

- ❑ The texts include a balance of fiction and nonfiction.*
- ❑ The resource includes a variety of text types (e.g., newspaper and magazine articles, blogs, op-eds).*
- ❑ The text topics are developmentally appropriate for the specified grade level.*
- ❑ The text selections are quantitatively complex for the indicated grade level.
- ❑ The text selections are qualitatively complex for the indicated grade level and worthy of multiple readings.
- ❑ The texts specified as read aloud texts are quantitatively and qualitatively above students' current reading abilities.^
- ❑ The texts are visually engaging in terms of format, font, pictures, presentation, enhancing the overall appeal while not detracting from the overall purpose of the reading.
- ❑ The topics and content of the readings are a mixture of classic and contemporary texts which help to also develop a love of literature.
- ❑ The materials include a wealth of authentic text to be used in whole group, small group, and independent readings.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

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CULTURALLY RELEVANT MATERIALS

- ❑ The materials include multiple perspectives and provide exposure to the larger world.*
- ❑ Authors of the texts represent diverse cultural backgrounds.
- ❑ The texts represent a variety of cultures congruent with district demographics and include topics that reflect a variety of student identities and experiences.*
- ❑ The materials create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements.
- ❑ The materials utilize the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

DIFFERENTIATION

- ❑ The materials provide supports for students reading below grade level or whose first language is other than English. (ELL overlay correlation.)*
- ❑ The teacher materials provide suggestions on how to guide all students to access grade-level texts.
- ❑ The materials include regular extension tasks for students who read, write, speak, or listen above grade level.*
- ❑ The lessons provide opportunity for small group and/or individualized learning opportunities.*
- ❑ The teacher materials support students reading a balance of grade-level, complex texts with time for students to participate in leveled independent reading.*
- ❑ The materials include multiple entry points for differentiated writing topics and assignments which support students in developing the art and craft of writing while working toward standards mastery.

Overall Category Score (Circle ONE)

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Comments:

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LANGUAGE

- ☐ Word study (e.g., analysis of word families, affixes, roots, antonyms/synonyms) instruction is connected to and reinforced through texts.
- ☐ Academic and disciplinary (Tier 2 and Tier 3) vocabulary instruction is connected to and reinforced through texts.*
- ☐ Grade-level grammar, usage, and mechanics are taught within the context of authentic written and oral communication.
- ☐ Structured listening opportunities are embedded in the content. (For example: Listen to one minute of a podcast and identify the cause and effect language used by the speaker.)
- ☐ Lessons include opportunities for presentation and academic discussion.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

ASSESSMENT

- ☐ The materials use varied modes of assessments including diagnostic and student self-assessments.
- ☐ The materials include an assessment(s) of foundational reading skills to guide instruction.
- ☐ A majority of units include summative assessments (for mastery) that include evidence-based written responses.*
- ☐ A majority of lessons include suggestions for formative assessment (checks for understanding) that include evidence-based written responses.*
- ☐ The materials produce data to clearly inform instruction for intervention, remediation, on level, and beyond mastery of standards.
- ☐ The assessment materials directly align with curriculum, resources and instruction, and are reliable and valid.
- ☐ The materials use unfamiliar passages (cold reads) to assess acquisition and retention of skills and strategies.
- ☐ The materials include a range of assessment options that allow students to be assessed at varied instructional levels for students with exceptionalities (ELL, PSE, G&T.)
- ☐ The assessment materials include research-based suggested interleaving practices to reinforce and/or reteach assessed skills and concepts.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

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*Non-negotiable for K–5   ^Non-negotiable for K–2   #Non-negotiable for 3–5
Sources: Designing a Review Driven by Local Needs – Achieve the Core Aligned Materials. (n.d.).Retrieved from http://achievethecore.org/aligned/designing-a-review-driven-by-local-needs/
Instructional Materials Evaluation Tool. (n.d.). Retrieved from http://achievethecore.org/page/1946/instructional-materials-evaluation-tool

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UNIT AND LESSON DESIGN

- ❏ There is clear vertical alignment between grade levels, either through alignment of key standards or topics.
- ❏ Units are organized as a sequence of texts that build knowledge and vocabulary around a variety of topics.*
- ❏ The materials include year-long overarching questions, essential questions for each unit, and daily learning targets/objectives.
- ❏ The lessons explicitly call out the steps of the Gradual Release of Responsibility model, or easily lend themselves to aligning with a model of incrementally leading students toward independent demonstration of their learning.
- ❏ Lessons make reference to Interdisciplinary connections (e.g., science and social studies grade-level standards).
- ❏ The materials include exemplars or models of student work.
- ❏ The materials include opportunities for real world connections with civic engagement opportunities.
- ❏ The student materials include opportunities for student choice and decision-making.*
- ❏ Lessons include suggestions for blended learning (i.e., a mix of computer-based learning/practice and teacher-directed instruction).
- ❏ Media resources are embedded in the lessons (e.g., videos and interactive websites).
- ❏ The writing process is utilized to support explicit writing instruction.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

FOUNDATIONAL SKILLS

- ❏ The materials provide instruction in concepts of print, letter recognition, phonological awareness (including phonemic awareness), and phonics.^
- ❏ The materials include student reading materials (e.g., decodable text) that allow for systematic and regular practice of foundational skills.
- ❏ The materials provide instruction and practice with reading fluency.

Overall Category Score (Circle ONE)

1: Insignificantly to Not Evident   2: Slightly Evident   3: Generally Evident   4: Significantly Evident

Comments:

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: *gnarled, grove, scowls, exasperated, triumphantly, fascinated, frustrated, desperately, underside, urged, creature, destroyed, unfurled, hastily, rumbling, inched, exclaimed, creatures, generous, unison, amazing,* and *embraced.*

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the selection.

DOMAIN-SPECIFIC VOCABULARY Use the Vocabulary Activities in Part 3 to pre-teach the following domain-specific vocabulary: *scientific, manipulating, cocooned, species, accurate, foliage, segments, entomology,* and *compensation.* Explain that students can use many of these words to talk about science and scientific observations.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Nisha needs to use science to convince her parents that something is real. Explain that a scientific observation can be something you see, hear, count, or measure. Ask students to share observations about objects inside the classroom. Ask: How is an observation different from a feeling about something? (An observation is a fact. Everyone can agree on the truth of an observation. A feeling about something can be different for each person.)

STRUGGLING READERS

When students encounter unfamiliar vocabulary, encourage them to look for context clues in surrounding words to determine meaning. Have students make a list of unknown words followed by context clues. Encourage students to use the clues to predict meaning with a partner before looking up definitions.

MORE SUPPORT

Unlock the Text
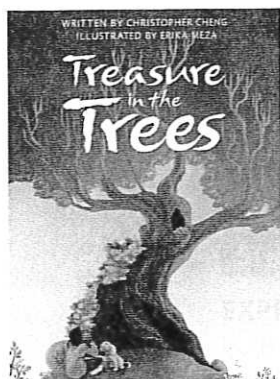
QUALITATIVE MEASURES

Levels of Meaning	understand realistic fiction and character motivation; scientific observation and proof
Structure	chapters; dialogue; past-tense, third-person narrative; use of flashback
Language Conventionality and Clarity	domain-specific descriptive words; academic words with definitions in context; idioms and figurative language (*bitten off more than we can chew; keep her company; in a flash; bug in a rug; geared up*)
Knowledge Demands	scientific observation; preservation of animal habitats; ideas about land development

Prepare to Read

LEVELS OF MEANING

Treasure in the Trees is the story of Nisha, a nine-year-old girl who discovers strange creatures on her family's property. Nisha must use scientific observation and proof to convince her parents that the grove is a special animal habitat that must be protected.

STRUCTURE

PREVIEW Have students read the title and the first page of the story. Ask: What do you think Nisha's secret could be? Have students flip through the story to look at illustrations for clues. Ask: What do the pictures show about Nisha? (Nisha writes in a notebook; Nisha looks happiest when she is in the garden; Nisha finds bugs in a tree.)

ENGLISH LANGUAGE LEARNERS

Many of the academic vocabulary words for this text relate to emotions. Pair students and have them act out vocabulary words such as *scowls, exasperated, frustrated,* and *fascinated*. Have students take turns acting out words while partners name them.

STRUGGLING READERS

Explain that illustrations can often help readers understand the meaning of unfamiliar words. Model how to find the meaning of the word *gnarled* by pointing out the base of the tree trunk in the illustration.

MORE SUPPORT

LANGUAGE CONVENTIONALITY AND CLARITY

Students may have difficulty with challenging vocabulary used to describe Nisha's observations and actions.

If . . . students have difficulty understanding vocabulary,

then . . . model how to use context clues to determine the meaning of an unfamiliar word.

Point out the phrase *manipulating images* on p. 6. Explain that students can use clues in a sentence or paragraph to decide what a difficult word means. Ask: What do the images show? (Nisha's grandparents' heads on tortoises) Ask: Do these images show how Nisha's grandparents actually look? (no) Explain that Nisha used her computer to change the images. Help students understand that if Nisha can manipulate images to look like something they are not, her parents may not believe that the photos Nisha takes for scientific proof are real.

Explain that students can also use clues in illustrations to determine meaning. For example, point out the word *segments* on p. 29 and ask students to use the illustrations to determine the meaning of the word.

KNOWLEDGE DEMANDS

Students may be unfamiliar with what property developers do and have trouble understanding how the concept connects to Nisha's discovery in the trees. Direct students to p. 15 and explain that a property developer is someone who buys land to build houses or other buildings. Ask: What would happen to the trees if the property developer built houses on the land? Why doesn't Nisha want the property developer to buy the land? Help students understand that selling the land to a property developer would result in destruction of the bugs' habitat.

ENGLISH LANGUAGE LEARNERS

Making connections to known words will help students retain new vocabulary words. As students learn new vocabulary, have them write a known word to associate with the new word. Students can refer to these clues to remember meaning.

Interact with Text

LEVELS OF MEANING

As you read *Treasure in the Trees,* help students focus on how Nisha gathers evidence and facts to prove that she has discovered a new species. As they read, have students make a list of Nisha's observations about the tree and the creatures in the tree. Help students distinguish between facts and opinions about the new species.

> **If . . .** students have difficulty identifying observations,
>
> **then . . .** generate a list of opinion words and observation words Nisha uses in the story For example, write *ugly* and *strange* for opinion words and *yellow, small,* and *shiny* for observations.

Remind students that Nisha gathers evidence to prove that the creatures are real. Ask students to discuss why Nisha uses observations instead of her imagination to record information.

STRUCTURE

Explain that the events in the first chapter happen after the events described in the rest of the story. Point out that students will have many questions after the first chapter because the author has not explained what happened first. For example, the reader does not know what Nisha's secret is. Explain that Chapter 2 will start at the beginning of the story, before Nisha has a secret. Point out clue words and phrases that reveal the passage of time, such as *when Nisha's problems* really *started* (p. 9) and *it had all begun* (p. 10). Elicit reasons why the author would start the story in this way, such as to make readers want to keep reading to learn more.

> **If . . .** students have difficulty understanding the flashback beginning in Chapter 2,
>
> **then . . .** reread Chapter 1 with students. Draw a timeline with Chapter 2 at the beginning and Chapter 1 farther down the line. As you read, ask students to list their questions. Explain that Chapter 2 is when the story begins and that students should look for answers to their questions as time passes in the story.

ENGLISH LANGUAGE LEARNERS

Have students read aloud with a partner to practice pronunciation of difficult words such as *gnarled* and *tortoises*. Preteach these words and pronunciations as needed. When students learn a new pronunciation, have them write down the word. Have pairs return to the words later to repeat correct pronunciations.

STRUGGLING READERS

Help students sequence the events in the story by having them write down the main events in each chapter. After they finish the text, have students look at their lists in pairs and place the events in chronological order.

| Lesson 21 | Compare and Contrast Structure and Point of View |

DIRECTIONS Read the three texts silently. Think about how each text is organized and who is relating the details to the reader.

The Swing
by Robert Louis Stevenson

How do you like to go up in a swing,
    Up in the air so blue?
Oh, I do think it the pleasantest thing
    Ever a child can do!

5   Up in the air and over the wall,
    Till I can see so wide,
Rivers and trees and cattle and all
    Over the countryside—

Till I look down on the garden green,
10   Down on the roof so brown—
Up in the air I go flying again,
    Up in the air and down!

Playground Improvements: A Play

Cast of Characters: Zoe, Tonya, Bobby
Setting: A fourth grade classroom

1 **ZOE.** We need a community-service project. Any ideas?

2 **TONYA.** The first thing I thought of was the park. The playground part is in awful shape.

3 **BOBBY.** It sure is. Yesterday my little sister wanted to go on the swings, but some of the chains were broken. We had to tell her no.

4 **TONYA.** Knowing your sister, I bet she didn't like that!

5 **BOBBY.** Well, it could have been worse. She only screamed for half an hour.

6 **ZOE** *(taking notes).* What can we do to improve the park? If it were just cleaning up litter and stuff, we could do that ourselves. But since the equipment is broken, we'll need help from adults.

7 **TONYA.** The equipment *is* broken, and it's not just that. When it rains there are enormous puddles under the tire swing. The puddles are, like, this deep! *(TONYA spreads her hands about a foot apart, one above the other.)* And the playground is covered with gravel, which probably isn't safe for kids. In fact, it's pretty hazardous. I saw a kid get a huge cut on her arm when she tripped and fell the other day.

Playground Improvements, *continued*

8 **ZOE** *(writing quickly)*. Okay, so we can't make all those changes by ourselves.

9 **BOBBY.** Why not? All we need is a backhoe. My mom works for a company that owns one. I'll drive it. *(BOBBY stands up and imitates driving a backhoe.)*

10 **TONYA** *(rolling her eyes)*. That's the world's worst nightmare. You have enough trouble staying on your bike!

11 **BOBBY.** Heavy machinery is my specialty.

12 **ZOE.** Okay, you two, enough. Bobby, don't you live next door to the mayor?

13 **BOBBY.** I do, but she doesn't have a backhoe—

14 **ZOE** *(interrupting)*. You can let her know that we would like the city to spend some money and time fixing the playground.

15 **TONYA.** Bring your little sister. She can tell the mayor how upset she was when she discovered that the swings were broken.

16 **ZOE.** In the meantime, I'll call one of the city council members—my dad knows her.

17 **TONYA.** And I'll go to the playground and make a list of what needs to be done.

18 **ZOE** *(putting her pencil down)*. We have a detailed list, not just a general one. Okay, team! I think we're on the right track!

19 **BOBBY.** Now, about that backhoe . . .
(CURTAIN)

Alien Invasion

1   Glenda ran as fast as she could. She darted around a rock and below a hanging branch. She stole a quick look behind her—the alien was still there, and was gaining on her. She dashed out onto the sandy surface, superheated in the sun of this alien planet.

2   "Run! Scatter!" she heard Thomas yell.

3   *What does he think I'm doing?* Glenda asked herself, irritated. Ahead of her was a launching pad. She grabbed the ladder and hoisted herself up—higher, higher, higher—then swung her feet forward. She felt her body approaching warp speed . . .

4   "It's so nice to see Glenda and the other kids playing so well together," said the camp counselor as she watched Glenda hurtling down the slide, sand from the sandbox sticking to her feet.

Lesson 21 | Compare and Contrast Structure and Point of View

INTRODUCE Tell students that authors choose particular structures to organize ideas in texts. Poems, plays, and stories each have several structural elements specific to their form. Authors also choose the point of view, which refers to how the characters, setting, events, and ideas are told or narrated in a text. Say: Structure and point of view both help convey meaning in a text.

MODEL Display or distribute and read aloud Student Page S141.

The Swing
by Robert Louis Stevenson

first line

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

first stanza

where the play takes place

Playground Improvements: A Play

Cast of Characters: Zoe, Tonya, Bobby

people in the play

Setting: A fourth grade classroom

1   **ZOE.** We need a community-service project. Any ideas?
2   **TONYA.** The first thing I thought of was the park. The playground part is in awful shape.

TEACH Tell students that the first excerpt is from a poem. Point out that the lines of the poem are structured differently than sentences in a paragraph. Have students identify differences between the poem excerpt and a prose paragraph.

Say: Poems are made up of lines and stanzas, or groups of lines. Explain that lines in a poem have a specific meter, or syllable pattern. Tell students that poets use meter to help structure each line and the poem as a whole. Demonstrate the meter of the first line: The first line starts with a stressed syllable, which is followed by two unstressed syllables. The meter is DAH-dah-dah-DAH-dah-dah-DAH-dah-dah-DAH. Read the line aloud, emphasizing the stressed syllables.

Next have students examine the way the play excerpt looks on the page. Ask: How does the structure of the play look different from that of a story? A poem? Elicit that plays are mainly made up of dialogue and that character names tell who is speaking.

Point out that the play begins by listing the characters and describing the setting. Ask: Who are the characters in the play? (Zoe, Tonya, and Bobby) Where does the play take place? (in a fourth grade classroom) Point out that names in all capital letters tell who is speaking.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **See also RL.4.6, L.4.5.c**

OBJECTIVES:

• Identify the structural elements of a poem.

• Identify the structural elements of a play.

• Compare and contrast structures and points of view in stories, poems, and plays.

BUILD VOCABULARY

Use Antonyms
Point out *hazardous* on p. T139 of "Playground Improvements: A Play."

Say: An antonym is a word with an opposite meaning. Knowing a word's antonyms can help you determine its meaning.

Then say: Tonya says that the gravel is hazardous and that she doesn't think the surface is safe. Tonya's statements help me infer that *hazardous* and *safe* are antonyms. So *hazardous* means "not safe."

Have students use the same strategy to determine the meaning of *detailed* in the play on p. T140.

Lesson 21 | Compare and Contrast Structure and Point of View

- poems look different from stories or plays.
- poems are made of lines and stanzas.
- poems often have meter and rhyme.

PRACTICE 1: Examine a Poem's Structure Display or distribute Student Page S142. Explain that this poem was written many years ago by British author Robert Louis Stevenson. Read the poem with students.

The Swing
by Robert Louis Stevenson

first line

rhymes

first stanza

> How do you like to go up in a swing,
>   Up in the air so blue?
> Oh, I do think it the pleasantest thing
>   Ever a child can do!

second stanza

> 5   Up in the air and over the wall,
>   Till I can see so wide,
>   Rivers and trees and cattle and all
>   Over the countryside—

third stanza

> Till I look down on the garden green,
> 10   Down on the roof so brown—
>   Up in the air I go flying again,
>   Up in the air and down!

Review that poems are made up of lines, and groups of lines are called stanzas. Point out the first, second, and third stanzas. Say: A stanza is like a paragraph in prose. A stanza is made up of lines, just like a paragraph is made up of sentences. Have students identify the first line of the third stanza.

Point to the highlighted rhyming word pairs. Say: Words that rhyme have the same vowel sound and the same ending consonant. Listen: *swing, thing*. Another pair of rhyming words is *wall* and *all*. Explain that many poems contain rhyming words, and that the rhymes typically occur at the end of lines.

Read the first line aloud, clapping on the stressed syllables to show meter. (HOW do you LIKE to go UP in a SWING) Have students read the line chorally, emphasizing the stressed syllables. Explain that lines in poems often have a regular, or mostly regular, rhythm.

☑ **MONITOR PROGRESS** Ask students to identify two other pairs of rhyming words in the poem. (Possible answers: *blue/do, wide/countryside, brown/down*)

IF... students cannot identify two pairs of rhyming words,
THEN... read each stanza aloud, stressing the rhyming words, and instruct students to listen carefully to the ends of the lines.

Lesson 21 | Compare and Contrast Structure and Point of View

REMIND
STUDENTS
THAT...

- they can identify the structural elements of poems and plays.
- they can compare and contrast the structure of stories, poems, and plays.
- they can identify and compare and contrast point of view in literature.

PRACTICE 3: Examine Point of View Display or distribute and read aloud Student Page S144. Explain that this is a sample of prose, or text that is in sentences and paragraphs.

Alien Invasion

1   Glenda ran as fast as she could. She darted around a rock and below a hanging branch. She stole a quick look behind her—the alien was still there, and was gaining on her. She dashed out onto the sandy surface, superheated in the sun of this alien planet.

2   "Run! Scatter!" she heard Thomas yell.

3   *What does he think I'm doing?* Glenda asked herself, irritated. Ahead of her was a launching pad. She grabbed the ladder and hoisted herself up—higher, higher, higher—then swung her feet forward. She felt her body approaching warp speed . . .

4   "It's so nice to see Glenda and the other kids playing so well together," said the camp counselor as she watched Glenda hurtling down the slide, sand from the sandbox sticking to her feet.

Ask students to name one way in which the structures of poems and stories are alike, then one way in which they are different. Repeat the exercise with stories and plays. Ask guiding questions as needed, such as, How do you show dialogue in a story? In a play?

Tell students that in works of literature, point of view refers to how the story is being told, or narrated. Say: When the narrator of the story is the *I* in that story, the point of view is first person. When the narrator is not a character in the story, the point of view is third person, and the narrator identifies characters by name or with pronouns *he* or *she*. The narrator may know the thoughts and feelings of all the characters or just one character. What point of view is used in "Alien Invasion"? (third person) Help students see that in the story, readers know the thoughts and feelings of Glenda and her camp counselor.

Emphasize that authors use point of view to determine which details to include in their stories and how to convey that information to readers. Explain that authors choose a particular point of view to shape how their story is told and how the reader understands characters and events.

☑ **INDEPENDENT PRACTICE** Have students work independently to compare and contrast points of view in "Alien Invasion" and "The Swing."

IF... students have difficulty recognizing that "Alien Invasion" is third person, and "The Swing" is first person,
THEN... draw their attention to the pronouns that each author uses.

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ReadyUp!™
INTERVENTION

Teacher Guide with Reproducible Student Pages and Checkpoint Assessments

- Foundational skills, reading literature, reading informational text, writing, and language

- Targeted, scaffolded lessons

- Multiple entry and exit points

- Gradual release of responsibility model

- Ongoing progress monitoring

LESSON 4

T Trade Book

T Scaffolded
  Strategies Handbook

T Teacher's Guide

Treasure Trees

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WHOLE GROUP READING

Close Read

CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind students that readers use details to identify points of view and explain ideas or events in a text. Use these questions to guide the discussion, and ask students to support their answers with evidence.

- Look at the text on page 6. Who is telling this part of the story? Which words and other details help you identify the point of view? (A narrator is telling the story about Nisha. The text describes Nisha's thoughts and feelings, such as "Nisha thought it was hilarious." Yet the pronouns *she* and *her* show that a narrator—not Nisha—is telling the story.)

- According to the text, why isn't Nisha sure what to do about her secret? (She feels that it's important for her parents to know, but she is afraid they won't believe her.) Show me where the text says so. **DOK L2**

- When does Nisha decide that she should reveal her secret instead of keeping it for herself? (She decides after the property developer's first visit, before the beginning of the story.) **DOK L2**

- What do you think Nisha's secret might be, and why is it so important to her? (Answers will vary but should be consistent with the facts given in the text.) Have students cite evidence by reading aloud sentences in the text that support their hypotheses. **DOK L3**

BY-THE-WAY WORDS During close reading, define the following words for students involving known concepts that can be stumbling blocks to comprehending the text.

scientific, p. 5: Help students find the context clues to the meaning of *scientific* in the next sentence: *photos* and *written observations.*

manipulating, p. 6: Help students find the example clue to the meaning of *manipulating images on the computer* in the next sentence: *placed her grandparents' heads on the bodies of two giant tortoises.*

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Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

NONLITERAL AND IDIOMATIC LANGUAGE Help students understand nonliteral and idiomatic uses of language in the chapter. On p. 4, Nisha's secret is not literally "in her tree." Something is in the tree that she is keeping secret. On p. 8, the idiom "we might have bitten off more than we can chew" means that her parents might have taken on a job that is too hard for them.

STRATEGIC SUPPORT

CHRONOLOGICAL ORDER Help students sort out the different time periods referred to in the chapter by putting them into chronological order: 1. Nisha discovers a secret before the property developer's first visit (p. 9). 2. Nisha's parents open a shop and become very busy (p. 8). 3. The property developer is due to visit again (p. 9). 4. Nisha feels she needs to tell her parents about the secret (pp. 4–5).
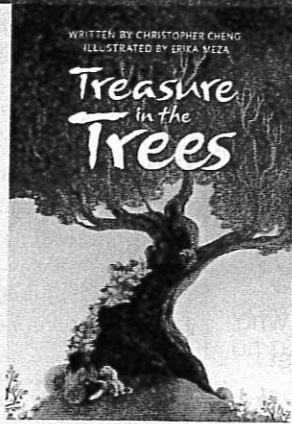
OBJECTIVE

Focus Distinguish one's own point of view from that of the narrator or those of the characters. © RL.3.6

Text Complexity Rubrics pp. TR48–TR53. ⚠

📝 See **Routines** on pp. TR2–TR31.

FOUNDATIONAL SKILLS MINI-LESSON

Vowel Digraphs *ee, ea, ai, ay, oa, ow*

- Write the vowel digraphs *ee, ea, ai, ay, oa,* and *ow*. Tell students that vowel digraphs are pairs of vowels that make a single vowel sound.
- Two different vowel digraphs can have the same sound, for example, those in *road* (*oa*) and *tow* (*ow*). One digraph can also have two different sounds, for example, the one in *tool* and *book* (*oo*).
- Write these words: *bee, wait, boat, now, low, been, say, said,* and *team*. Which words in this group have the same vowel sounds? (*bee* and *team*; *wait* and *say*, *boat* and *low*, *been* and *said*)

For more explicit instruction, see p. FS16 in this Teacher's Guide.

Distinguish Own Point of View

LESSON 4 FIRST READ **Build Understanding**

SET THE PURPOSE Focus the instruction for the unit by sharing the following Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.* We are going to read a text to see how an author uses details and point of view to develop a central message.

ENGAGE STUDENTS Introduce the book *Treasure in the Trees.* Remind students of the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?* Tell students: In this lesson, we are going to learn how readers can also use details to identify the narrator's and characters' points of view and distinguish their own point of view. Understanding point of view will help us understand the story's central message.

📝 **READ** As you introduce Chapter 1 of this new text, use the appropriate reading routine from pp. TR8–TR19. In this first reading, students should be reading for an understanding of what the text is mainly about.

📝 **TURN AND TALK** After reading, have students turn to a partner and discuss this question using examples from the text: What kinds of things is Nisha feeling worried about? Use the **Think-Pair-Share Routine** on pp. TR2–TR3. (Students should share examples such as: She has a decision to make, p. 4; she is worried her parents will scowl at her in disbelief if she reveals her secret, p. 4; she is worried about whether her parents will save the tree, p. 5; she is worried her parents will think she has faked the photos of her secret, p. 6; she knows she will have to prove her secret to her parents, p. 7; it's hard to get her parents' attention, p. 8; her parents seem to no longer have time for her, p. 8; she knows her parents are having money problems, p. 8; Nisha's dad is too tired to cook, and Nisha's mother never has time to go shopping with her, p. 9; the property developer has created a problem for her, p. 9.)

Generative
Vocabulary Games

Reader's and
Writer's Journal

Leveled Text
Library

Independent
Reading Activities

Independent
Reading How-To
Video

Treasure
Trees

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Small Group Time

STEP 1 Focused Independent Reading

BUILD ACCOUNTABILITY Prepare students to read their **self-selected texts.** Announce the two focus points to the class, and help students make a plan for their reading. Students will apply both focus points to their self-selected texts.

TODAY'S PROCESS FOCUS

☑ Engagement and Identity	☐ Independence
☐ Stamina	

Tell students to choose a book they think they would enjoy reading. Encourage students to select, if possible, a new book in a series with which they are already familiar.

TODAY'S STRATEGY FOCUS

☐ Vocabulary Knowledge	☑ Critical Thinking
☐ Fluency	☐ Comprehension

Guide students in applying the content of today's Reading Analysis lesson to their self-selected texts. We learned that identifying a narrator's or character's point of view and distinguishing it from our own helps us understand the meaning of a literary text. Today as you are reading, take note of the author's, narrator's, or characters' points of view in the book. Place a sticky note next to the passage or passages that provide evidence. Then label each note as the author, the narrator, or a specific character. If you think you would have a different point of view, write that also. Alternatively, have students log into Pearson Realize to find an Independent Reading Activity that is appropriate for the text they are reading.

MONITOR PROGRESS

- **Process Focus:** Have students record their reading in a daily reading log. They should note any part of the reading they found difficult and why. They should also note places in the book that they liked best and explain briefly why.

- **Strategy Focus:** Have students review with you the sticky notes they placed in their book. Ask them to explain how the author's, narrator's, or characters' points of view helped them understand the book. Alternatively, have students log into Pearson Realize and review with you the Independent Reading Activity they completed for their book.

For further guidance, see the **Independent Reading Routine** on pp. TR12–TR19.

While students are reading independently, use the Small Group Options on pp. 246–247.

Determine the meanings of and use academic and domain-specific words in a text.

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Distinguish one's own point of view from that of the narrator or those of the characters.

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BENCHMARK VOCABULARY

• gnarled, p. 4
• scowls, p. 4

BENCHMARK VOCABULARY

• Have students find and read sentences from the text with the words *gnarled* and *scowls*.

📖 Use the **Benchmark Vocabulary Routine for Literary Text** on pp. TR28–TR31 to teach the meaning of the words.

• Use the information on pp. 202–205 of this Teacher's Guide to discuss other words connected to each of the Benchmark Vocabulary words.

☑ **PRACTICE** Have students use p. 62 in the *Reader's and Writer's Journal* to show contextual understanding of the Benchmark Vocabulary. Monitor students' vocabulary development.

Reading Analysis

TEXT TALK

POINT OF VIEW
Tell students readers can find evidence in a literary text for the narrator's or a character's point of view and distinguish it from their own. Provide the Four-Column Chart on p. TR34.

Point of View Chart

Event	Nisha	Me	Both
parents' disbelief decides to get proof	hurt or sad	mad	determined

MODEL Let's look at page 4. Nisha worries what her parents will do if she tells her secret. Why does she want to avoid "their scowls of disbelief"? It sounds as if she would feel hurt or sad. If someone didn't believe me, I think it would make me a little mad. I'm going to enter that information into columns 1, 2, and 3. On page 5, Nisha decides to get proof. I think she feels determined here. I would, too. This information can go in columns 1 and 4.

☑ 📖 **PRACTICE/APPLY** Have students work independently or in small groups to complete the graphic organizer. Use the **Small Group Discussion Routine** on pp. TR6–TR7 to have students discuss the details and examples from the text that support their ideas. Check understanding by asking students to share or by circulating among students or groups. Have students complete p. 63 in their *Reader's and Writer's Journal*.

Scaffolded Strategies Handbook

Leveled Text Library

Games

Independent Reading Activities

Reader's and Writer's Journal

Treasure in the Trees

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READING ANALYSIS EXTENSION

For students who can easily analyze point of view in *Treasure in the Trees,* use this **Extend Reading Analysis Mini-Lesson.**

POINT OF VIEW Use the following extension discussion questions to have students talk about Nisha's parents' point of view.

- Why might Nisha's parents have good reason to be skeptical about her discovery? (Possible response: Nisha has shown them that she can fake evidence, p. 6.)

- What evidence is there in the text that Nisha's parents are serious, practical people? (Possible response: Instead of finding it hilarious, like Nisha, they ban her from using the computer for a week for making a funny image of her grandparents, p. 6.)

- What evidence is there in the text that Nisha's parents are even more concerned about practical matters than usual? (Possible responses: They work long hours and are hardly ever at home, p. 8; they worry they might have taken on too much, p. 8; they worry about surviving, p. 8.)

- According to the text, are Nisha's parents unfair to her? (Possible responses: Yes, because they distrust her and because they are impatient with her; no, because they have many practical things to worry about.)

Distinguish one's own point of view from that of the narrator or those of the characters. © RL.3.6

FLUENCY

For fluent reading accountability, use the **Oral Reading Fluency Quick Check.** ☑ **Today assess 2–3 students.**

RATE Explain that reading at an appropriate rate means reading at just the right speed—not too fast and not too slow. Reading at the proper speed keeps the listener interested. Have students follow along as you model reading aloud from *Treasure in the Trees* at an appropriate rate. Review why a reader would not want to read too slowly or too quickly. Then have students take turns reading aloud a portion of an appropriately leveled text at an appropriate rate.

Read grade-level text with appropriate rate. © RF.3.4.b

QUICK CHECK

MONITOR PROGRESS

If . . . students are reading too slowly,

then . . . encourage them to practice the passage several times to become more confident with the words.

If . . . students are rushing and reading too quickly,

then . . . remind them that the listener needs time to paint mental pictures of what the reader is describing.

☑ Use **Write in Response to Reading** on p. 62 of the *Reader's and Writer's Journal* to check student understanding of key ideas in *Treasure in the Trees.*

👤 Phonics: Decodable Practice Readers

GUIDED READING OPTIONS

👥 Use the **Leveled Text Library** to choose appropriate texts based on students' needs.

Use *ReadyUp! Intervention* for students who require additional instruction with this lesson's reading and foundational standards or with prerequisite standards.

STEP 2 Small Group Options

Based on formative assessments of students' progress, use the following options to provide additional instruction, practice, or extension as needed.

PHONICS

For students who need support with this week's Phonics skill, use pp. FS14–FS16 in this Teacher's Guide.

UNLOCK THE TEXT

For students who need support in accessing key ideas, key language, and key structures in *Treasure in the Trees,* use **Unlock the Text** in the *Scaffolded Strategies Handbook,* pp. 34–39.

CONFERENCE

For independent reading accountability, **conference** each day with two or three students to discuss **self-selected texts** and support their reading.

READING ANALYSIS SUPPORT

For students who struggle with understanding point of view in *Treasure in the Trees,* use this **Support Reading Analysis Mini-Lesson.**

POINT OF VIEW Model how to connect details in the text with point of view. Point to the passage on p. 4: *Nisha sat down beside the gnarled tree trunk—she had a decision to make. Should she go ahead with her plan, to try to tell her parents the secret again, and risk their scowls of disbelief? Or just give up?* Ask students to tell what Nisha might be thinking and feeling as she wonders about revealing her secret. Have students look for evidence in the text for Nisha's point of view. Then have students complete their Point of View Charts.

📝 Invite students to analyze Nisha's point of view in another passage, such as pp. 8–9, where she describes changes in her parents. Use the **Think-Pair-Share Routine** on pp. TR2–TR3.

Distinguish one's own point of view from that of the narrator or those of the characters. © RL.3.6

Trade Book

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It really doesn't. It seems to change because the moon goes around Earth.

The writer then surprises the reader by challenging this statement and introduces the main idea of the text. This challenge grabs the reader's interest.

Introduce a Topic

PREPARE TO WRITE Explain to students that before they begin writing their essays, they should develop a plan for their writing.

Have students consider these guiding questions as they prepare to write:
- Why does what I have to say about this topic matter? Why is it important or useful?
- What does my audience know and care about that is related to my topic?
- Is there an amazing fact or an entertaining story connected with this topic?
- What do I want my reader to get out of my essay?

DEVELOP AN INTRODUCTION Tell students that once writers have decided on a strategy, they can begin writing their introductions. Explain that they might have to try several before they find the one that is right.

Model thinking about why the topic of *The Moon Seems to Change* matters. We are surrounded by natural events all the time. Understanding what we experience is important. I'll bet many people see the changes in the moon but have no idea what causes them. So I will explain it.

Model thinking about whether there is an amazing fact or an entertaining story connected with this topic. Just like Earth, the moon has one half of its surface lit by the sun at all times. Many people might not know that fact because the amount of the moon they see that is lit up changes. People might also not know that they are always looking at a whole moon, but only the part that is lit by the sun stands out. I can use these facts to surprise my reader and make the topic more interesting.

Scaffolded Instruction

STRATEGIC SUPPORT

INTRODUCE A TOPIC Have students who are having trouble writing their introductory sentences identify their topic. Then have them identify the main idea for their topic. For example, phases of the moon is the topic of *The Moon Seems to Change,* and the fact that the moon seems to change but actually does not is the main idea.

OBJECTIVE

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

© W.3.2.a

Informative/ Explanatory Writing

Introduce a Topic

SET THE PURPOSE Explain to students that good informative writing begins by introducing the topic in a way that captures the reader's interest. A writer can introduce a topic in many different ways, and the following are a few that work especially well:

- starting with something the reader knows about or is interested in
- connecting the topic to the reader's experience in some way
- asking a question
- offering a surprising, exciting, or unusual fact
- telling a brief story
- explaining why the topic matters

Tell students that their introductions should perform a similar function—catching the reader's interest in the topic and introducing the main idea clearly and in a way that shows why it matters. A good introduction will make people want to read the essay and prepare them to get a lot out of it.

TEACH AND MODEL Through discussion of pp. 42–44 of *The Moon Seems to Change*, help students see how the introduction draws the reader into the text. Provide the following models:

Tonight take a look at the sky. See if the moon is there.	The writer starts by getting the reader involved to capture the reader's interest.
It may be big and round. It is a full moon. Maybe you will see only part of it. It may be a quarter moon. Or it may be only a little sliver. It is called a crescent moon.	The writer talks about different kinds of moons the reader might see, shows illustrations of them, and gives their names. This information connects the topic to the reader's experience.
As the nights go by you can see changes in the moon. After the moon is full you see less and less of it. There are three or four nights with no moon at all. Then you see more and more of it. The moon seems to change.	At the end of the introduction, the writer sums up the reader's experience as described so far: *The moon seems to change.* The reader will probably agree with this statement.

Sample Connections Between ReadyGen Unit Themes and the iLit Library

	Grade 3		Grade 4		Grade 5	
	ReadyGen	iLit	ReadyGen	iLit	ReadyGen	iLit
Unit 1	Observing the World Around Us	• Alexander, The Boy Who Conquered the World • Dancing Around the World • Hip Hop	Becoming Researchers	• Blast Zone: The Eruption and Recovery of Mount St. Helens • Living in the Harsh Lands • Discovering the Old Stone Age	Depending on Each Other	• 50 Cent • The Search • Trading Places in Timbuktu" A Tale from Mali
Unit 2	Connecting Character, Culture, and Community	• Drums: The World's Heartbeat • Great Short Stories from Around the World: Alphonse Daudet • Fads • Buying Power • From Top to Bottom: Carving a Totem Pole	Interactions in Nature and Culture	• Heroes of the Environment • The Chumash People of California • Rivers Change the Earth • Earth's Ecosystem • People on the Move	Finding Courage	• Jackie Robinson • Franklin Delano Roosevelt • A Colony of Fear • Alamo Wars • Gloria Estefan • If We Had Wings: The Story of the Tuskegee Airmen
Unit 3	Seeking Explanations	• Discovering the Old Stone Age • Alexander Graham Bell • Machines and Inventions	Exploring Impact and Effect	• Chris Hadfield: The Spaceman Who Set the World A-Twitter • If You Could Change the World • Recycling	Understanding the Universe	• Global Warming • Earthquakes • Volcanoes • Living on the Moon
Unit 4	Becoming an Active Citizen	• They Changed the World • Up From Slavery • We've Got a Job • Tales of Famous Heroes	Creating Innovative Solutions	• Making the Impossible Possible • Alternative Fuels • Go Organic • Water Conservation	Exploring New Worlds	• Twenty Thousand Leagues Under the Sea • The Fight for Freedom • Lewis and Clark: A Journey of Discover

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