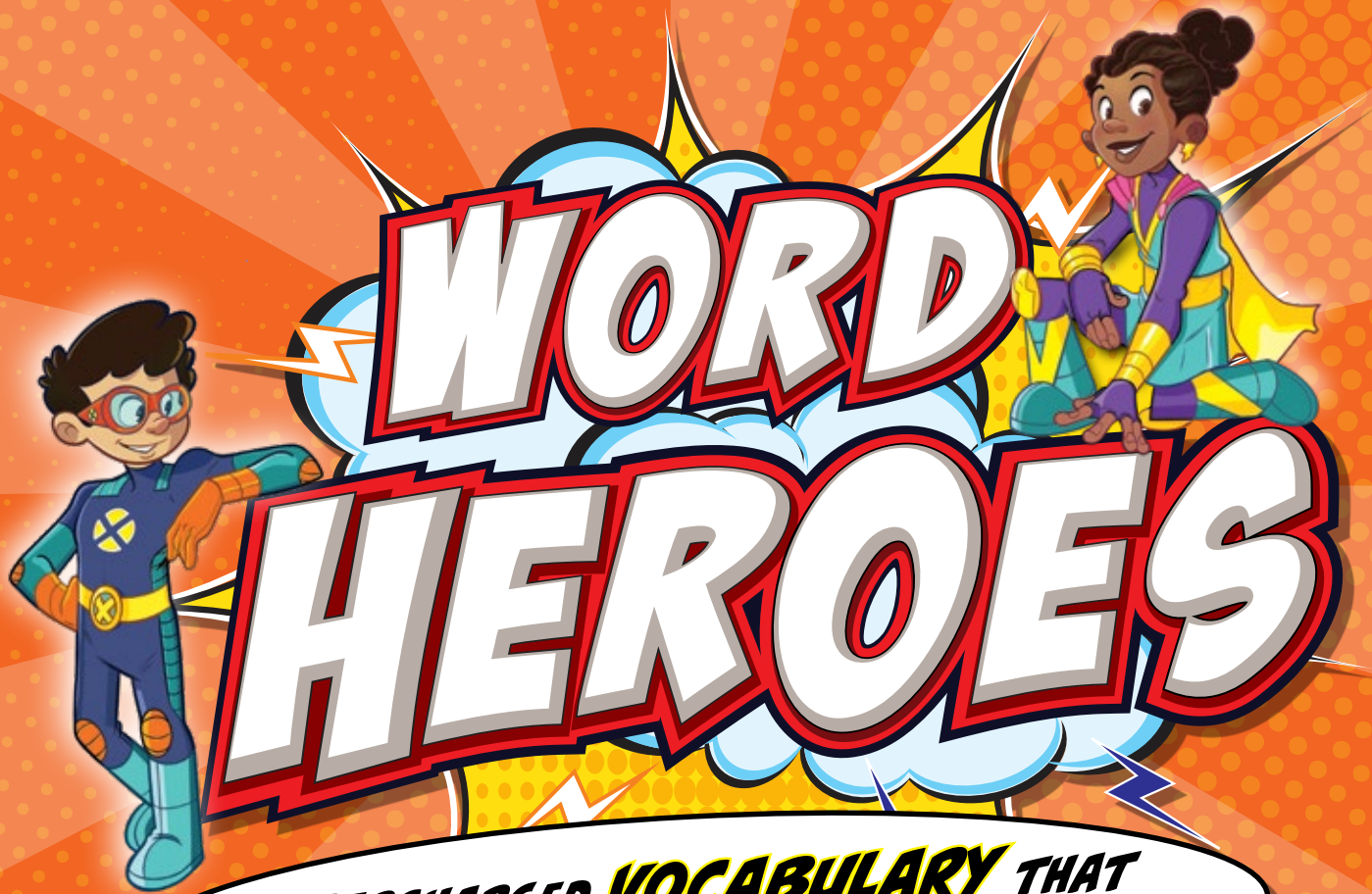


**APPRENTICE
LEVEL**



**SUPERCHARGED VOCABULARY THAT
POWERS UP COMPREHENSION!**

TEACHER'S GUIDE

VOLUME 2

**Isabel L. Beck, Ph.D.
Margaret G. McKeown, Ph.D.**



My Favorite Sounds

Lyric Poem

Just Listen

Expository Text

WOW WORDS

76-80

bustling

A place that is **bustling** is crowded and busy.

anticipate

If you **anticipate** something, you think about it before it happens and look forward to it.

vibrate

When something **vibrates**, it shakes very fast.

movement

A **movement** is a way that something moves.

concentrate

When you **concentrate**, you think hard about something and give it all your attention.

LESSON OBJECTIVES

DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Use illustrations and words in a text to describe key ideas

DAY 2

- Ask and answer questions about key details and vocabulary
- Compare and contrast texts on the same topic
- Act out word meanings

DAY 3

- Identify real-life connections between words and their use
- Describe people, places, things, and events using relevant details and new vocabulary
- Retell important events and key details in logical order

DAY 4

- Understand and use information in a procedural text
- Determine the meaning of compound words
- Use new vocabulary in speaking and writing

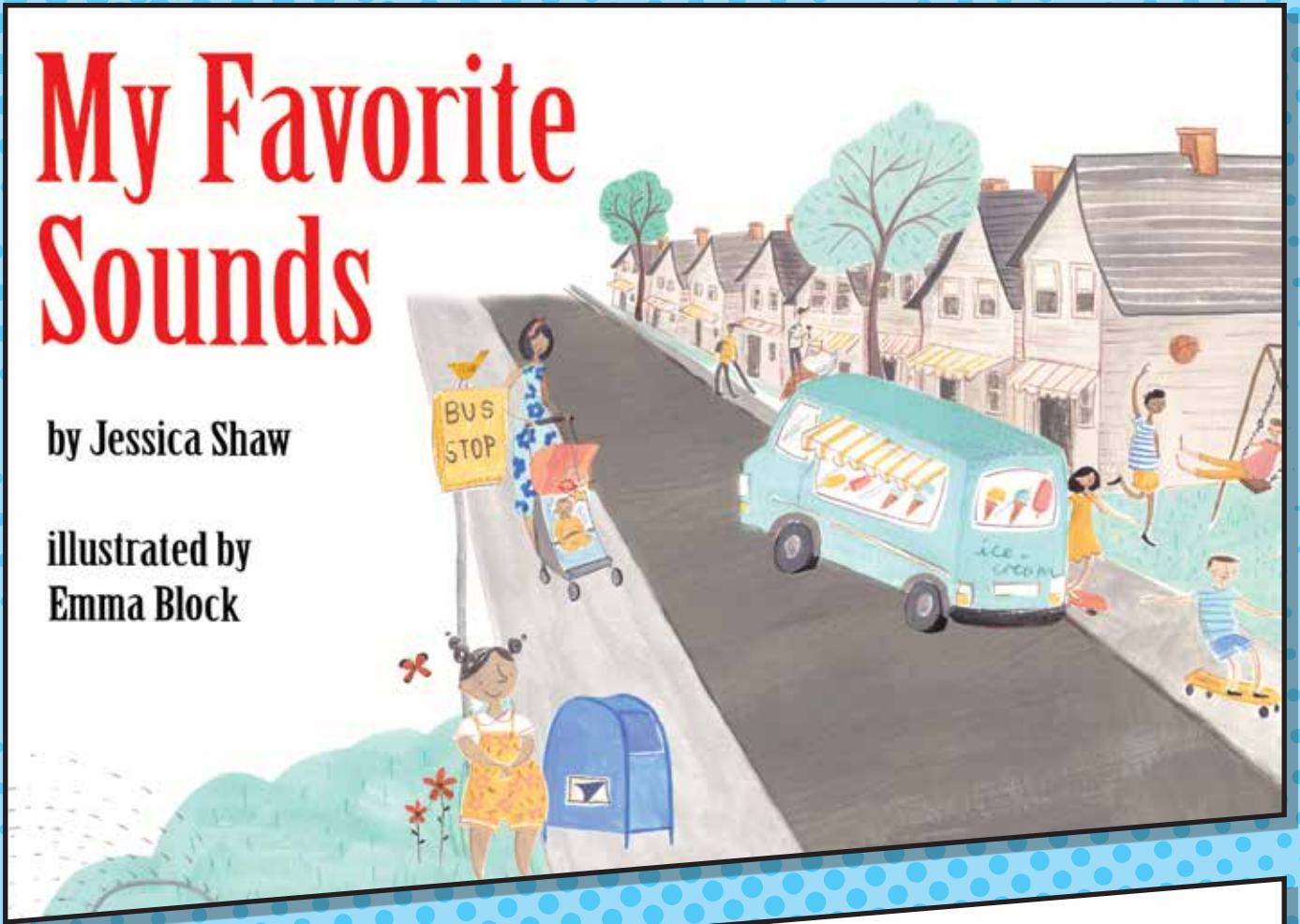
DAY 5

- Demonstrate understanding of word relationships and nuances in word meanings
- Use conventions of language in speaking and writing
- Add details to writing

My Favorite Sounds

by Jessica Shaw

illustrated by
Emma Block



Just Listen

by Kathleen Weidner Zoehfeld
illustrated by Thor Wickstrom





POWER UP the read-aloud by pausing briefly at each prompt to support vocabulary and scaffold comprehension.

My Favorite Sounds

by Jessica Shaw

illustrated by Emma Block

So many noises all around,
A **bustling**, busy beat
Of neighbors with their power tools,
Of skateboards in the street,
My flip-flops **pacing** through the house
Then back and forth outside,
The ice cream truck that's tinkling by
A mailbox opened wide,
The sprinklers swooshing round and round
This sunny afternoon,
My fingers **strumming** while I wait—
I hope the bus comes soon!

What is the speaker doing? (listening to all the sounds in her house and in her neighborhood while she waits for the bus)

A basketball that smacks the ground,
A squeaky swing, a shout,
The baby banging at the door
For Mom to bring him out.
I have to listen carefully,
I wouldn't want to miss...
The perfect sounds: the screechy brakes,
The creaky door, the hiss.
And then, at last, I hear them all!
I take off at a run,
The bus my cousin's on is here...
It's time to have some fun!

What are "the perfect sounds"? (sounds the bus makes as it stops and its doors open) **Why does the speaker like them?** (because she wants to play with her cousin, who is on the bus)

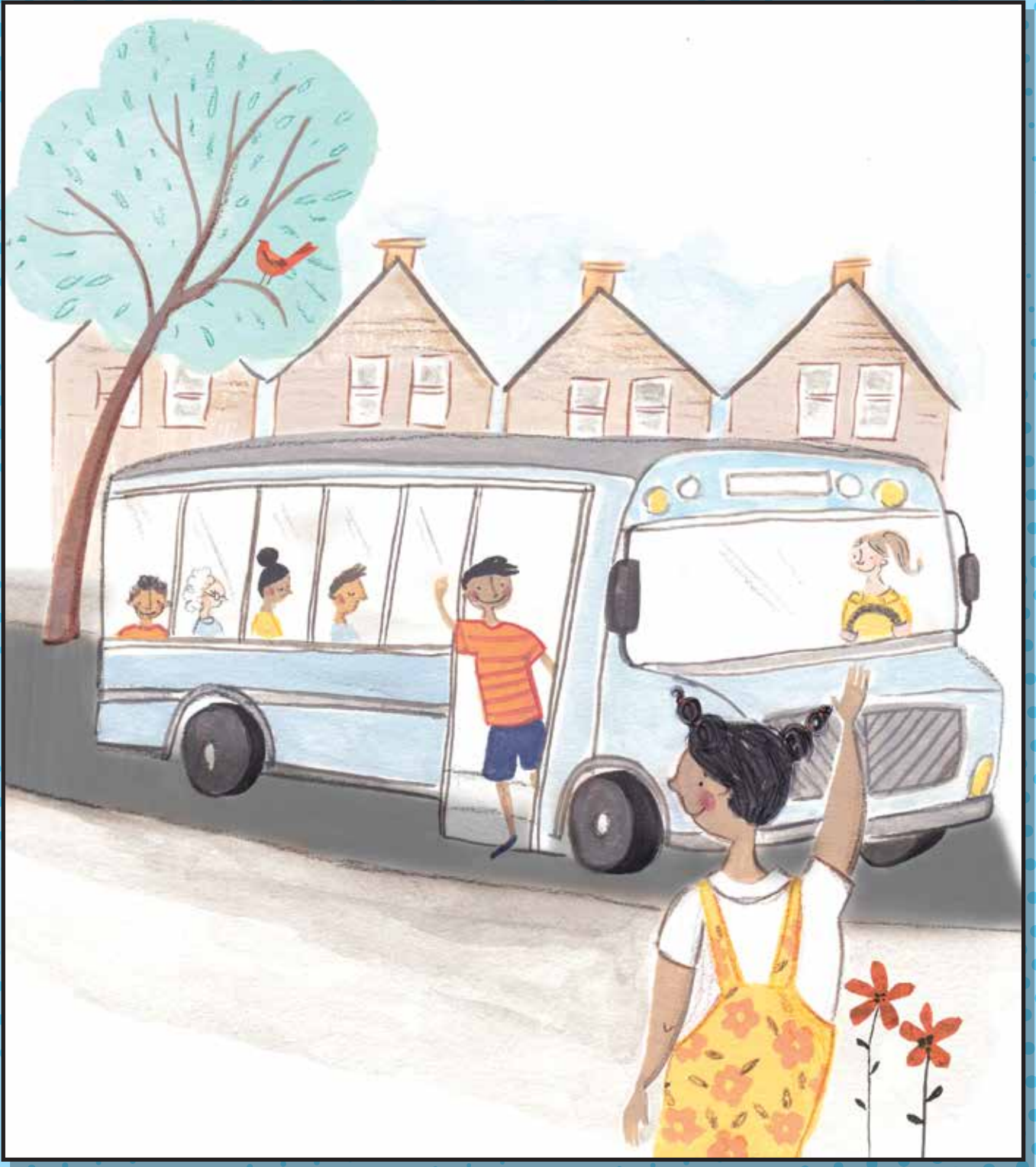
SUPPORT ENGLISH LEARNERS

Strategy: Use Gestures

Whenever possible, support meaning by acting out what is happening to make the noises, and invite children to join you.

Pacing means walking back and forth.

Strumming is moving your fingers up and down like you are playing a guitar.



Just Listen

by Kathleen Weidner Zoehfeld
illustrated by Thor Wickstrom

Pssst! Your friend leans close and whispers a secret. Woof! Woof! His dog barks as a car zooms past. Beep beep! The driver honks her horn to say hello. People and animals and things are making sounds all the time.

Some sounds are as quiet as a leaf rustling in the breeze. Others are so loud you might cover your ears.

What have we learned about sounds? (Some sounds are soft and some are loud. All kinds of people, animals, and things make sounds all the time.)

But what is sound? And how do we hear it?

Try **plucking** a guitar string or a rubber band stretched between your fingers. You will see the string or rubber band go back and forth very fast. It is **vibrating**.

You can't see it, but the vibration makes waves in the air, like you make waves in a bathtub of water when you waggle your hand up and down quickly.

When the sound waves in the air reach your ears, you hear a sound.

Plucking is pulling something tight and then letting it go.



Every sound is made by vibrations. Place your fingertips lightly on the front of your throat. Say or shout a few words. Feel the tiny, quick, shaking **movements**? That is the vibration of the vocal cords in your throat. It makes the sound of your voice.

Display the picture on page 60 and ask: **What have we learned about sounds?** (*Our vocal cords move back and forth to make sounds. When sound waves get to our ears, we hear a sound.*)

Your ears are sound wave **collectors**. Sit very quietly. Listen to all the different sounds you can hear.

A collector takes in things and bring them together.

Now **cup** your hands around your ears. Do the sounds sound different? Your cupped hands turn your ears into bigger and even better sound wave collectors.

To cup means to make a shape like a cup with your hands.

The world is full of sounds. Just listen. What do you hear?

How are sounds different when you cup your ears? (*You can hear more sounds, or sounds seem louder.*)



Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

Read All About It!



- Display the illustration on page 57 and tell children: Today we're going to read two selections about sounds. First we'll read a poem called "My Favorite Sounds." Then we'll read a nonfiction article called "Just Listen."
- Read the selections on pages 58–61 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS!**



bustling

- After reading both selections, place the **Word Card** for **bustling** in the **Word Heroes Chart**. Say: In the poem "My Favorite Sounds," the speaker hears many sounds in her bustling neighborhood. A place that is bustling is crowded and busy. Let's say the word *bustling* together.
- The cafeteria is bustling at lunchtime with people eating, talking, and moving around. What bustling place might you go to on the weekend? You can start your sentence by saying, "A bustling place is..." (A bustling place is the park on a sunny day.)
- Show me how a bustling person would walk.

anticipate

- Place the **Word Card** for **anticipate** in the **Word Heroes Chart**. Say: The speaker in the poem listens for the sounds that mean her cousin is there. Another way to say this is that she anticipates her cousin getting there. If you anticipate something, you think about it before it happens and look forward to it. Say the word *anticipate* with me.
- My dog anticipates my arrival home by looking out the window. Which would you anticipate, a class trip or a normal day in class? Why? (a class trip, because I would look forward to it happening)
- Show me how you look when you anticipate a treat.

vibrate

- Place the **Word Card** for **vibrate** in the **Word Heroes Chart**. Say: In the article "Just Listen," a guitar string and a rubber band vibrate when you pluck them. When something vibrates, it shakes very fast. Let's say the word *vibrate* together.
- When workers broke up my street with a jackhammer, I could feel the ground vibrate. Which of these vibrates, a stove, or a washing machine? Why? (a washing machine, because it moves and shakes when it washes clothes)
- Show me how you can make your hand vibrate.

BOOST LANGUAGE AT HOME

Supercharge language at home with daily activities for each Wow Word. Send home the **Daily Word** newsletter at the beginning of the week and encourage children to earn tally marks on the **Word Heroes Chart** by using the Wow Words at home.



bustling

**SUPPORT
ENGLISH LEARNERS**

Strategy: First Language

Use the Spanish definitions in the Appendix and the cognates *anticipar*, *vibrar*, *movimiento*, and *concentrarse* to support understanding of this week's Wow Words.

Volt says:
Activate your word powers as we learn this week's Wow Words!

movement

- Place the **Word Card** for **movement** in the **Word Heroes Chart**. Say: *Vibrate, shake, and wiggle* tell how something moves. Another way to say that is they are words that describe kinds of movement. A movement is a way that something moves. Say the word *movement* with me.
- When I'm tired, my movements are slow. What is a movement you might make when you are excited? You can start by saying "A movement I make when I'm excited is..." (A movement I make when I'm excited is jumping up and down.)
- Show a movement you would make on the playground.

concentrate

- Place the **Word Card** for **concentrate** in the **Word Heroes Chart**. Say: *The article* asks you to stop and listen carefully to the sounds around you. Another way to say that is it asks you to concentrate on the sounds around you. When you concentrate, you think hard about something and give it all your attention. Say the word *concentrate* with me.
- I need to concentrate when I follow directions to put something together. When do you need to concentrate? You can start by saying "I need to concentrate when I..." (I need to concentrate when I do math.)
- Show me how you look when you concentrate on something.

Bring It All Together

- Point to each word on the **Word Heroes Chart** as you read the words aloud. Then ask children the questions below and discuss their responses.
 - If your whole body was **vibrating**, what would you be feeling?
 - If you wanted to **concentrate** on a new book, where would you go to read it?
 - If you **anticipated** a special dessert, what would it be?
 - If our classroom was **bustling**, what would you see?
 - If you saw a **movement** in a tree, what could be there?

WORDS TO GO!

Send home the **Wowband** for **bustling** and ask children how they will use the word at home today.



bustling

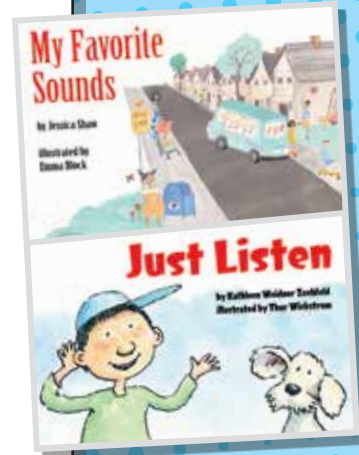
A place that is bustling is crowded and busy.

Ask children how they used their **Wowband** word (**bustling**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Link Words and Concepts



- Reread “My Favorite Sounds” and “Just Listen” on pages 57–61. Select sounds mentioned in the selections for children to mimic.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the selections.
 - How is a **bustling** street different from a quiet street? (A bustling street has lots of people doing things and making noise. A quiet street does not.)
 - Why does the speaker **anticipate** the arrival of the bus? (She is looking forward to having fun with her cousin, who is on the bus.)
 - How does plucking a rubber band show something **vibrating**? (It shows the fast back-and-forth motion.)
 - How do the **movements** of vocal cords make the sound of your voice? (They create vibrations that make sound.)
 - Why do you need to **concentrate** to hear all the sounds around you? (Some sounds are soft, and you can't notice them unless you listen with all your attention.)



SUPPORT ENGLISH LEARNERS

Strategy: First Language

Allow children to talk about the concept in their first language. Encourage them to find objects that make noise and compare them with the sounds in the selections.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the selections.
 - How are both texts alike? (Both are about sound.)
 - What is the poem mainly about? (A girl listening to sounds around her as she waits for the bus that brings her cousin to play with her.)
 - What is the article mainly about? (How people can make and hear sounds.)
 - How does the author describe sounds in the poem? (She uses rhyming words, describing words, and sound words to help the reader imagine different sounds.)
 - How are sounds described in the article? (The article explains sounds how sounds are made with words like vibrations, sound waves, and vocal cords.) How is that different from the poem? (The poem uses words like tinkling and swooshing to tell what things sound like.)

TURN & TALK

For each query, ask children to turn to a partner and discuss their answers. Invite volunteers to share their answers with the class.

BE THE WORD!

Help children show their understanding of the Wow Words with these quick and lively activities.



movement

- Model the **movement** of a bird flying.
- Ask children to act out other movements:
 - A dog lapping water
 - A child bouncing a ball
 - A bird eating seeds
 - A cat playing with a ball
 - A child riding a scooter
- Let children create their own movements for classmates to guess.

anticipate

- Put a favorite classroom object, such as a stuffed animal or book, into a bag without children's knowledge.
- Tell children to **anticipate** which favorite object is in the bag. Encourage them to ask yes-or-no questions to get clues.
- Once the item is revealed, children may complete the sentence frame: *When I anticipated what was in the bag I felt _____.*

vibrate

- Demonstrate how to make a plastic ruler **vibrate** by placing it halfway over the edge of a desk and snapping one end.
- Allow time for several volunteers to try the experiment.
- Then have children demonstrate how to vibrate their bodies by shivering.
- Challenge them to name and pantomime other things that vibrate.

concentrate

- Explain: *Close your eyes and concentrate. I am going to make a sound. If you know what makes the sound, raise your hand.*
- One at a time, produce several sounds, such as a bell, a phone ring, writing on the board, a timer, and so on.
- When several children have raised their hands, ask them to call out the item that made the sound.

bustling

- Have children name **bustling** places, such as the lunchroom, the playground, a shopping mall, or a grocery store.
- Have children work in small groups to choose a bustling place.
- Then have the groups take turns acting out what people might do in their bustling place.
- Ask observers to name the bustling place.

WORDS TO GO!



Send home the Wowband for **anticipate** and ask children how they will use the word at home today.



anticipate

If you **anticipate** something, you think about it before it happens and look forward to it.

Ask children how they used their **Wowband** word (**anticipate**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the **Wow Words** throughout the day.

Talk About It!



- Use the photos and the instruction on the back of **Photo Cards 76–80** to get children talking about the **Wow Words** in a new context.
- After reviewing all the Photo Cards, pass out the cards to five volunteers. Have them hold the cards so that the class can see the pictures.
- Give a synonym for each word using the prompts below and have children determine which word you are describing. Invite volunteers to explain their choice. Then add the Photo Card to the **Word Heroes Chart**.
 - Look forward to (**anticipate**)
 - Think hard (**concentrate**)
 - Busy (**bustling**)
 - Shaking (**vibrate**)
 - Way of moving (**movement**)
- When all the Photo Cards have been added to the **Word Heroes Chart**, read the words aloud and have children say them with you.



bustling



anticipate



vibrate



movement



concentrate



76

Week 21

bustling

TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **bustling** to talk about it? Example: There are a lot of people in this **bustling** station.

If needed... Provide additional support for children's language: This train station is filled with many men, women, and children. They are all trying to get to different places. It is a very **bustling** place! A place that is **bustling** is crowded and busy. How do you think this **bustling** station sounds?

© Abrams & Company Publishers, Inc.



- Tell children: *Let's have some fun retelling the poem, "My Favorite Sounds."* Divide the class into two groups, actors and storytellers.

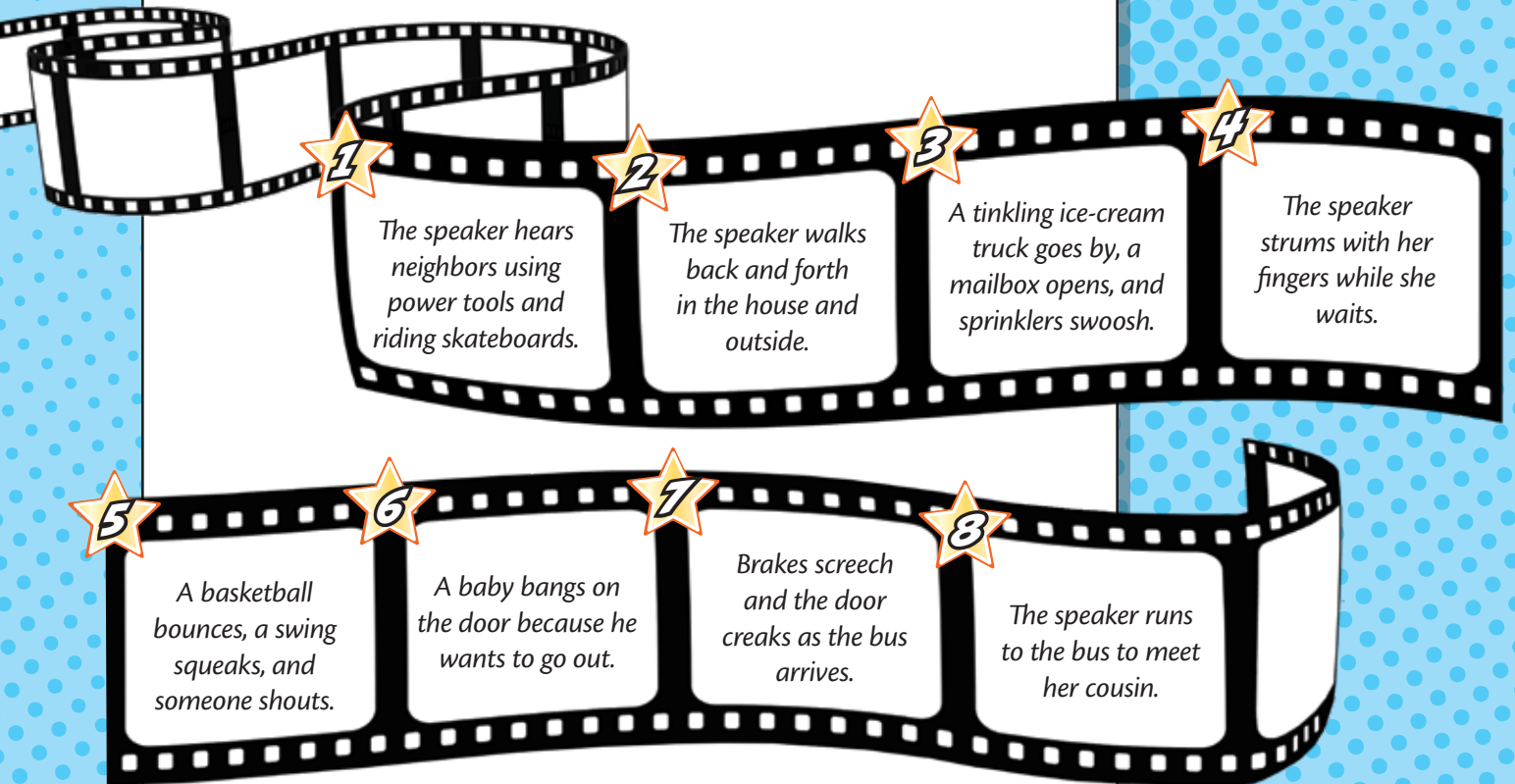


SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

Pair English learners with native English speakers. Have the children work together to understand and act out the events.

- Ask volunteers from the storyteller group to retell the key events from the poem in order. As the storytellers retell the events, have the actor group dramatize the events they describe.
- As needed, use the following strategies to support children's retelling:
 - Give children a hint for each event, such as: *What are the first sounds the narrator hears?*
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "My Favorite Sounds" and have children retell it in their own words.



- As the storytellers retell the poem, you may wish to write the events on chart paper and post them in the classroom for children to revisit later. Encourage children to add their own artwork that represents each event and to act out the events in small groups.

WORDS TO GO!

Send home the Wowband for **vibrate** and ask children how they will use the word at home today.



vibrate

When something vibrates, it shakes very fast.

Ask children how they used their **Wowband** word (**vibrate**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Close Reading



- Tell children: Some articles explain how to make or do something. Understanding the steps helps us **follow directions**. In “Just Listen,” the author explains how to feel sound vibrations and how to make our ears better sound collectors. Let’s listen for the steps and then follow the directions.

SUPPORT ENGLISH LEARNERS

Strategy: Model Language

Rather than correcting children, restate their answers as complete phrases or sentences.

Place your **fingertips** lightly on the front of your throat. Say or shout a few words. Feel the tiny, quick, shaking movements? That is the vibration of the vocal cords in your throat. It makes the sound of your voice.

- Guide children to identify steps and use them to follow directions. Write “Step 1” and ask: **What does the author ask us to do first?** (*Put your fingers on your throat.*) Write what children say. Write “Step 2” and ask: **What is the next step?** (*Say or shout a few words.*) Record children’s response.
- Read the steps aloud and have children follow them. Ask: **What did you feel?** (*vibrations*) **What made the vibrations?** (*vocal cords in my throat*)

Your ears are sound wave collectors. Sit very quietly. Listen to all the different sounds you can hear.

Now cup your hands around your ears. Do the sounds sound different? Your cupped hands turn your ears into bigger and even better sound wave collectors.

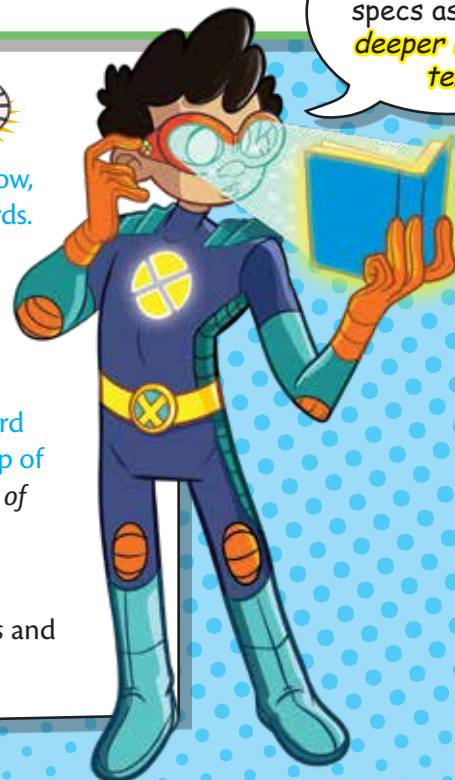
- Read the second passage and repeat the process of recording the steps and then doing them. (1. Sit very quietly; 2. Listen; 3. Cup hands around ears.) Ask: **How did the sounds change?** (*They got louder.*) **Why?** (*Our hands helped our ears collect more sound waves.*)
- Display the illustration on page 60 and ask children to explain what it shows.

X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**

Zoom In on Compound Words



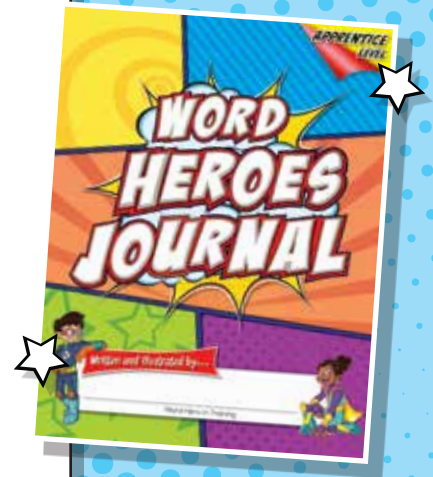
- Tell children: Sometimes when we see a long word we don’t know, we can figure out what it means by breaking it into smaller words.
- Write **fingertips** on chart paper. Say: **Fingertips** is a compound word because it is made up of two smaller words. What is the first word you hear in **fingertips**? (*finger*) Show me your fingers.
- Draw a line between **finger** and **tips**. Ask: **What part of the word is left?** (*tips*) Point to the tip of your nose. Now point to the tip of a finger. What does the word **tip** mean? (*the pointy end or top of something*)
- Ask: **So what are fingertips?** (*the tips, or ends, of the fingers*)
- As time allows, repeat with the compound words **skateboards** and **mailbox** from the poem.



Make It Your Own



- Have children open their **Word Heroes Journals** to page 52. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **anticipate**. Tell children: *This picture was done by a student named Journey. Let's read what Journey wrote: I anticipate going to a party.*
- Ask: *What do you see happening in Journey's picture? (A girl is thinking about the balloons she will see at a party.) How do Journey's picture and writing show her anticipating something? (She is looking forward to the party, so she thinks about what she will see there.)*
- Say: *Think about what you could draw and write about for our other Wow Words. Talk about your ideas with a partner. When you are ready to start writing, you can begin.*
- Explain that children will have time to write about two of the Wow Words today and two more tomorrow. Circulate to support children and monitor their progress.
- If children have trouble thinking of ideas, use the questions below to provide additional support.
 - When has your home been **bustling**? What made it bustle?
 - When have you **concentrated** to work on something?
 - What kind of **movements** do you make when you play your favorite game?
 - What tool or toy **vibrates**? How do you use it?



TURN & TALK

Encourage children to discuss their ideas with a partner before they begin writing and to talk about their pictures as they work.

anticipate

If you anticipate something, you think about it before it happens and look forward to it.



I anticipate going
to a p[ar]ty.

I anticipate going to a party.



WORDS TO GO!

Send home the Wowband for **movement** and ask children how they will use the word at home today.

 **movement**

A movement is a way that something moves.

Ask children how they used their **Wowband word (movement)** at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Wow Word Wrap-Up

- Tell children: **Let's review our Wow Words from this week.** Point to the **Word Heroes Chart** as you read this week's words aloud: ***bustling, anticipate, vibrate, movement, concentrate.***
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I will say a sentence that is missing a word. I want you to tell me which Wow Word fits into the sentence.** Read the sentences below:
 - When the sound on a cell phone is off, it _____ for a text or call. (*vibrates*)
 - When a baby starts to walk, its _____ are wobbly. (*movements*)
 - Most people really _____ their birthdays. (*anticipate*)
 - When there is lots of noise, it's hard to _____. (*concentrate*)
 - Our kitchen is always _____ with activity before dinner. (*bustling*)



bustling

anticipate

vibrate

movement

concentrate

|||||

|||||

|||||

|||||

|||||

Assessment in a **SNAP!**

- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. An empty room is **bustling**. (*no*)
 2. A child **anticipates** having to clean their room. (*no*)
 3. A book sitting still on a table **vibrates**. (*no*)
 4. You should **concentrate** to solve a problem. (*yes*)
 5. Dancers make many graceful **movements**. (*yes*)
 6. A busy amusement park is a **bustling** place. (*yes*)
 7. Running is an example of a slow **movement**. (*no*)
 8. You might **anticipate** getting ice cream on a hot day. (*yes*)
 9. It's easy to **concentrate** on many things at the same time. (*no*)
 10. A cat **vibrates** when it purrs. (*yes*)
- Review the assessment by rereading the prompts and having partners discuss their answers.
- Invite volunteers to share their answers with the class. As needed, discuss each word's meaning and clarify children's understanding.

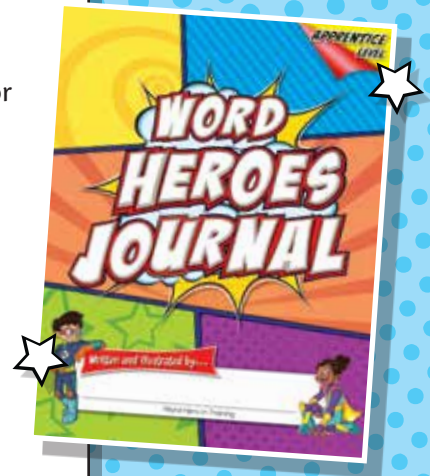
SUPPORT ENGLISH LEARNERS

Strategy: Modify Assessment

Use this week's Photo Cards for one-on-one assessment. Say each Wow Word and ask the child which photo best shows the word. Then ask the child to explain why, in English or in the child's first language.

Make It Your Own

- Give children time to complete their **Word Heroes Journal** entries for this week. Circulate to provide support as children write.
- As children complete their writing, encourage them to find ways to make their writing better. Help them find places where they can use describing words to add detail to their writing.
- Have each child choose a completed journal entry to share with a partner.
- Invite partners to ask questions about the journal entry that help them understand its meaning.



WORDS TO GO!

Send home the **Wowband** for **concentrate** and ask children how they will use the word at home today.



concentrate

When you **concentrate**, you think hard about something and give it all your attention.



WOW WORDS

81-85

avoid

If you **avoid** something, you stay away from it.

create

If you **create** something, you make it.

consume

When you **consume** something, you eat it, drink it, or use it all up.

detect

When you **detect** something, you start to see it or hear it.

remarkable

Something that is **remarkable** is very special or surprising.

LESSON OBJECTIVES

DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Use illustrations and words in a text to describe key ideas

DAY 2

- Ask and answer questions about key details and vocabulary
- Explain the author's purpose
- Act out word meanings

DAY 3

- Identify real-life connections between words and their use
- Describe people, places, things, and events using relevant details and new vocabulary
- Retell important events and key details in logical order

DAY 4

- Draw conclusions about the structure of a text and provide text evidence
- Use context as a clue to the meaning of a word or phrase
- Use new vocabulary in speaking and writing

DAY 5

- Demonstrate understanding of word relationships and nuances in word meanings
- Use conventions of language in speaking and writing
- Add details to writing

Bats

Seeing with Sound





POWER UP the read-aloud by pausing briefly at each prompt to support vocabulary and scaffold comprehension.

There are more than 900 different kinds of bats. They live all over the world and come in many sizes. Some bats are as small as a bumblebee, while others are bigger than a squirrel.

Bats can fly like birds can, but they are not a kind of bird. They are mammals, like dogs, cats, and people. Bats give birth to their young and have fur instead of feathers. Bats are also nocturnal, which means they are awake at night and sleep during the day.

What have we learned about bats so far? (They can be big or small. They can fly, but they are mammals. Their young are born, and they have fur, not feathers. They are awake at night.)

As a long-eared bat swoops through the night, it hunts for insects. It flies through the dark forest, **swerving** to **avoid** leaves and branches, then chases after a moth. It's too dark for the bat to see the moth, or any of the hundreds of insects it will catch and eat this night. How does it find its food in the dark? It uses its ears.

The long-eared bat has ears that are almost as long as its whole body. The ridges on this bat's ears, and the flap in front of its ears, help it to tell where sounds are coming from. As it flies, the bat lets out bursts of high-pitched sounds. If an insect is nearby, the sound waves bounce off it and travel back to the bat, **creating** an echo that the bat can hear. By listening to the echoes,

SUPPORT ENGLISH LEARNERS

Strategy: Clarify Language

Explain unfamiliar words or concepts using familiar words and concrete examples whenever possible.

Swerving is quickly changing which direction you are going.

the bat can tell how far away the insect is, the direction it's flying, how big it is—even whether it's soft and furry!

Display the illustration and ask: **What do the text and pictures tell us about how a bat use its ears?** (*It makes high sounds. Then it listens with its big ears to how the sounds bounce back to tell where an insect is.*)

The sounds are too high for human ears to hear. But some insects can hear them. When they do, they can swerve suddenly to avoid being eaten. Sometimes they **escape**.

But most insects are not so lucky. The little brown bat can eat 1,000 small insects in one hour and sometimes **consumes** up to its entire body weight in insects in one night. Now that's a lot of insects!

If you escape from something, you get away from it.

What have we learned about bats in this section? (*They eat lots of insects.*) **Why are some insects able to escape from bats?** (*They can hear the sounds bats make.*)



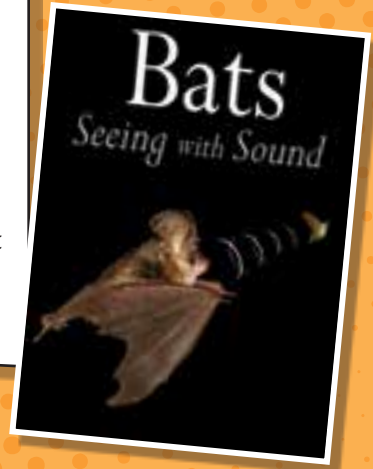
DAY 1

Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

Read All About It!



- Display the illustration on page 73 and tell children: *Today we're going to read a nonfiction article called "Bats: Seeing with Sound." It gives facts about bats and explains how they use sound to see.*
- Read the selection on pages 74–75 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS**



avoid

- After reading "Bats," place the **Word Card** for *avoid* in the **Word Heroes Chart**. Say: *In the article, bats change direction to avoid flying into leaves and branches. If you avoid something, you stay away from it. Say the word avoid with me.*
- I try to avoid rush-hour traffic in the morning by leaving for work early. What is something you try to avoid eating? You may start your sentence with "I try to avoid eating..." (*I try to avoid eating peanuts around my friends who are allergic.*)
- Show me what you could do to avoid tripping over your shoelaces.

create

- Place the **Word Card** for *create* in the **Word Heroes Chart**. Say: *In the article, an echo is created when sound waves bounce off an insect and come back to the bat. If you create something, you make it. Let's say the word create together.*
- My grandmother sewed together pieces from old clothes to create a quilt. What is something you have created at school or at home? You can start by saying "I created a..." (*I created a poster for the school fair.*)
- Show me how you create an amazed look on your face.

consume

- Place the **Word Card** for *consume* in the **Word Heroes Chart**. Say: *The little brown bat can consume 1,000 insects in an hour. When you consume something, you eat it, drink it, or use it all up. Say the word consume with me.*
- One supply that schools consume is paper. What is something that you might consume for lunch? You may start your sentence with "I might consume..." (*I might consume a sandwich, an apple, and a carton of milk.*)
- Show me how you would consume a big glass of water.

BOOST LANGUAGE AT HOME

Supercharge language at home with daily activities for each Wow Word. Send home the **Daily Word** newsletter at the beginning of the week and encourage children to earn tally marks on the **Word Heroes Chart** by using the Wow Words at home.



SUPPORT ENGLISH LEARNERS

Strategy: First Language

Use the Spanish definitions in the Appendix and the cognates *crear*, *consumir*, and *detectar* to support understanding of this week's Wow Words.

Volt says:

Activate your word powers as we learn this week's Wow Words!



detect

- Place the **Word Card** for **detect** in the **Word Heroes Chart**. Say: *By listening to echoes, bats can find insects to eat. Another way to say that is that bats can detect insects with their ears. When you detect something, you start to see it or hear it. Let's say the word detect together.*
- If I detect smoke or fire at school, I will pull the fire alarm. What is something you might detect when you are at home? You can start by saying "I might detect..." (*I might detect the smell of dinner cooking.*)
- Show me how you might detect a hole in your shoe.

remarkable

- Place the **Word Card** for **remarkable** in the **Word Heroes Chart**. Say: *It is pretty amazing that bats can tell whether an insect is fuzzy or not with their ears. Another way to say this is that bats have remarkable hearing. Something that is remarkable is very special or surprising. Say the word remarkable with me.*
- I learned a remarkable fact about bears—they can smell a scent from a mile away. Which fact is remarkable, that rabbits can hop or that a rabbit's teeth never stop growing? Why? (*that a rabbit's teeth never stop growing, because it is surprising*)
- Show me a remarkable smile.

Bring It All Together

- Point to each word on the **Word Heroes Chart** as you read the words aloud. Then ask children the questions below and discuss their answers.
- If you want to **avoid** something, would you walk toward it or away from it?
- If you want to **create** a story, would you write or go to a library? Why?
- If you want to **consume** some juice, would you use a bowl or a glass? Why?
- If you want to **detect** small things, would you use a hand lens or a ruler? Why?
- If you want a **remarkable** grade, would you do your homework or sleep? Why?

WORDS TO GO!

Send home the **Wowband** for **avoid** and ask children how they will use the word at home today.



avoid

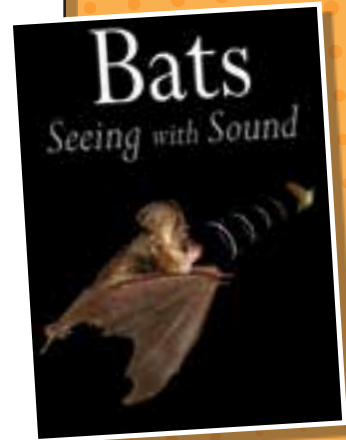
If you **avoid** something, you stay away from it.

Ask children how they used their **Wowband** word (**avoid**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Link Words and Concepts



- Reread “Bats” on pages 73–75. Have children flap their arms whenever they hear the word *bat* or *bats*.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the article.
 - How do bats **avoid** running into trees when they fly at night? (They send out sounds and listen for their echoes to figure out where objects are.)
 - How do a bat’s sounds **create** echoes? (The sounds move through the air. When they hit something, they bounce back to the bat.)
 - Why do bats need to **consume** lots of insects a night? (Insects are usually very small, so bats need to eat a lot of them to get full.)
 - What can a bat **detect** about insects from their echoes? (how far away an insect is, its size, the direction it’s flying)
 - What makes bats **remarkable** animals? (They are mammals that can fly. They can “see” by using their ears.)



SUPPORT ENGLISH LEARNERS

Strategy: Physical Response

Allow children to add gestures and sound effects to answer the questions. Then restate their answers as complete sentences.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the article.
 - What do you think is the author’s main purpose, or reason, for writing “Bats: Seeing with Sound?” (to give information about bats)
 - What is the main thing we learned about bats? (that they use their ears to “see”)
 - What does the author want us to think about bats? (The author wants us to think bats are remarkable.)
 - How do you know? (The author tells amazing facts about bats, such as: some are as small as bumblebees; they use their ears to find food and avoid running into things at night; they eat thousands of insects.)
 - Has the article changed what you think of bats? Why or why not? Encourage children to support their answers with details.

TURN & TALK

For each query, ask children to turn to a partner and discuss their answers. Invite volunteers to share their answers with the class.

BE THE WORD!

Help children show their understanding of the Wow Words with these quick and lively activities.



create

- Arrange children in small groups.
- Give each group a similar set of items, such as blocks or math manipulatives.
- Tell children that they have twenty seconds to **create** a building or design with their materials.
- Allow time for children to examine each other's creations to see how they are alike and different.

avoid

- Ask a volunteer to demonstrate how to walk across the room and **avoid** bumping into things by walking around them.
- Then have children pantomime how they could avoid:
 - Getting their feet wet in a puddle
 - Smelling a bad smell
 - The sun shining in their eyes
 - Hearing a loud siren

detect

- Play a version of "I Spy" with children. Choose a classroom object and say, for example: **I detect something that is red.**
- Continue providing clues until children identify the object.
- As time permits, have volunteers detect other items for their classmates to guess.

remarkable

- Brainstorm with children to list 4–5 **remarkable** skills a superhero might have. Briefly discuss what makes each skill remarkable.
- Have children act out the skill they think is most remarkable.
- Count the results to determine which skill the class thinks is most remarkable.

consume

- Invite children to dramatize how they would **consume** different items.
- Vary the items to include edible as well as inedible things, for example:
 - A bowl of soup
 - A box of tissues
 - An ear of corn
 - A juice box
 - A bottle of shampoo

WORDS TO GO!

Send home the **Wowband** for **create** and ask children how they will use the word at home today.



create

If you **create** something,
you make it.

Ask children how they used their **Wowband word (create)** at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Talk About It!



- Use the photos and the instruction on the back of **Photo Cards 81–85** to get children talking about the Wow Words in a new context.
- After reviewing all the Photo Cards, pass out the cards to five volunteers. Have them hold the cards so that the class can see the pictures.
- Give a synonym for each of the words using the prompts below and have children determine which word you are describing. Invite volunteers to explain their choices. Then add the Photo Cards to the **Word Heroes Chart**.
 - **Find** (*detect*)
 - **Amazing** (*remarkable*)
 - **Use** (*consume*)
 - **Build** (*create*)
 - **Stay away** (*avoid*)
- When all the Photo Cards have been added to the Word Heroes Chart, read the words aloud and have children say them with you.



avoid



create



consume



detect



remarkable



81

Week 22

avoid

TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **avoid** to talk about it? Example: This dog is running to **avoid** the vacuum cleaner.

If needed... Provide additional support for children's language: This dog does not like it when her owner uses the vacuum cleaner. She leaps out of the way to **avoid** the noisy machine. **If you avoid something, you stay away from it.** Why do you think this dog wants to **avoid** the vacuum cleaner?

© Abrams & Company Publishers, Inc.

ACTION!



- Tell children: **Let's have some fun retelling the article, "Bats."** Divide the class into two groups, actors and storytellers.
- Ask volunteers from the storyteller group to retell the key details from the article in order. As the storytellers retell the article, have the actor group dramatize the details they describe.
- As needed, use the following strategies to support children's retelling:
 - Give children hints for each detail, such as: **What kind of animals are bats?**
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "Bats" and have children retell it in their own words.

SUPPORT ENGLISH LEARNERS

Strategy: Translate

Use Internet tools or native speakers to translate the actions into the children's first language.

1

Bats are mammals that fly at night.

2

Bats swoop and swerve to **avoid** running into trees in the dark.

3

Bats send out high-pitched sounds that bounce off the insects they want to eat.

4

The bats listen for the echoes to find and learn about the insects.

5

Some insects can hear the bats' sounds and **avoid** being eaten.

6

But most insects don't get away, and the bats catch and eat them.

- As the storytellers retell the article, you may wish to write the details on chart paper and post them in the classroom for children to revisit later. Encourage children to add their own artwork that represents each idea and to act out the details in small groups.

WORDS TO GO!

Send home the **Wowband** for **consume** and ask children how they will use the word at home today.



consume

When you consume something, you eat it, drink it, or use it all up.

Ask children how they used their **Wowband** word (**consume**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Close Reading



- Tell children: In an article, you learn about a topic. Thinking about **how the ideas are grouped together** in the text can help you understand the topic better. The text tells how a long-eared bat uses sound to find insects. But I wonder why the author describes the bat's ears. Listen and tell me what you think.

SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

Pair English learners with native English speakers and have them work together to answer the questions.

The long-eared bat has ears that are almost as long as its whole body. The ridges on this bat's ears, and the flap in front of its ears, help it to tell where sounds are coming from. As it flies, the bat lets out bursts of high-pitched sounds. If an insect is nearby, the sound waves bounce off it and travel back to the bat, creating an **echo** that the bat can hear.

- Guide children to understand the structure of the passage. Ask: **What does the author describe first?** (*what a long-eared bat's ears look like and how they work*) If needed, reread the first two sentences and have children listen for words the author uses to describe the bat's ears.
- What does this tell us?** (*that bats have really good hearing*)
- What does the author describe next?** (*how a bat uses sound to find an insect*)
- Why do you think the author grouped the ideas this way?** (*Knowing how a bat's ears look and work helps us understand how they use their hearing to "see."*)

Zoom In on Context Clues



- Tell children: Sometimes when you don't know a word, you can use other parts of the text to figure out what the word means. The first step is to reread the sentences around the word and think about what is happening. Let's try it. The bat lets out high-pitched sounds that bounce back to it, creating an **echo** that it can hear.
- Then say: **What do you think echo might mean here?** (*a sound that bounces back*) **What makes you think that?** Encourage children to explain their thinking.
- Model using context clues by thinking aloud: **An echo is created when sounds a bat makes bounce off an insect and come back to the bat. So we know an echo is a sound that comes back to what made the sound. Where have you heard an echo?** (*a big empty room, a canyon*)
- Summarize examples children provided of an echo. Ask: **What do we know about echoes?** (*They are sounds that bounce off of things and come back.*) Then provide a definition: **An echo is a sound caused by sound waves bouncing off of something.**

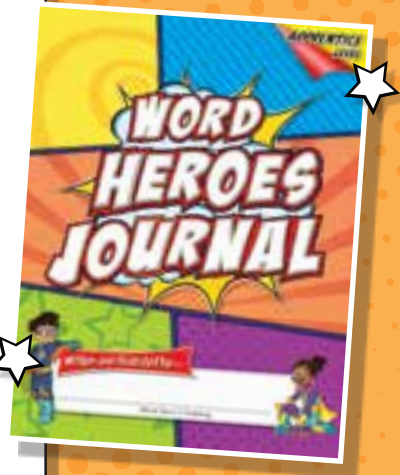


X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**

Make It Your Own



- Have children open their **Word Heroes Journals** to page 55. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **remarkable**. Tell children: **This picture was done by a student named Colton. Let's read what Colton wrote: *It is remarkable that cats land on their feet.***
- Ask: **What do you see happening in Colton's picture?** (A cat hanging upside down from a tree falls and lands on its feet.) **How does Colton's picture show something remarkable?** (It is surprising and amazing that the cat lands on its feet when it fell upside down.)
- Say: **Think about what you could draw and write about for our other Wow Words. Talk about your ideas with a partner. When you are ready to start writing, you can begin.**
- Explain that children will have time to write about two of the Wow Words today and two more tomorrow. Circulate to support children and monitor their progress.
- If children have trouble thinking of ideas, use the questions below to provide additional support.
 - How can you **avoid** getting wet in the rain?
 - What is your favorite thing to **consume**? Why?
 - What is something you enjoy **creating**? What do you use?
 - What tool can you use to **detect** small objects? How does it work?



TURN & TALK

Encourage children to discuss their ideas with a partner before they begin writing and to talk about their pictures as they work.

remarkable

Something that is remarkable is very special or surprising.



It is remarkable that cats land on their feet.

It is remarkable that cats land on their feet.

WORDS TO GO!

Send home the **Wowband** for **detect** and ask children how they will use the word at home today.



detect

When you **detect** something, you start to see it or hear it.

Ask children how they used their **Wowband word (detect)** at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Wow Word Wrap-Up



- Tell children: **Let's review our Wow Words from this week.** Point to the **Word Heroes Chart** as you read this week's words aloud: **avoid, create, consume, detect, remarkable.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I will say a sentence that is missing a word. Tell me which of the Wow Words fits the sentence.** Use the sentences below:
 - You'll get a stomachache if you _____ too much food. (*consume*)
 - I think that robots that can walk and talk are _____. (*remarkable*)
 - Cover your mouth when you cough to _____ spreading germs. (*avoid*)
 - It takes lots of imagination to _____ exciting stories. (*create*)
 - You should tell an adult if you _____ the smell of smoke. (*detect*)

WORD HEROES

Abrams Learning Trends



avoid

|||| |||



create

|||| ||| ||



consume

|||| |||



detect

|||| ||| |||



remarkable

|||| ||| |||

Assessment in a SNAP!

- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. Your parents like it when you **consume** a lot of candy. (*no*)
 2. You can use scissors to **detect** objects. (*no*)
 3. A dog that barks is **remarkable**. (*no*)
 4. You can use an oven to **create** cookies. (*yes*)
 5. You should **avoid** watching TV all day. (*yes*)
 6. I feel upset when I **create** a beautiful picture. (*no*)
 7. You use your mouth to **detect** tastes. (*yes*)
 8. A double rainbow is a **remarkable** sight. (*yes*)
 9. You should always **avoid** doing your chores. (*no*)
 10. It's a good idea to **consume** lots of fruits and vegetables. (*yes*)
- Review the assessment by rereading the prompts and having partners discuss their answers.
- Invite volunteers to share their answers with the class. As needed, discuss each word's meaning and clarify children's understanding.

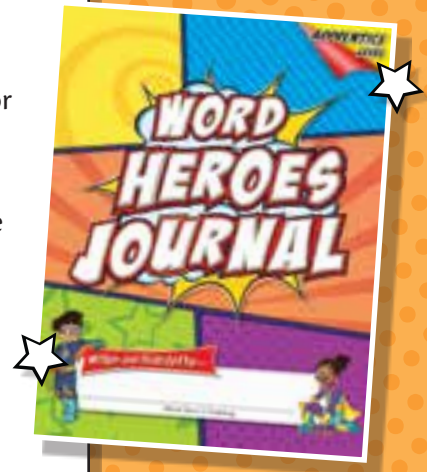
SUPPORT ENGLISH LEARNERS

Strategy: Modify Assessment

Use this week's Photo Cards for one-on-one assessment. Say each Wow Word and ask the child which photo best shows the word. Then ask the child to explain why, in English or in the child's first language.

Make It Your Own

- Give children time to complete their **Word Heroes Journal** entries for this week. Circulate to provide support as children write.
- As children complete their writing, encourage them to find ways to make their writing better. Prompt children to combine related simple sentences or expand sentences by adding details.
- Have each child choose a completed journal entry to share with a partner.
- Invite partners to ask questions about the journal entry that help them understand its meaning.



WORDS TO GO!

Send home the **Wowband** for **remarkable** and ask children how they will use the word at home today.



remarkable

Something that is **remarkable** is very special or surprising.



WOW WORDS

86-90

eager

If someone is **eager** for something to happen, they can hardly wait for it.

communicate

When you **communicate** with someone, you tell them something.

immediately

If you do something **immediately**, you do it right away.

react

If you **react** to something, you show how it makes you feel.

fascinated

When you are **fascinated** by something, you like it and can't stop thinking about it.

LESSON OBJECTIVES

DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Describe characters, setting, and major events in a story

DAY 2

- Ask and answer questions about key details and vocabulary
- Understand the central message, lesson, or theme of a story
- Act out word meanings

DAY 3

- Identify real-life connections between words and their use
- Describe people, places, things, and events using relevant details and new vocabulary
- Retell important events and key details in logical order

DAY 4

- Make inferences about a story and provide supporting text evidence
- Use prefixes and suffixes to determine word meanings
- Use new vocabulary in speaking and writing

DAY 5

- Demonstrate understanding of word relationships and nuances in word meanings
- Use conventions of language in speaking and writing

Dolphin Day

by Suzanne Kamata

illustrated by Stacey Dressen-McQueen





POWER UP the read-aloud by pausing briefly at each prompt to support vocabulary and scaffold comprehension.

Maria peered out the car window, **eager** for a glimpse of the sea. She had a tingly feeling from head to toe—the same feeling she got on birthday mornings or the night before Christmas. Today was a special day, too. Today, Maria had decided, was Dolphin Day. Although she had seen dolphins many times on TV and in books, she had never met one face to face. Today she would have the chance.

SUPPORT ENGLISH LEARNERS

Strategy: Preview

Use the illustration on page 87 to point out the dolphins and introduce Maria and the dolphins. Ask children to share what they know about dolphins.

What have we learned about Maria so far? (She is excited to be going to see a real dolphin.) **How can you tell?** (She is tingly, like on her birthday, and calls it a special day.)

Maria loved dolphins and knew about many different kinds. She had read that dolphins could **communicate** using clicking noises and high-pitched squeals—sounds Maria wouldn't be able to hear. Even with her hearing aid, she could make out only loud, deep noises, like thunder or the engine of a jet plane. She wondered how she would be able to talk to the dolphins.

Maria forgot her worries when, suddenly, she smelled the sea. Her father drove around a corner, and there, sparkling through the pine trees, was the water.

"It won't be long now. The Dolphin Research Center is just up the road," Maria's mother **signed** to her from the front seat.

Finally, they arrived at the center. This was where marine biologists studied dolphins and

Signing is talking with your hands using sign language.

learned to communicate with them. Only a few visitors were allowed to touch and feed the dolphins each day.

What do we learn in this part of the story? *(The family is going to the Dolphin Research Center.)* **What else do we find out about Maria?** *(She can only hear really loud and deep sounds, and she communicates using sign language.)*

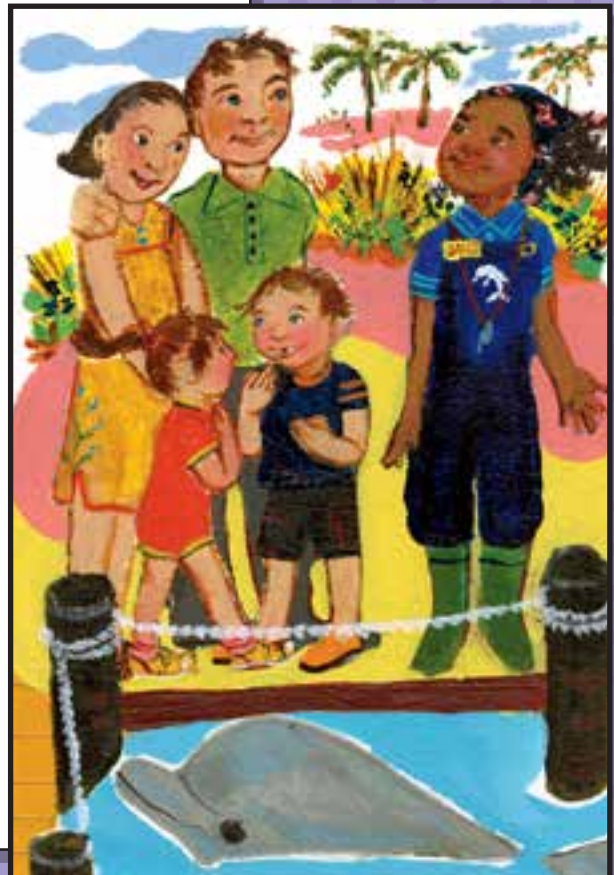
Maria, her brother Jack, and their mother and father bought tickets and then headed toward the dock. A woman in rubber boots took their tickets. Her nametag said “Janet” and she spoke for a bit to the visitors.

“She said we’re just in time to feed the dolphins,” Jack signed to Maria. Janet picked up a pail and led them down the dock, onto a **pontoon** boat that rocked with the waves.

A pontoon boat has a flat deck that floats on large tubes filled with air.

There were the dolphins—two of them! Maria saw their fins slicing the water as they swam. As she leaned closer, she could see the blowholes on top of their heads and their friendly, black eyes.

“What are their names?” Maria asked in sign language.



Janet shrugged, smiling. She didn't understand. Maria started to write the words in the air with her finger, but Janet called her mother over before she'd finished. Maria sighed. She'd wanted to be the one to ask. Instead, her mother **translated** her question.

Translating is changing what someone says from one language to another.

Why can't Janet understand Maria? (She doesn't know sign language.) **How does this make Maria feel?** (She is disappointed because she wanted to ask the question.)

"This is Sparky, and that's Sally," Janet said, introducing her dolphins. Just then, Janet put a whistle between her lips and blew. Maria couldn't hear the sound, but the dolphins responded **immediately**. They circled in front of the pontoon a few times, then jumped into the air and did flips.

Wow! Maria clapped.

Janet brought a bucket of fish to the edge of the pontoon and sprayed everyone's hands with disinfectant. Then she showed them how they would feed the dolphins, with one hand flat over the water to invite the dolphins closer.

It was Jack's turn first. Maria watched carefully as her brother held his hand flat over the water. Sally rose out of the sea to **nudge** his palm. With a big grin, Jack tossed her a fish, and she swam away.

When you nudge something, you bump it gently.

Maria's turn was next. She waited till Janet nodded, then held her own hand level and steady. Sparky burst out of the water, splashing Maria's sneakers, and touched his cool, rubbery nose to her fingers. As Maria picked out a fish from the

bucket, Sparky opened his mouth. *So many sharp little teeth*, Maria thought, but she wasn't scared. She was sure that Sparky was smiling. She dropped the fish into his mouth. Then she lifted her hand and waved good-bye.

Sparky's black eyes seemed to twinkle even more. He rolled onto his side and waved his flipper back at Maria. Good-bye.

Maria and Sparky understood each other just fine!

What have we learned about Maria and Sparky? (They understand each other.) **How can you tell?** (Maria waves to Sparky, and Sparky waves his flipper back at her.)

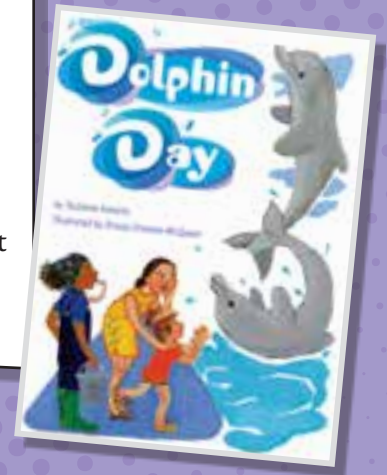


Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

Read All About It!



- Display the illustration on page 87 and tell children: *Today we're going to read a story called "Dolphin Day." It is about a girl named Maria who has trouble hearing and loves dolphins.*
- Read the selection on pages 88–91 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS!**



eager

- After reading "Dolphin Day," place the **Word Card** for *eager* in the **Word Heroes Chart**. Say: *In the story, Maria is eager to see the sea because it means they are near the Dolphin Center. If someone is eager for something to happen, they can hardly wait for it. Say the word *eager* with me.*
- When I get a new book, I am eager to start reading it. What are some things that you are eager to do? You can start your sentence with "I am eager to..." (*I am eager to get outside at recess time.*)
- Show me how you look when you are eager to do something.

communicate

- Place the **Word Card** for *communicate* in the **Word Heroes Chart**. Say: *Maria knows that dolphins communicate by making clicking noises and high-pitched squeals. When you communicate with someone, you tell them something. Let's say the word *communicate* together.*
- When a baby is hungry, it communicates by crying. What are some ways you communicate without speaking? You can start by saying "I communicate that I am..." (*I communicate that I am sad by frowning.*)
- Show me how you communicate that something is funny.

immediately

- Place the **Word Card** for *immediately* in the **Word Heroes Chart**. Say: *When the dolphins hear Janet's whistle, they come immediately. If you do something immediately, you do it right away. Let's say the word *immediately* together.*
- When the fire bell goes off, we immediately line up to leave the room. Which would you eat immediately, your dessert or your vegetables? Why? (*dessert, because it tastes good and I want to eat it right away*)
- Show me how you stand up immediately when I clap my hands.

**BOOST
LANGUAGE
AT HOME**

Supercharge language at home with daily activities for each Wow Word. Send home the **Daily Word** newsletter at the beginning of the week and encourage children to earn tally marks on the **Word Heroes Chart** by using the Wow Words at home.



SUPPORT ENGLISH LEARNERS

Strategy: First Language

Use the Spanish definitions in the Appendix and the cognates *comunicar*, *inmediatamente*, and *fascinado/a* to support understanding of this week's Wow Words.

Volt says:
Activate your word powers as we learn this week's Wow Words!



react

- Place the **Word Card** for *react* in the **Word Heroes Chart**. Say: *When the dolphins jump into the air and do flips, Maria claps. Another way to say that is that she reacts to the dolphins by clapping. When you react to something, you show how it makes you feel. Say the word react with me.*
- When I hear a loud sound, I react by turning my head to see what made the noise. What is another way to react to a loud sound, covering your ears or covering your mouth? *Why? (covering your ears, because a loud sound might hurt them)*
- Show me how you react when the monster jumps out in a scary movie.

fascinated

- Place the **Word Card** for *fascinated* in the **Word Heroes Chart**. Say: *Maria really likes dolphins and knows a lot about them. Another way to say that is that Maria is fascinated by dolphins. When you are fascinated by something, you like it and can't stop thinking about it. Say the word fascinated with me.*
- My mother is fascinated by elephants because they are so large. What animal fascinates you? You may start by saying "I am fascinated by..." (*I am fascinated by ants because they live in tunnels under the ground.*)
- Show me how you look when something fascinates you.

Bring It All Together

- Point to each word on the **Word Heroes Chart** as you read the words aloud.
 - If you do something **immediately**, do you wait a while or do it right away?
 - If you are **eager** to play a game, do you ask someone to play with you or play it later?
 - If you **communicate** how you feel, do you share your feelings or hide them?
 - If you are **fascinated** by something, do you forget it or think about it a lot?
 - If you **react** to a funny story, do you laugh at it or find it?

WORDS TO GO!

Send home the **Wowband** for **eager** and ask children how they will use the word at home today.



eager

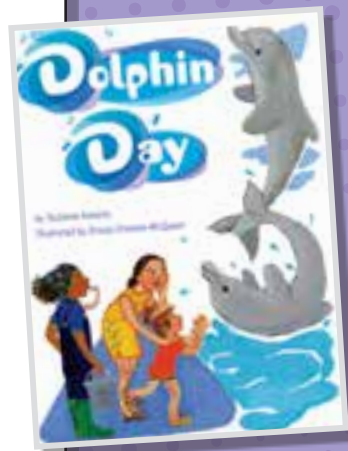
If someone is **eager** for something to happen, they can hardly wait for it.

Ask children how they used their **Wowband** word (**eager**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Link Words and Concepts



- Reread “Dolphin Day” on pages 87–91. Invite children to use facial expressions to show Maria’s feelings—excitement, worry, disappointment, etc.—at important points in the story.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the story.
 - **Why is Maria so eager** to see the dolphins? (*Maria likes and knows a lot about dolphins but has never seen one before.*)
 - **Why might scientists study how to communicate** with dolphins? (*Scientists probably want to communicate with dolphins to understand them better.*)
 - **Why do you think the dolphins come immediately** when Janet blows her whistle? (*They probably know that the whistle means they are going to get some food.*)
 - Maria **reacts** to the dolphins by clapping. **How does this show her feelings?** (*It shows that she likes what they are doing.*)
 - **Do you think Maria will still be fascinated** by dolphins after her visit to the Dolphin Center? **Why or why not?** (*Yes, seeing the dolphins will probably just make her think about them more.*)



SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

Pair an English learner with a native speaker. Have them work together to formulate answers to the questions.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the story.
 - **Why is it hard for Maria to communicate?** (*She can't hear people speaking, and most people don't know sign language.*) **Why is she worried about communicating with the dolphins?** (*She won't be able to hear the dolphins either.*)
 - **How does Maria communicate that she likes how the dolphins jump?** (*She claps.*) **How does she call Sparky the dolphin over to be fed?** (*She holds her hand over the water.*) **How do Maria and Sparky communicate at the end of the story?** (*They wave good-bye to each other.*)
 - **What do you think Maria has learned at the end of the story?** (*There are many ways to communicate without hearing.*)

TURN & TALK

For each query, ask children to turn to a partner and discuss their answers. Invite volunteers to share their answers with the class.

BE THE WORD!

Help children show their understanding of the Wow Words with these quick and lively activities.



fascinated

- Tell children that you will give them two choices. They will hold up one or two fingers to tell which choice they are most **fascinated** by.
 - 1—a puzzle; 2—a video game
 - 1—a book of jokes; 2—a book of poems
 - 1—a trip to the zoo; 2—a trip to space
- Invite volunteers to name other choices that might fascinate their classmates. Pair up suggestions for the class to choose between.

immediately

react

- Play a variation of “Simon Says” with children. Explain: *I will give directions to follow. If you hear the word **immediately**, react right away. If you don't hear **immediately**, do nothing.*
- Provide directions such as these:
 - Hop on one foot immediately.
 - Take two giant steps.
 - Touch your knees immediately.

communicate

- Model **communicating** *yes* by nodding your head up and down and giving a thumbs up.
- Have children communicate *no* by shaking their heads from side to side and giving a thumbs down.
- Then call out different foods and have them use these gestures to tell whether they do or do not like the foods.

eager

- Ask a volunteer to demonstrate feeling **eager** about going outside on a nice day by walking quickly and looking happy.
- Have another volunteer show not feeling eager about going out on a stormy day by dragging their feet and hanging their head.
- Then have the class walk around the classroom, showing each feeling as you call out *eager* and *not eager*.

WORDS TO GO!



Send home the Wowband for **communicate** and ask children how they will use the word at home today.



communicate

When you **communicate** with someone, you tell them something.

Ask children how they used their **Wowband** word (**communicate**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the **Wow Words** throughout the day.

Talk About It!



- Use the photos and the instruction on the back of **Photo Cards 86–90** to get children talking about the **Wow Words** in a new context.
- After reviewing all the Photo Cards, display the cards one at a time and invite children to act out each word. Encourage them to think about how a soccer player might be **eager** to win a big game, **communicate** to other players, **react** when a teammate passes the ball to them, **immediately** shoot when the goal is open, and be **fascinated** at a professional soccer game.
- Invite volunteers to explain how their actions show the word. Then add the Photo Cards to the **Word Heroes Chart**.
- When all the Photo Cards have been added to the **Word Heroes Chart**, read the words aloud and have children say them with you.



eager



communicate



immediately

86

Week 23

eager

TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **eager** to talk about it? Example: *The hungry boys are eager to eat the watermelon.*

If needed... Provide additional support for children's language: These boys love watermelon, and they are excited that they have such a big piece to share. They are **eager** to take a big bite! **Someone is eager for something to happen, they can hardly wait for it.** What foods are you **eager** to eat?

© Abrams & Company Publishers, Inc.



react



fascinated

ACTION!



- Tell children: **Let's have some fun retelling the story, "Dolphin Day."** Divide the class into two groups, actors and storytellers.
- Ask volunteers from the storyteller group to retell the key events from the story in order. As the storytellers retell the story, have the actor group dramatize the events they describe.
- As needed, use the following strategies to support children's retelling:
 - Give children a hint for each event, such as: **What are Maria and her family doing at the beginning of the story?**
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "Dolphin Day" and have children retell it in their own words.

SUPPORT ENGLISH LEARNERS

Strategy: Translate

Use Internet tools or native speakers to translate the prompts into children's first language. Let children refer to the prompts as they act out story events.

1

Maria and her family drive to the Dolphin Research Center.

2

A worker named Janet tells them they will get to feed the dolphins.

3

Maria tries to ask Janet the dolphins' names, but Janet doesn't understand sign language.

4

Maria's mother translates, and Janet says their names are Sparky and Sally.

5

Janet shows Maria and her brother, Jack, how to feed the dolphins.

6

Jack holds his hand over the water and feeds Sally first.

7

Then Maria holds her hand over the water, and feeds a fish to Sparky.

8

Maria waves goodbye to Sparky, and he waves back at her with a flipper.

- As the storytellers retell the story, you may wish to write the events on chart paper and post them in the classroom for children to revisit later. Encourage children to add their own artwork that represents each story event and to act out the events in small groups.

WORDS TO GO!

Send home the **Wowband** for **immediately** and ask children how they will use the word at home today.



immediately

If you do something immediately, you do it right away.

Ask children how they used their **Wowband** word (**immediately**) at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the **Wow Words** throughout the day.

Close Reading



- Tell children: Sometimes authors don't tell us everything. They want us to figure out some things on our own. That's called **making inferences**. When authors give us clues to figure out instead of explaining everything, it makes a story more interesting and enjoyable to read. Let's take a closer look at part of "Dolphin Day." Listen for the clues the author uses to show us something without telling us.

SUPPORT ENGLISH LEARNERS

Strategy: Write Key Ideas

Write the targeted words *clicking* and *hearing* on chart paper and point to them as you read the passage to help focus children's attention.

[Maria] had read that dolphins could communicate using **clicking** noises and high-pitched squeals—sounds that Maria wouldn't be able to hear. Even with her **hearing** aid, she could make out only loud, deep noises, like thunder or the engine of a jet plane.

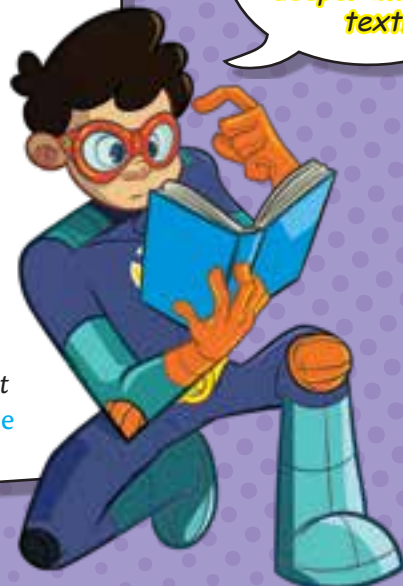
- Guide children to recognize the clues the author uses to show that Maria is deaf. Ask: **What important thing do we learn about Maria in this paragraph?** (*that she can't hear very well; that she is deaf*)
- Does the author ever come right out and say that Maria is deaf?** (*no*) If needed, reread the paragraph aloud.
- What clues does the author give us instead?** (*She says Maria won't be able to hear the sounds the dolphins make, that Maria wears a hearing aid, and that she can only hear loud, deep noises.*)

Zoom In on Suffixes



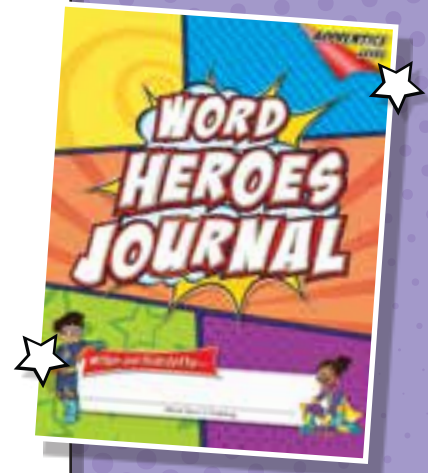
- Tell children: A word part that you can put on the end of lots of words is called a **suffix**. The suffix **-ing** is very useful. When you add it to a word, you can get an action word (a verb), a describing word (an adjective), or sometimes even a naming word (a noun). Let's look at some **-ing** words from the passage and talk about what they mean.
- Write *click* and say: **What is a click?** (*a kind of sound*) Now let's add **-ing**. Write *clicking*. **What does it mean if something is clicking?** (*It is making the click sound.*) Write *clicking noise*. **Now what if something is a clicking noise?** (*It's a noise that sounds like clicking.*) **That's right!** In *clicking noise*, *clicking* describes what the noise sounds like.
- Write *hear* and say: **What does it mean to hear?** (*you take in sounds through your ears*) Now let's add **-ing**. Write *hearing*. **What does it mean if you are hearing something?** (*You are hearing the sounds right now.*) Here's a tricky one. Write *hearing aid*. **If an aid is something that helps, then what is a hearing aid?** (*something that helps people hear*) **Yes!** A hearing aid is something that helps people hear better.

X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**



Make It Your Own

- Have children open their **Word Heroes Journals** to page 58. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **fascinated**. Tell children: **This picture was done by a student named Marvin. Let's read what Marvin wrote: *I am fascinated by lions because lions fight buffaloes.***
- Ask: **What do you see happening in Marvin's picture?** (A boy in a cowboy hat is watching a lion and a buffalo.) **How does Marvin's picture and writing show being fascinated?** (You want to watch something that fascinates you to learn more about it.)
- Say: **Think about what you could draw and write about for our other Wow Words. Talk about your ideas with a partner. When you are ready to start writing, you can begin.**
- Explain that children will have time to write about two of the Wow Words today and two more tomorrow. Circulate to support children and monitor their progress.
- If children have difficulty thinking of ideas, use the questions below to provide additional support.
 - How do you like to **communicate** with your friends?
 - What is something you are **eager** to do? How do you look?
 - What is something you do **immediately** when a parent or teacher asks you to do it?
 - What makes you **react** by laughing? Why?



TURN & TALK

Encourage children to discuss their ideas with a partner before they begin writing and to talk about their pictures as they work.

fascinated

When you are fascinated by something, you like it and can't stop thinking about it.



I am fascinated by
Lines because Lines they
fite buflose.

I am fascinated by lions because lions fight buffaloes.

WORDS TO GO!

Send home the **Wowband** for **react** and ask children how they will use the word at home today.



 **fascinated**

When you are fascinated by something, you like it and can't stop thinking about it.

Ask children how they used their **Wowband word (react)** at home yesterday. Tally the examples on the **Word Heroes Chart**. Remind children to listen for the Wow Words throughout the day.

Wow Word Wrap-Up

- Tell children: **Let's review our Wow Words from this week.** Point to the **Word Heroes Chart** as you read this week's words aloud: **eager, communicate, immediately, react, fascinated.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Read each question aloud and have children call out the answer. Invite volunteers to explain how the answer they choose relates to the word.
 - **When you *communicate*, do you talk or stay quiet?** (*talk*)
 - **If you are *fascinated* by something, are you bored or do you want to know more?** (*want to know more*)
 - **If a child is *eager* to go to school, does he want to go or want to stay home?** (*wants to go*)
 - **If you must do something *immediately*, should you do it now or later?** (*now*)
 - **Would you *react* more quickly to a loud alarm or a soft song?** (*loud alarm*)

WORD HEROES



eager

|||| ||| ||



communicate

|||| |||



immediately

|||| ||| |||



react

|||| |||



fascinated

|||| |||

Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. An **eager** runner wants the race to start now. (*yes*)
 2. If you are **fascinated** by a game, you forget it. (*no*)
 3. If you **immediately** read a book, you read it later. (*no*)
 4. The only way to **communicate** is to speak. (*no*)
 5. People **react** to a sad story by laughing. (*no*)
 6. When I say “stop that **immediately**,” I want you to stop right away. (*yes*)
 7. Some people **communicate** in other languages. (*yes*)
 8. When you are **fascinated** by dancing, you want to learn to dance. (*yes*)
 9. A person who is **eager** to learn doesn't want to go to school. (*no*)
 10. A dog might **react** to a stranger by growling. (*yes*)
- Review the assessment by rereading the prompts and having partners discuss their answers.
- Invite volunteers to share their answers with the class. As needed, discuss each word's meaning and clarify children's understanding.

SUPPORT ENGLISH LEARNERS

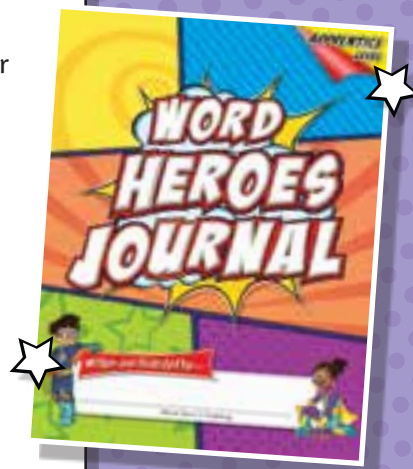
Strategy: Modify Assessment

Use this week's Photo Cards for one-on-one assessment. Say each Wow Word and ask the child which photo best shows the word. Then ask the child to explain why, in English or in the child's first language.

Make It Your Own



- Give children time to complete their **Word Heroes Journal** entries for this week. Circulate to provide support as children write.
- As children complete their writing, encourage them to look for ways to make their writing better. Refer children to the **Word Heroes Chart** for the correct spelling of the Wow Words and help them use a classroom dictionary to check the spelling of other words.
- Have children choose a completed journal entry to share with a partner.
- Invite partners to ask questions about the journal entry that help them understand its meaning.



WORDS TO GO!

Send home the **Wowband** for **fascinated** and ask children how they will use the word at home today.



 **react**

if you **react** to something, you show how it makes you feel.

WEEK 24

Unit 6 Review

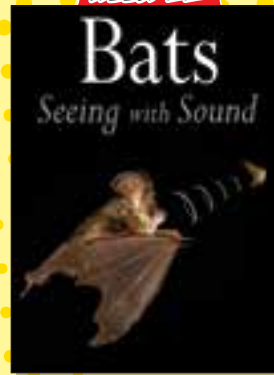
Theme: What's That Sound?

WEEK 21



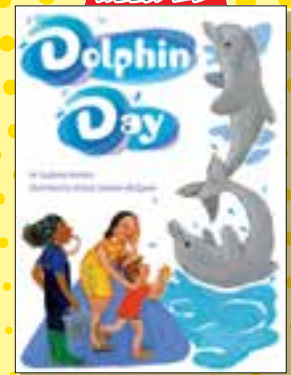
Lyric Poem/
Expository Text

WEEK 22



Expository Text

WEEK 23



Realistic Fiction

WOW WORDS

76-90

bustling

anticipate

vibrate

movement

concentrate

avoid

create

consume

detect

remarkable

eager

communicate

immediately

react

fascinated

LESSON OBJECTIVES

DAY 1

- Demonstrate understanding of word relationships and nuances in word meanings
- Ask and answer questions about key details and vocabulary
- Describe people, places, things, and events using relevant details and new vocabulary

DAY 2

- Identify real-life connections between words and their use
- Compare and contrast texts on the same topic
- Describe characters, settings, and major events in a story

DAY 3

- Understand and use vocabulary acquired through texts and conversations
- Describe connections between individuals, events, ideas, or information in a text

DAY 4

- Write to convey meaning about new vocabulary
- Produce writing across a variety of text types (informative)
- Participate in partner and group conversations

DAY 5

- Use new vocabulary in speaking and writing
- Present writing to peers
- Speak clearly and appropriately using complete sentences

Activate Word Networks



- Post **Photo Cards** and **Word Cards** in the **Word Heroes Chart** for the Wow Words **detect**, **vibrate**, **movement**, **avoid**, and **communicate**.
- Remind children that when you detect something, you notice it with one of your senses, like sight or hearing. Ask: **What do you use to detect sounds?** (*your ears*)
- Then help children link the Wow Words using the prompts below:
 - **How can you detect something that vibrates?** (*You might touch it to feel if it is moving very fast, or you might see it shaking.*)
 - **What kind of movement might you detect in the woods?** (*You might see the trees moving in the wind or hear an animal moving in the brush.*)
 - **Would you need to detect something to avoid it? Why or why not?** (*Yes, you have to see or hear something to be able to stay away from it.*)
 - **Do you need to detect a sound to communicate? Give an example.** (*No, waving at someone is a way to communicate without using sound.*)

SUPPORT ENGLISH LEARNERS

Strategy: Cognates

Use the cognates *detectar*, *vibrar*, *movimiento*, and *comunicar* to support the meanings of the Wow Words **detect**, **vibrate**, **movement** and **communicate**.

Revisit the Selections



- Explain that the selections in this unit all had something in common. They were all about how people and animals use sound.
- Use the prompts below to review the selections. As you discuss each one, create a chart with the title, type of text, main topic or character, and central ideas.
 - Display page 57 and say: **We read the poem “My Favorite Sounds” about the sounds in a girl’s neighborhood. What was she listening for?** (*the sounds of her cousin arriving on the bus*) **Then the nonfiction article “Just Listen” explained how we make and hear sounds. What sound happens when your vocal cords vibrate?** (*my voice*)
 - Display page 73 and say: **We also read the nonfiction article “Bats: Seeing with Sound.” It explained how bats send out sounds to find insects. How does a bat detect that an insect is close?** (*It hears its sounds bounce off the insect.*)
 - Display page 87 and ask: **Was “Dolphin Day” fiction or nonfiction?** (*fiction*) **Who was the main character?** (*Maria*) **Do you remember how Maria communicated with her family, even though she can’t hear most sounds, and with Sparky the dolphin?** (*She used sign language with her family. She and Sparky waved good-bye to each other.*)
- Post the finished chart to use as a reference throughout the week.

BOOST LANGUAGE AT HOME

Send home the **Daily Word** newsletter at the beginning of the week to supercharge language at home.



Power Up the Wow Words



- Tell children that they'll be using the **Word Heroes Chart** to practice their word power like Volt.
- Gather **Photo Cards 76–90**. Choose five cards at random and place them in the chart.
- Say each word aloud as you add the matching **Word Card** to the chart below its picture. Then have children say the words with you.
- Ask a volunteer to choose a word and explain why it goes with the picture. Invite other children to add details or reasons. Use the text on the back of the Photo Cards for additional support as needed.
- After children have explained a word, remove its cards from the chart and replace them with the cards for a new word. Continue with the remaining words.

SUPPORT ENGLISH LEARNERS

Strategy: Physical Response

Allow children to use gestures and actions, in addition to words, to explain how Wow Words go with the Photo Card pictures.

Make Connections Across Texts



- Revisit the reading selection chart you created on Day 1 and tell children that you are going to talk more about the ideas in the texts.
- Ask the following questions to help children make connections across texts. Explain that any answer can be a good answer as long as children can support it with evidence from the text.
 - **Which animals did we read about that were remarkable? Explain.** (*bats, because they use their ears to see in the dark; dolphins, because they can **communicate** with people and each other*)
 - **What created sounds in each text?** (*In the poem, people in the girl's neighborhood created different sounds. Your vocal cords created sound in "Just Listen." Bats created sounds to find insects in "Bats." The trainer's whistle and dolphins created sounds in the story.*)
 - **Which character was fascinated by an animal? Explain.** (*Maria was the only character who was fascinated by a certain animal, dolphins.*)
 - **Which characters were eager for something to happen? Why?** (*Maria was eager to see the dolphins because she was fascinated by them. The girl in the poem was eager for her cousin to get there so they could play.*)
 - **Which animals consumed something in the texts? What was it?** (*Bats consumed many insects a night in "Bats." Maria and her brother fed fish to the dolphins in the story.*)

TURN & TALK

For each question, ask children to turn to a partner and discuss their answers. Invite volunteers to share their answers with the class.

Wow Word Q&A



- Tell children that you will ask them a question about each word, and they can use their word power to answer the questions and tell why.
- Ask children the questions below. Have children call out their answers as a group. Then invite volunteers to explain their reasons.
 - If you need to do something **immediately**, do you do it now or later?
 - Which could you **anticipate**, a surprise gift or a summer vacation?
 - Which place is more likely to be **bustling**, a library or a circus?
 - Which would you need to **concentrate** on, a test or your lunch?
 - Which sound would you **react** to more quickly, a hum or a siren?

Supercharge Close Reading



- Tell children that the purpose of many nonfiction articles is to explain how something works. Sometimes it helps to read a difficult part of the text over again and think about what each sentence means. Say: **Let's try it with a paragraph from "Bats."**
- If desired, use a projector to display the paragraph on the bottom of page 74 and top of page 75. Read aloud the passage below. Then use the prompts to scaffold close reading.

SUPPORT ENGLISH LEARNERS

Strategy: Use Visuals

Use the picture on page 73 to support children's understanding of how sound waves bounce off an insect and return to the bat.

As it flies, the bat lets out bursts of high-pitched sounds. If an insect is nearby, the sound waves bounce off it and travel back to the bat, creating an echo that the bat can hear. By listening to the echoes, the bat can tell how far away the insect is, the direction it's flying, how big it is—even whether it's soft and furry!

- Guide children to examine and act out the process of echolocation explained in the paragraph. Say: **Let's act this out. I need a bat, an insect, and a sound wave.** Reread the first sentence and have the "bat" make high-pitched sounds. Then reread the second sentence and have the "sound wave" show how sound travels from the bat to the "insect" and back.
- Reread the third sentence and say: **This says the bat can tell a lot about the insect and where it is, based on the echoes it hears. Do you think you could tell all that by listening to sounds?** Encourage children to share their ideas.
- Have another child play the bat and stand in the center of the room. Tell children: **The "bat" will close their eyes and make a high-pitched sound. Then I will point to someone in the class to echo that sound, and the "bat" will point to where the echo came from.**
- Repeat the previous activity until all children have a chance to play a part. You may also have "echoes" vary their distances and "bats" tell whether they are far or close.

Write an Informative Text

20

- Display the reading selection chart from Day 1 and quickly review the central ideas of “Bats” and “Dolphin Day.” Explain that each child will write an informative paragraph to share what they have learned about dolphins or bats.
- Display page 61 in the **Word Heroes Journal**. Point out the list of Wow Words and the title, drawing space, topic sentence starter, and writing lines. Explain the type of information that belongs in each space.
- Read aloud the questions below and have children discuss them with a partner to plan their writing.
 - Which animal will you write about—a bat or a dolphin?
 - What is the most important thing to know about your animal?
 - What facts should people know about your animal?
- Encourage children to use Wow Words in their writing. You may wish to provide support with the following prompts:
 - Why are you **fascinated** by bats/dolphins?
 - What food does your animal **consume**?
 - What kind of **movement** does it use to get around?
 - What else do you find **remarkable** about your animal?
- As children are ready, have them begin writing about their animals. Circulate to monitor their progress and to provide individual guidance as needed. As children finish, advise them to reread their writing, correct any mistakes, and find places where they could add details or another Wow Word.
- Let children know that they will have time to share their paragraphs the next day and that their classmates will be listening for the Wow Words they used.

TURN & TALK

You may wish to write the partner questions on the board and give children a set amount of time for planning before they start writing about their topics.

SUPPORT ENGLISH LEARNERS

Strategy: First Language

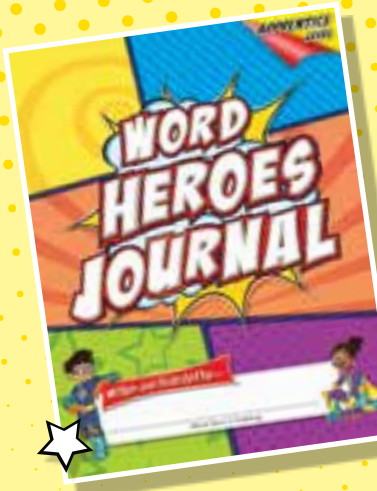
Encourage children to talk about their ideas in their first language before writing.

WEEK 24 WOW WORDS		
anticipate	avoid	communicate
bustling	consume	eager
concentrate	create	fascinated
movement	detect	immediately
vibrate	remarkable	react

Title _____

I am eager to write about _____

because _____



Game On!



- Tell children it's time to play "Word Charades." Gather the 15 **Word Cards** from this unit and choose five cards at random. Display the words in the **Word Heroes Chart** and read them aloud.
- Explain that a volunteer will secretly choose a word and act it out for the rest of the class to guess. Each time children guess, they should say why they think their guess is right.
- Invite a volunteer to secretly choose one of the words from the chart and act out its meaning without speaking or using any sounds.
- As needed, assist children with ideas for how to act out their word. Encourage them to act out situations that are different from the ones shown on the **Photo Cards**.
- Remind children to explain each guess. Before you respond to a guess, ask the rest of the class to give a thumbs-up if they agree and a thumbs-down if they do not. Then confirm correct guesses and clarify the word's meaning as needed.
- Choose five new Word Cards and continue the game until all cards have been used. If time allows, you may wish to bring back words from previous units.

SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

You may wish to pair English learners with proficient English speakers during the game.

Share and Celebrate



- Ask for a few volunteers to read their informative paragraphs aloud. Remind students to read clearly and loudly enough so that the group can hear.
- Encourage the group to listen attentively and to do a silent cheer every time they hear a Wow Word. After each paragraph is read, have listeners repeat the Wow Words they heard and count how many Wow Words the writer used. Then celebrate the author with a round of applause.
- Wrap up the unit by celebrating all the Word Heroes in the class. Tell children: *You have all shown your superpowers this week. Using our Wow Words like Volt and looking closely at texts like X-Ray makes us all Word Heroes!* Celebrate with a standing ovation.

