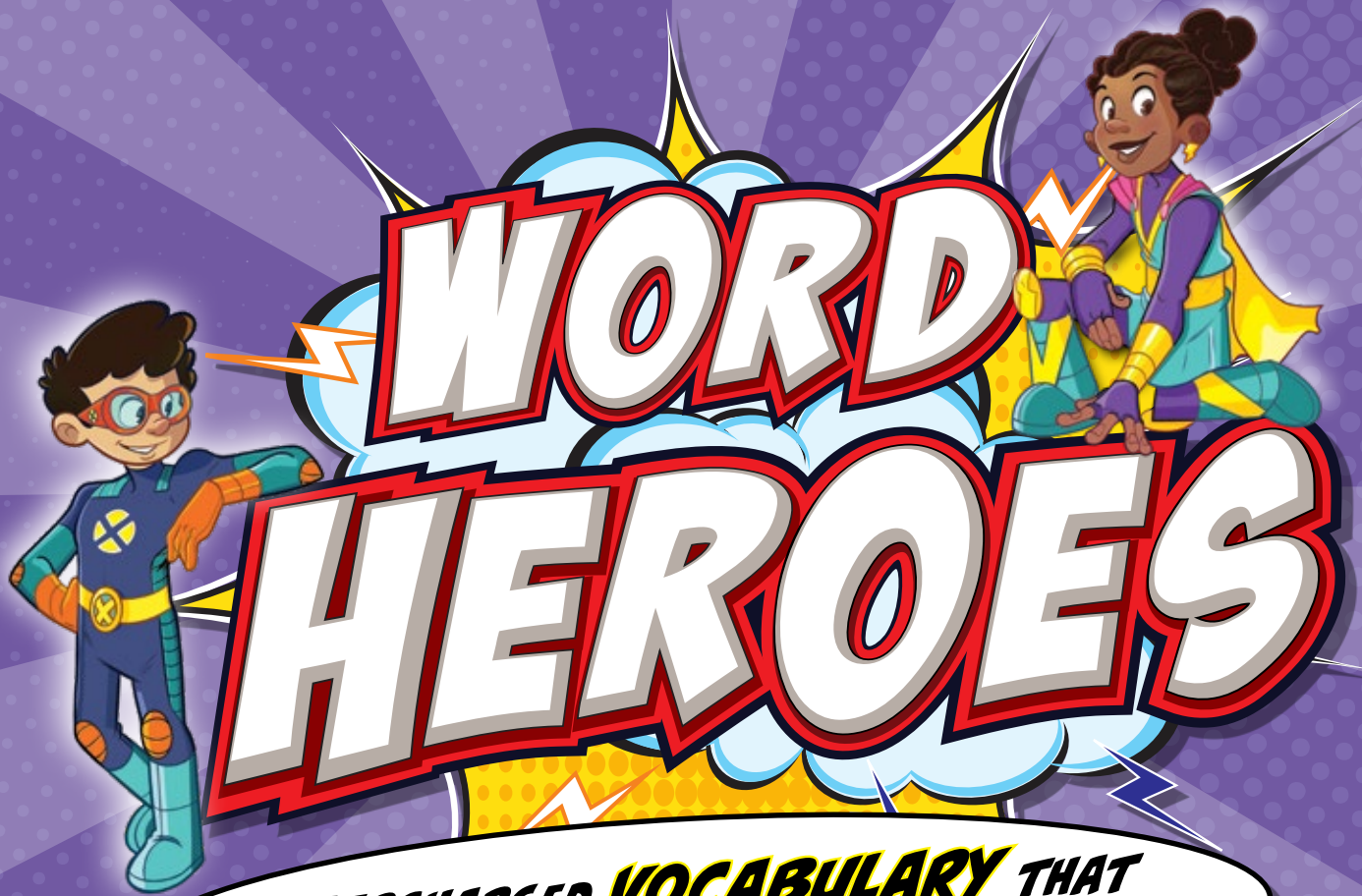


**SPECIALIST  
LEVEL**



**SUPERCHARGED VOCABULARY THAT  
POWERS UP COMPREHENSION!**

**TEACHER'S GUIDE**

**VOLUME 2**

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



## Firefly Dance

Lyric Poem

## Creepy Crawling Nightlights

Expository Text

### WOW WORDS

106-110

**capture**

If you **capture** something, you catch it and hold onto it.

**yearn**

If you **yearn** for something, you want it more than anything.

**combine**

When you **combine** two things, you mix them together.

**inspire**

If something **inspires** you, it makes you feel excited and full of ideas.

**elusive**

Something that is **elusive** is difficult to find or catch.

### LESSON OBJECTIVES

#### DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Describe connections between events, ideas, concepts, or steps

#### 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
- Use appropriate facts and relevant details to describe stories or experiences
- Retell important events and key details in logical order

#### DAY 4

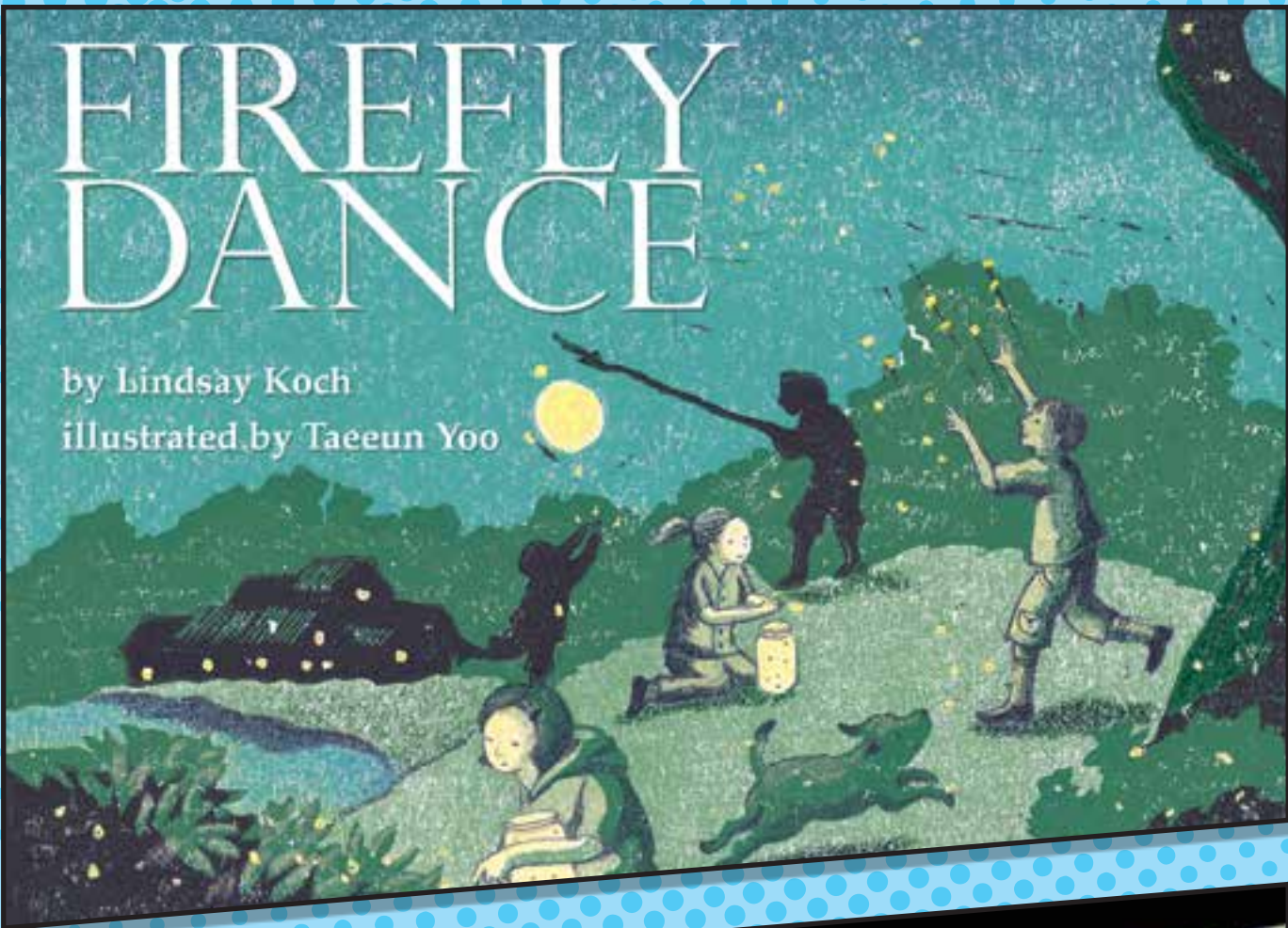
- Describe how sensory language creates imagery
- Describe how words and phrases create rhythm and meaning
- Use new vocabulary in speaking and writing

#### DAY 5

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

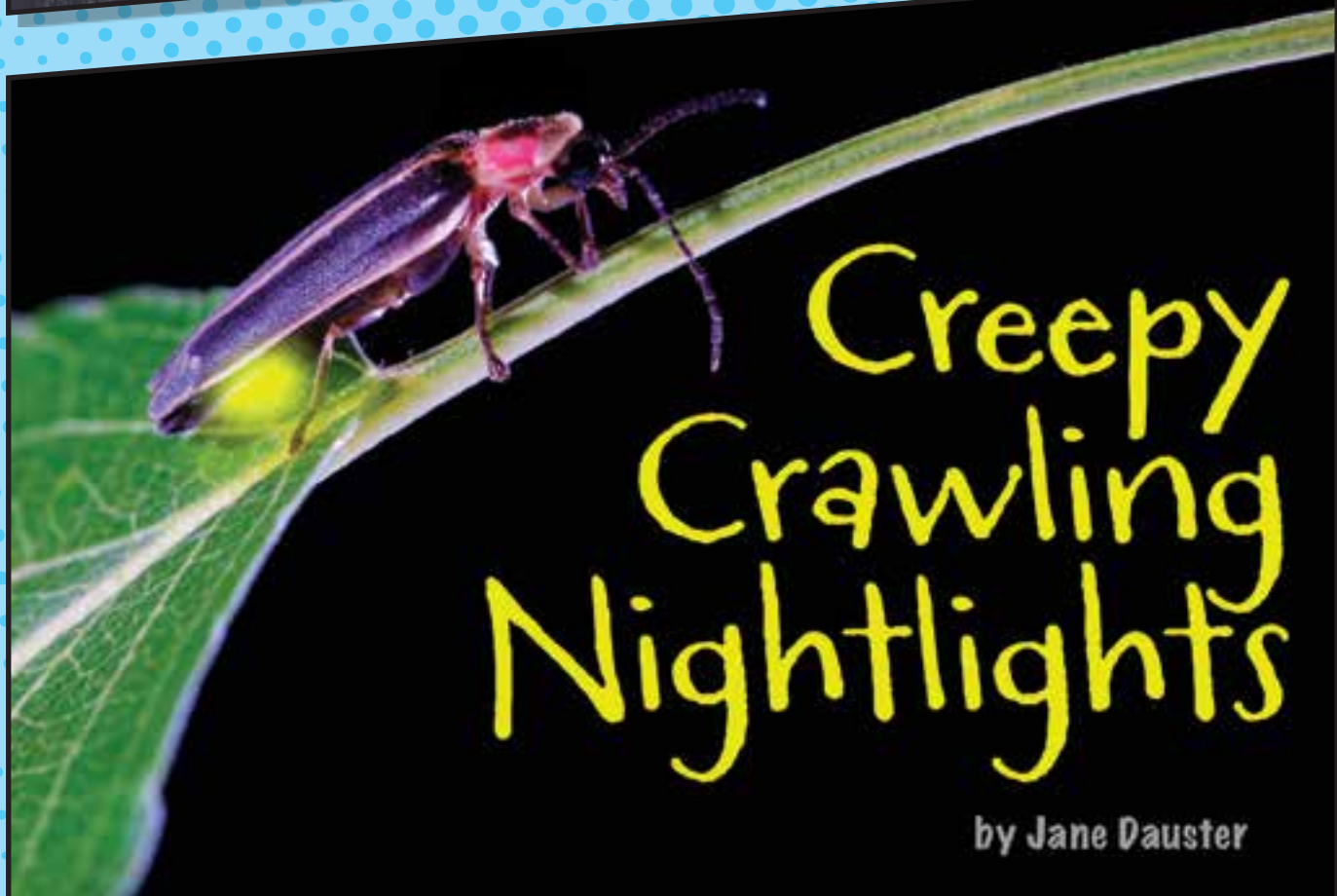
# FIREFLY DANCE

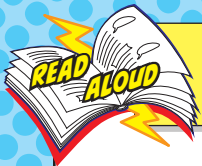
by Lindsay Koch  
illustrated by Taeun Yoo



## Creepy Crawling Nightlights

by Jane Dauster





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

## SUPPORT ENGLISH LEARNERS

### Strategy: Preview

Discuss the photos and illustrations. Have children share what they know about fireflies and predict what they will learn about in the two selections.

# Firefly Dance

by Lindsay Koch  
illustrated by Taeun Yoo

Like fairies in flight,  
Like grounded stars  
In hands held tight  
Or **captured** in jars.  
Tiny **lanterns** of living light:  
Fireflies keeping watch in the night.

A lantern is a light with a glass cover around it.

What are some things the speaker compares fireflies to? (fairies, stars, and lanterns) What do these things help you picture? (the lights of fireflies in the night sky)

Their wings **whirring**  
In gentle flight  
Set the air stirring—  
A bowl of light.  
Summer night spangled and tangled in gold,  
Fireflies to catch, magic to hold.

Whirring is a buzzing sound made by something moving quickly.

What is the speaker describing now? (fireflies buzzing around on a summer night) What is the summer night sky like? (It's filled with the shining, golden lights of fireflies.)



## Creepy Crawling Nightlights

by Jane Dauster

You can probably find the most common “flying flashlight,” the firefly or lightning bug, in your backyard or nearby park. Did you know that the beautiful flickering light show put on by fireflies is actually a silent conversation? The males and females are signaling to each other as they look for a **mate**.

A *mate* is a partner.

What are fireflies really doing during their “light show”?  
(They are sending messages to find a mate.)

Each type of firefly has its own flashing pattern. One kind even works together to make **synchronized** light displays. Picture thousands of fireflies gathered in a single tree, all flashing their lights on and off at the same time!

When actions are *synchronized*, they happen at the same time.



Animals with the ability to glow are called bioluminescent, a word which means “living light.” The light is produced when chemicals inside their bodies **combine** to create energy. Unlike man-made lights, this “cold” light doesn’t produce heat.

**What is special about bioluminescent creatures?** (They glow in the dark.)  
**What makes them glow?** (Chemicals in their bodies combine to create light.)



Most of nature’s “living lanterns” are deep-sea creatures that swim in the darkest depths of the ocean, such as firefly squid and flashlight fish, but a number of creeping, crawling “nightlights” do make their homes on land. Some of these insects use their glowing lights to scare away **predators**. Others flash their lights on and off to **attract** a mate.

*Predators are animals that hunt and kill other animals.*

*If you attract something, you get it to come to you.*



Whatever the reason for their glow, nature's "living lanterns" are **inspiring** to see, lending a magical quality to the darkness. The next time you catch sight of **flickering** fireflies on a warm summer evening, remember they are just one of the many types of living nightlights shining around the world.

If a light *flickers*, it keeps flashing on and off.

**How do bioluminescent creatures use their glowing lights?**  
(Some use the light to scare off animals, and some use it to find a mate.)



Eastern Firefly

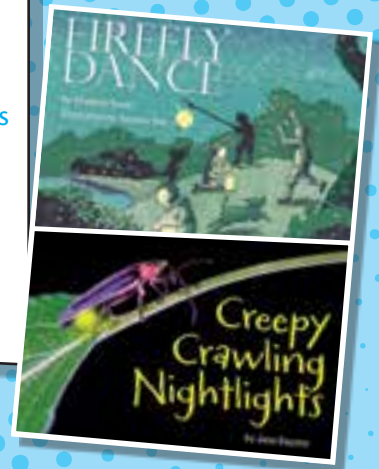


Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

## Read All About It!



- Display page 161 and tell children: Today we're going to read two selections about creatures that light up. First we'll read a poem called "Firefly Dance." Then we'll read the nonfiction article "Creepy Crawling Nightlights."
- Read the selections on pages 162–165 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



## Activate the **WOW WORDS!**



### capture

- After reading both selections, place the **Word Card** for **capture** in the **Word Heroes Chart**. Say: The poem says people capture fireflies inside jars. If you capture something, you catch it and hold onto it. Say the word *capture* with me.
- My dog runs away at bath time, so I have to capture him and carry him to the bathtub. Which is an example of capturing, catching a fish with a net or watching a fish swim by? Why? (*catching a fish with a net, because the net holds onto the fish*)
- Show me how you might capture a balloon that is floating away.

### yearn

- Place the **Word Card** for **yearn** in the **Word Heroes Chart**. Say: The poem talks about how people want to catch fireflies on summer nights. Another way to say that is people yearn to catch fireflies. If you yearn for something, you want it more than anything. Let's say the word *yearn* together.
- When I'm really thirsty, I yearn for a big glass of cold water. What is something you might yearn for on a very hot day? You can start your sentence with "On a hot day, I yearn for..." (*On a hot day, I yearn for an ice cream cone.*)
- Show me how you look when you yearn for something.

### combine

- Place the **Word Card** for **combine** in the **Word Heroes Chart**. Say: The article explains how some animals light up when chemicals inside their bodies combine. When you combine two things, you mix them together. Say the word *combine* with me.
- Sometimes classes at our school combine and go on a field trip together. What are some foods you might combine to make a salad? You can start by saying "I would combine..." (*I would combine lettuce, tomatoes, and cucumbers.*)
- Show me how might combine vegetables in a salad bowl.

## 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.



# capture

## SUPPORT ENGLISH LEARNERS

### Strategy: First Language

Use the Spanish definitions in the Appendix and the cognates *capturar*, *combinar*, and *inspirar* to support understanding of this week's Wow Words.

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

## inspire

- Place the **Word Card** for *inspire* in the **Word Heroes Chart**. Say: *The article says animals that light up can be inspiring to see. If something inspires you, it makes you feel excited and full of ideas. Let's say the word inspire together.*
- Watching an exciting baseball game might inspire someone to learn how to play baseball. What is something that might inspire you on a nature walk? You can start your sentence with "Something that might inspire me on a nature walk is..." (*Something that might inspire me on a nature walk is hearing birds chirping.*)
- Show me a face you might make when something inspires you and you feel excited.

## elusive

- Place the **Word Card** for *elusive* in the **Word Heroes Chart**. Say: *The poem and article show that fireflies might be hard to find. Another way to say that is that fireflies are elusive. Something that is elusive is difficult to find or catch. Say the word elusive with me.*
- My nieces find clever ways to be elusive when they play hide-and-seek. Which would be elusive, a cat that sits in your lap or a cat that hides on top of a kitchen cabinet? Why? (*a cat that hides on top of a cabinet, because it would be hard to find*)
- Show me what you might do if you were trying to swat an elusive fly.

## 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 you could be any kind of animal, what would you **yearn** to be? Why?
- What is something special about this animal that **inspires** you?
- What kinds of animals would be dangerous to **combine** in the same area with this animal? Why?
- If you were this animal, what might try to **capture** you?
- When might this animal need to hide and be **elusive**?

## WORDS TO GO!

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

capture

If you capture something, you catch it and hold onto it.

Ask children how they used their **Wowband** word (**capture**) 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 “Firefly Dance” and “Creepy Crawling Nightlights” on pages 161–165. Invite children to act out chasing and catching fireflies.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the selections.
  - What could make fireflies difficult to **capture**? (They can fly away to places where people can't reach them.)
  - Why might someone **yearn** to see a firefly? (It's an interesting insect that would be fun to watch.)
  - When chemicals **combine** to make a creature glow, how can that light help keep a creature safe? (The light can scare off a predator.)
  - Why do you think seeing a glowing creature might **inspire** someone? (A creature that glows is very special and unusual.)
  - Why might some creatures need to be very **elusive**? (They may need to hide from other animals, and being hard to catch could help them escape from a predator.)



### SUPPORT ENGLISH LEARNERS

#### Strategy: Use Realia

If possible, display a flashlight. Turn off the classroom lights and have a volunteer turn the flashlight on and off to demonstrate how a firefly might flicker in the night.

### WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the selections.
  - What topic are both texts about? (fireflies) What is something they both describe? (the flickering light of fireflies)
  - The article tells us a lot more about fireflies than the poem. What is something about fireflies you learn from the article that isn't in the poem? (that when fireflies light up they are trying to find a mate)
  - Unlike the article, the poem doesn't have a lot of facts about fireflies. What do you think the author of the poem wants us to understand about fireflies? (how amazing they are, how they make you feel)

### 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.



## capture

- Tell children: *I will describe what different animals might **capture** and I want you to act them out.* Use the following prompts:
  - A bird captures a worm in its beak.
  - A snake captures an insect in its mouth.
  - A cat captures a mouse in its paws.
  - A shark captures a fish in its jaw.

## inspire

- Play soft instrumental music that is soothing. Then play loud, upbeat music. Then say or play a lullaby.
- As you play each type of music, ask: *What does this music **inspire** you to do? How does it make you feel?* Have children move or dance to each type of music.

## combine

- Display colorful markers or crayons. Then say: *Let's pretend we are painting pictures. I want you to describe the colors you would **combine** to paint these pictures:*
  - A garden full of flowers
  - A night sky full of stars
  - A forest filled with trees
- If time permits, have children draw pictures of the images they described.

## yearn

- Explain that you will describe different activities, and if an activity is something children **yearn** to do, they should clap.
- Name activities, such as riding a roller coaster, flying a kite, swimming in the ocean, and jumping on a trampoline.
- When children clap, have them explain why the activity is something they yearn to do.

## elusive

- Hide a stuffed animal somewhere in the classroom. Explain: *An **elusive** teddy bear is hiding somewhere in this room.*
- Have children guess where the bear could be. Encourage them to use this sentence frame as they make a guess: *I think the elusive bear is hiding \_\_\_\_\_.*
- Provide clues as needed until children guess the elusive bear's hiding spot.

## WORDS TO GO!

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



yearn

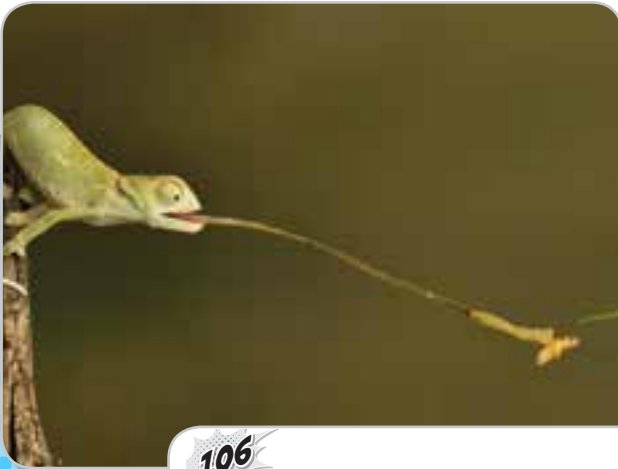
If you yearn for something, you want it more than anything.

Ask children how they used their **Wowband word (yearn)** 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 106–110** to get children talking about the Wow Words in a new context.
- After reviewing all the Photo Cards, pass out one of the cards to a volunteer. Say the word aloud and have the volunteer act out its meaning or use the word in a sentence. Ask the child to add the Photo Card to the **Word Heroes Chart**. Repeat for the remaining words.
- When all the Photo Cards have been added to the Word Heroes Chart, read the words aloud and have children say them with you.



106

Week 29

# capture

### TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **capture** to talk about it? Example: *The chameleon captures an insect with its long tongue.*

**If needed...** Provide additional support for children's language: This chameleon got hungry and went looking for bugs. When it saw an insect on a leaf, it stuck out its tongue and **captured** it. **If you capture something, you catch it and hold onto it.** What makes the chameleon's tongue good for **capturing** bugs?

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capture



yearn



combine



inspire



elusive



• Tell children: *Let's have some fun retelling the poem, "Firefly Dance."* Divide the class into two groups, actors and storytellers.

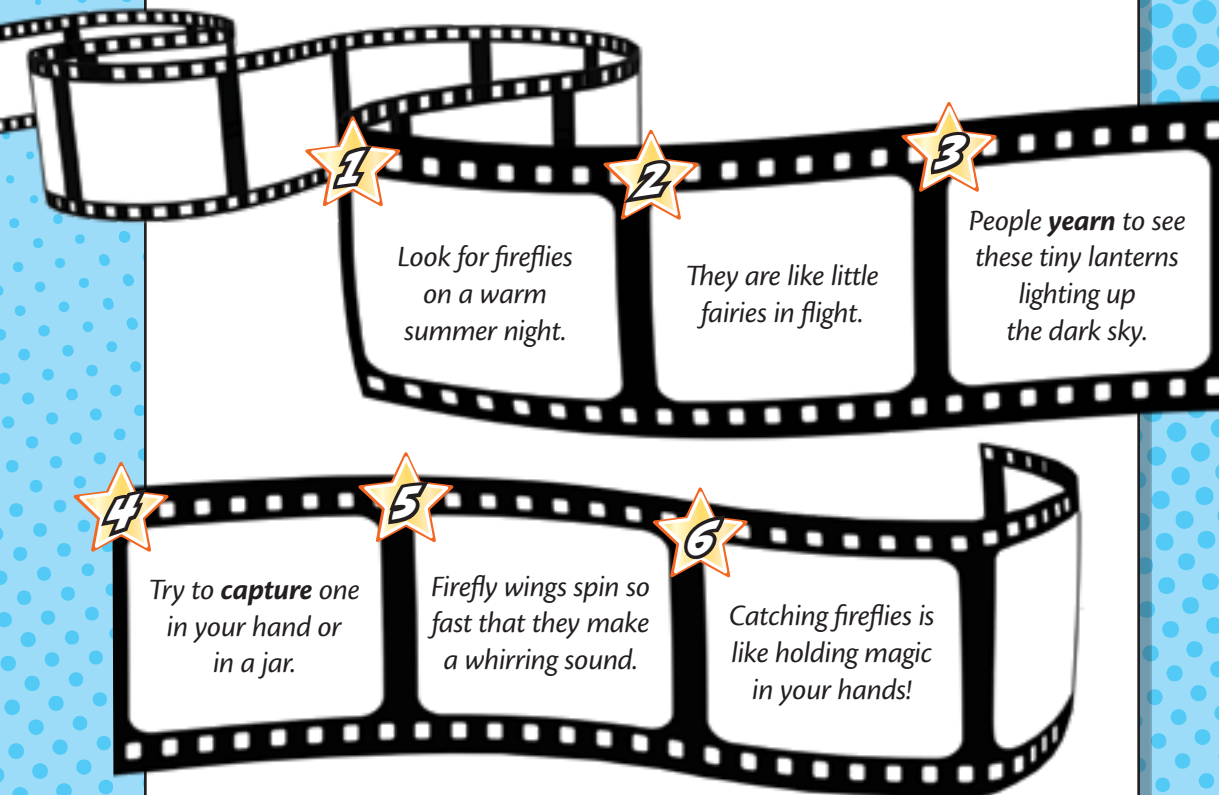


**SUPPORT ENGLISH LEARNERS**

**Strategy: First Language**

Allow children to talk about key details from the poem in their first language before the retelling.

- Ask volunteers from the storyteller group to retell the key details from the poem in order. As the storytellers retell the poem details, have the actor group dramatize the details they describe.
- As needed, use the following strategies to support children's retelling:
  - Give children a hint for each detail, such as: *How do fireflies light up the summer sky?*
  - Using the prompts below, say a few words at a time and invite children to finish the sentence.
  - Reread the appropriate portion of "Firefly Dance" and have children retell it in their own words.



- As the storytellers retell the poem, 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 poem detail and to retell the poem in small groups.

**WORDS TO GO!**



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



**combine**

When you combine two things, you mix them together.

Ask children how they used their **Wowband** word (**combine**) 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: Poets are like painters. They use words and phrases to paint a picture in our minds. Details in a poem can help you picture exactly how something might sound, look, smell, taste, or feel. These details are called **sensory language**. Let's reread the poem and listen for words and phrases the author uses to paint a picture of a summer sky full of fireflies.

## SUPPORT ENGLISH LEARNERS

### Strategy: Use Visuals

Revisit the poem's illustrations. Guide children to identify the fireflies and to describe how people are chasing and capturing them.

Like fairies in **flight**,  
Like grounded **stars**  
In hands held **tight**  
Or captured in **jars**.  
Tiny lanterns of living **light**:  
Fireflies keeping watch in the  
**night**.

Their wings **whirring**  
In gentle **flight**  
Set the air **stirring**—  
A bowl of **light**.  
Summer night **spangled** and  
**tangled** in **gold**,  
Fireflies to catch, magic to **hold**.

- Guide children to recognize how the poem uses sensory language to describe fireflies and evoke feelings about them. Read aloud the first stanza. Then say: *In the first two lines, the speaker says fireflies are like fairies and stars. What does the phrase "grounded stars" help you picture? (how fireflies twinkle like stars)*
- What other words and phrases help you picture how fireflies light up the night sky? (*tiny lanterns; bowl of light; spangled and tangled in gold*)
- Which phrases helped you picture how fireflies sound and how the air feels? (*wings whirring; air stirring*)
- The speaker ends by saying that fireflies are "magic to hold." How does this ending leave readers feeling? (*amazed by magical fireflies*)

## Zoom In on Rhythm and Meaning



- Explain that poets also use rhythm and rhyme to help give a poem meaning. Say: *I will read the first stanza again. Raise your hand when you hear a rhyming word.* Write the rhyming pairs children identify. (*flight/tight, stars/jars, light/night*) Repeat with the second stanza. (*whirring/stirring, flight/light, spangled/tangled, gold/hold*)
- Ask children: *Does anyone remember the title of this poem?* If needed, remind children that it is called "Firefly Dance." Then say: *The rhythm and rhyme help the poem sound like a song. What else helps you imagine a dance? (The words help us picture the flashing lights and movement.)*
- If time permits, reread the poem and have children move in time with the rhythm. Encourage them to make up actions for each line and to chime in on the rhyming words.

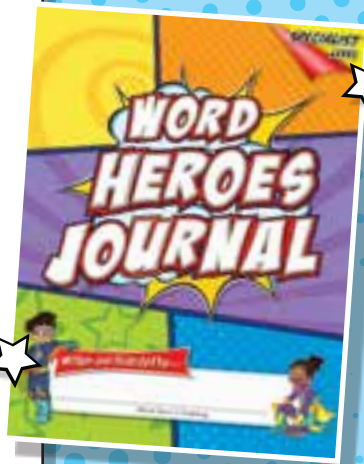
X-Ray says:  
Put on your x-ray  
specs as we **look  
deeper into this  
text!**



## Make It Your Own



- Have children open their **Word Heroes Journals** to page 72. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **inspire**. Tell children: *This picture was done by a student named Kate. Let's read what Kate wrote: I am inspired by the school.*
- Ask: *What do you see happening in Kate's picture? (The girl is excited about going to school and learning new things.) How does Kate's picture show how something inspires someone? (If learning new things at school fills you with exciting ideas, you are inspired.)*
- 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.
  - What is something you wouldn't want to let go of if you **captured** it?
  - Have you ever **combined** with classmates to work in a group? What did you do?
  - Has being **elusive** ever helped you win a game?
  - What is something you **yearned** for and got as a gift?



### TURN & TALK

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

### inspire

If something inspires you, it makes you feel excited and full of ideas.



I am inspired by the school.

*I am inspired by the school.*

### WORDS TO GO!



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



**inspire**

If something inspires you, it makes you feel excited and full of ideas.

Ask children how they used their **Wowband word (inspire)** 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: **capture, yearn, combine, inspire, elusive.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I will ask you questions that use the Wow Words, and I want you to choose the best answer.**
- Read each question aloud and have children call out the answer. Invite volunteers to explain their choices.
  - If fish are elusive, are they easy or hard to catch? (*hard*)
  - Would you use a glue stick or a pencil to combine two sheets of paper? (*a glue stick*)
  - If you yearn to eat a food, do you think that it tastes delicious or gross? (*delicious*)
  - If the wind blew a paper out of your hand and you ran and captured it, did you catch the paper or let it blow away? (*catch it*)
  - If seeing an animal at the zoo inspires you, do you feel bored or excited? (*excited*)

## WORD HEROES



capture

|||||



yearn

||||



combine

|||||



inspire

|||||



elusive

||||

## Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
  1. People **yearn** to have a very painful toothache. (*no*)
  2. If you pull apart puzzle pieces, you **combine** them. (*no*)
  3. A spider **captures** bugs in its web. (*yes*)
  4. If you **inspire** your friends, you make them sad. (*no*)
  5. A butterfly that is hard to catch is **elusive**. (*yes*)
  6. When you **yearn** for a new toy, you really want it. (*yes*)
  7. If you **capture** a ladybug, you watch it fly away. (*no*)
  8. If a movie **inspires** people, it gives them an idea. (*yes*)
  9. If you **combine** two blocks, you put them together. (*yes*)
  10. Closing your eyes would help you find something **elusive**. (*no*)
- 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

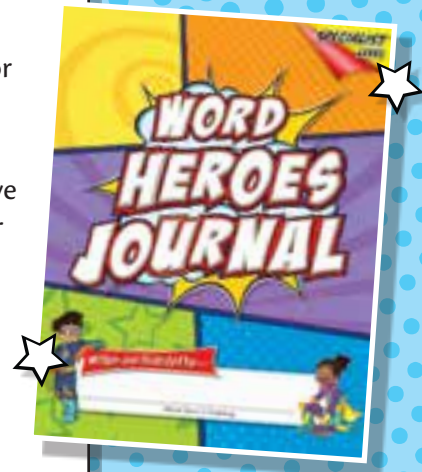
### Strategy: Modify Assessment

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. Remind them to print legibly and to leave enough space along the sides of the page and between words so their writing is clear.
- 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 **elusive** and ask children how they will use the word at home today.



**elusive**

Something that is elusive is difficult to find or catch.



## Hooray for Hummingbirds!

Expository Text

### WOW WORDS

111-115

**vibrant**

Something that is **vibrant** is very bright and full of color.

**rapid**

Something that is **rapid** moves very fast.

**construct**

If you **construct** something, you build it.

**agile**

Someone who is **agile** can move around easily and quickly.

**impressive**

If something is **impressive**, people think it is wonderful and amazing.

### LESSON OBJECTIVES

#### DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Describe connections between events, ideas, concepts, or steps

#### 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
- Use appropriate facts and relevant details to describe stories or experiences
- Retell important events and key details in logical order

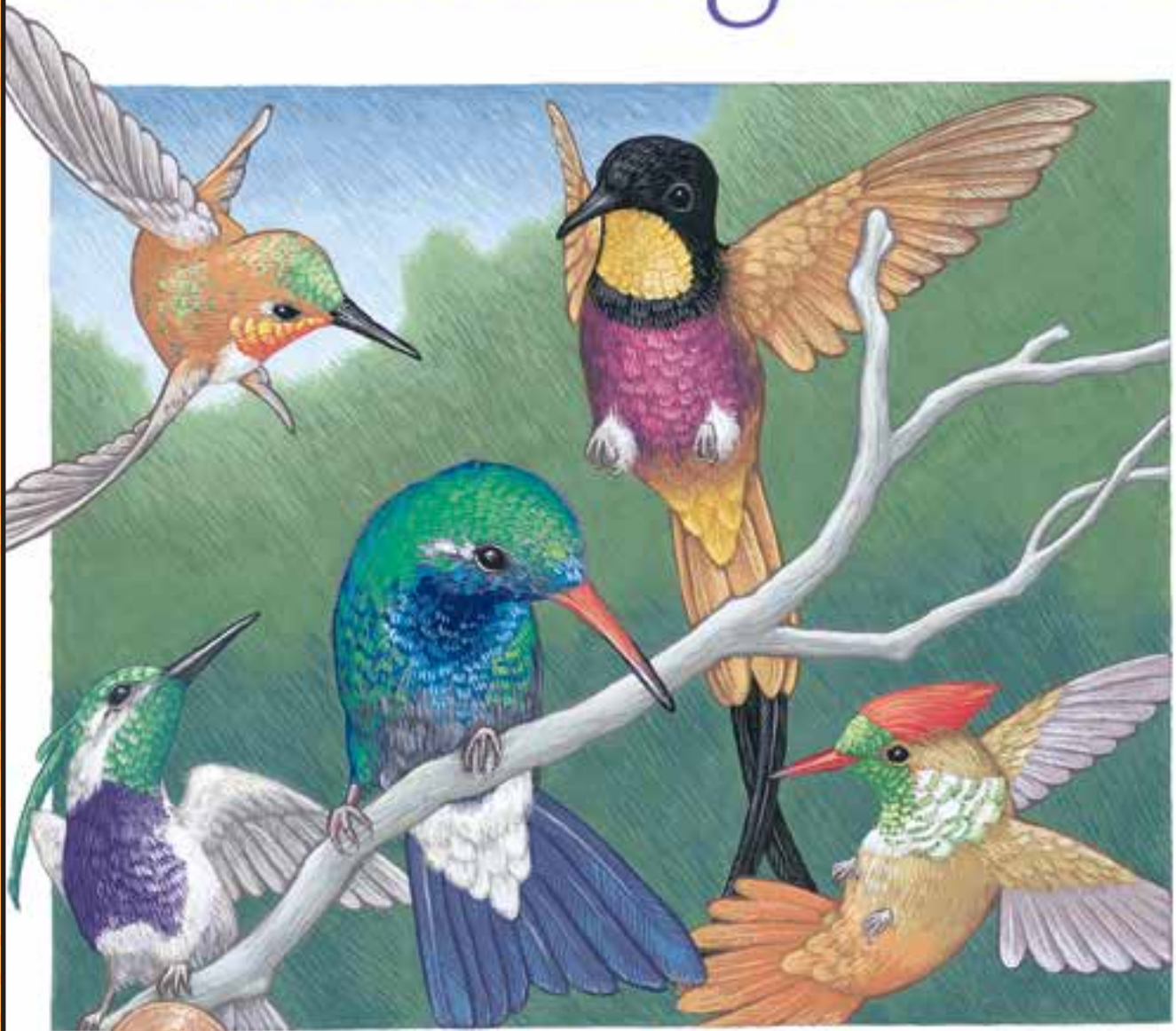
#### DAY 4

- Describe how reasons support an author's specific points in a 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

# Hooray for Hummingbirds!



*by Janeen R. Adil*

*illustrated by Beth B. Stover*



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

**H**ummingbirds live almost everywhere in North and South America. Their **vibrant**, shiny feathers are red, blue, green, yellow, and purple. Some people say hummingbirds look like pieces of the rainbow.

Hummingbirds are the smallest birds in the world. One kind weighs only about as much as a penny!

**SUPPORT ENGLISH LEARNERS**

**Strategy: Use Gestures**

To help children understand the concept of humming, hum part of a familiar tune, such as "Happy Birthday." Then have children practice humming.

**What have we learned about hummingbirds so far?** (They are very tiny and have bright, colorful feathers.)

Hummingbirds beat their wings so **rapidly** they actually make a humming sound.

They have many flying tricks. A hummingbird can fly up and down, backward and forward. It can also hover, or stay in one place in the air. To escape from danger, a hummingbird can even fly upside down!

**How do hummingbirds make a humming sound?** (by flapping their wings quickly) **What are some of the ways hummingbirds can fly?** (up and down, backward and forward, stay in place, upside down)



Hummingbirds love to take a bath. They will fly in and out of the **mist** from a waterfall or a lawn sprinkler.

Mist is tiny drops of water floating in the air.

A mother hummingbird **constructs** her tiny nest from soft plants and spiderwebs. The nest is the size of half a walnut shell. Inside the nest are two white eggs. Each egg is the size of a jellybean.



Most of their food comes from nectar, a sweet liquid in flowers. Bugs also make a nice snack.

If you plant red, orange, or yellow flowers in your garden or put out a hummingbird **feeder**, a hummingbird might come and visit you.

A feeder is a container that holds food for birds.

**What do hummingbirds eat?** (nectar and bugs) **Why might hummingbirds visit someone's garden?** (If they see flowers, they might come looking for nectar.)

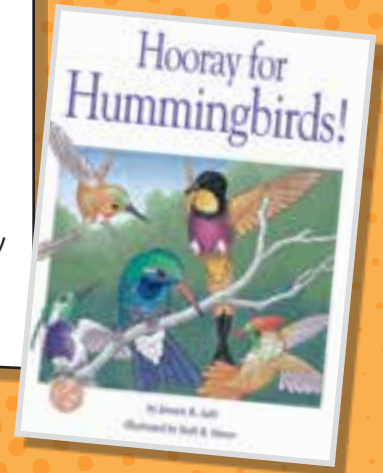


Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

## Read All About It!



- Display the illustration on page 177 and tell children: Today we're going to read a nonfiction article called "Hooray for Hummingbirds!" It's about some of the interesting things hummingbirds can do.
- Read the selection on pages 178–179 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



## Activate the **WOW WORDS!**

### vibrant

- After reading "Hooray for Hummingbirds!" place the **Word Card** for **vibrant** in the **Word Heroes Chart**. Say: The article says that hummingbirds have vibrant, shiny feathers. Something that is vibrant is very bright and full of color. Let's say the word *vibrant* together.
- Some trees have leaves that are very vibrant. Which would be vibrant, a playground that's painted black or a playground that's painted blue and yellow? Why? (a playground that's painted blue and yellow, because those are bright colors)
- Show me what you might do if something vibrant was shining in your eyes.

### rapid

- Place the **Word Card** for **rapid** in the **Word Heroes Chart**. Say: Hummingbirds flap their wings so rapidly that they make a humming sound. Something that is rapid moves very fast. Say the word *rapid* with me.
- My dog wags her tail rapidly whenever she sees me filling up her food bowl. When might you walk rapidly? You can start by saying "I walk rapidly when..." (I walk rapidly when I'm rushing to the school bus stop in the morning.)
- Show me how you clap your hands rapidly. Then show me how you clap slowly.

### construct

- Place the **Word Card** for **construct** in the **Word Heroes Chart**. Say: A mother hummingbird uses plants and spiderwebs to construct a nest. If you construct something, you build it. Let's say the word *construct* together.
- My neighborhood is noisy because workers are constructing some new houses. What is something you think it would be fun to construct at the beach? You can start your sentence with "It would be fun to construct..." (It would be fun to construct a big sandcastle.)
- Show me how you would construct a tower of make-believe blocks.

**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 *rápido/a*, *construir*, and *ágil* to support understanding of this week's Wow Words.

Volt says:

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



### agile

- Place the **Word Card** for **agile** in the **Word Heroes Chart**. Say: **Hummingbirds can fly quickly and in many different directions. Another way to say that is that hummingbirds are very agile. Someone who is agile can move around easily and quickly. Say the word agile with me.**
- Cats show how agile they are when they leap off a sofa onto a windowsill in just a second. When would you show how agile you are, when you are reading a book or when you are playing tag? Why? (*playing tag, because I would be running around quickly*)
- Show me how an agile person might twirl around.

### impressive

- Place the **Word Card** for **impressive** in the **Word Heroes Chart**. Say: **Hummingbirds are beautiful and can do some interesting tricks when they fly. Another way to say that is that hummingbirds are impressive. If something is impressive, people think it is wonderful and amazing. Say the word impressive with me.**
- My niece is such an impressive singer that she won her school talent show. What is a place you think is impressive? Why? You can start by saying "An impressive place is..." (*An impressive place is an amusement park because there are so many rides.*)
- Show me how you might hold something impressive.

### 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 you wanted to **construct** a tree house, who would you ask for help?
- How could being **agile** help someone get up the tree house ladder?
- If someone ran up the tree house ladder too **rapidly**, what might happen?
- If you wanted your tree house to be **vibrant**, what colors would you paint it?
- What could make the tree house very **impressive**?

## WORDS TO GO!

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



vibrant

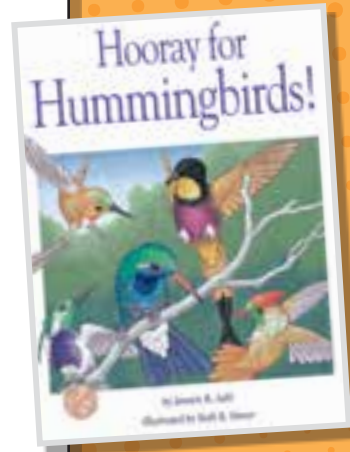
Something that is vibrant is very bright and full of color.

Ask children how they used their **Wowband** word (**vibrant**) 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 “Hooray for Hummingbirds!” on pages 177–179. Invite children to use gestures to demonstrate each of the hummingbird’s flying tricks.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the article.
  - **What makes hummingbirds so vibrant?** (Their feathers are red, blue, green, yellow, and purple.)
  - **What might make it hard to see a hummingbird’s wings moving rapidly?** (It might be hard to see tiny wings when they are moving so fast.)
  - **Why do you think a hummingbird might pick soft plants and spiderwebs to construct a nest?** (Soft plants and spiderwebs are small and light, so they would be easy to move.)
  - **Why is it helpful for hummingbirds to be agile?** (Being able to move quickly helps them stay safe and escape danger.)
  - **What do you think is the most impressive thing a hummingbird can do? Why?** (Fly upside down, because that’s an unusual way to fly.)



### SUPPORT ENGLISH LEARNERS

#### Strategy: Physical Response

Provide opportunities for children to respond nonverbally by acting out or drawing their answers.

### WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the article.
  - **What sorts of things does the author tell us about hummingbirds?** (their size, their feathers, how they fly, their nests, what they eat)
  - **Do you think the author of the article likes hummingbirds?** (yes) **How can you tell?** (She says their wings are “beautiful” and explains the flying tricks they can do.)
  - **Why do you think the author wants to share these hummingbirds facts?** (so people can learn more about these **impressive** birds)
  - **Would you want to put out a hummingbird feeder at your home? Why or why not?** (Yes, because I would like to hear how hummingbirds hum and see their beautiful feathers up close.)

### 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.



## vibrant

- Display two objects, such as a plain brown lunch bag and a lunch box with **vibrant** images on it. Ask: **Which of these is vibrant?** Have children describe details that make the lunch box vibrant.
- Have children identify objects around the room that are vibrant. Ask volunteers to describe each object's vibrant colors.

## rapid

- Have children walk slowly in place. Then have them demonstrate walking **rapidly**.
- Have children pretend to do other sets of actions. Call out commands, such as:
  - **Eat slowly; eat rapidly**
  - **Wave slowly; wave rapidly**
  - **Throw a ball slowly; throw a ball rapidly**
  - **Write slowly; write rapidly**

## construct

- Hold up some construction paper. Then ask: **What could we construct out of this?** Brainstorm a list of things you could build with the paper, such as paper airplanes or a poster. Have children name other things they might need, such as scissors or tape.
- Repeat with other objects, such as paper plates or empty shoe boxes. Encourage children to use this sentence frame: **We could construct a \_\_\_\_\_.**

## agile

- Invite a volunteer to act like a rabbit, quickly hopping around. Ask: **Is the rabbit agile?** Have children explain how the rabbit is agile. Then have another volunteer act like a turtle, crawling very slowly. Ask: **Is the turtle agile?** Have children explain their thinking.
- If time permits, have children act out other animal actions. Discuss which animals are more agile than others.

## impressive

- Say: **I will describe something you might see at a park. If it is something you think is impressive, put two thumbs up. If it's not impressive, put two thumbs down.**
- Describe different park sightings, such as a bench, children flying a kite, a dog barking, a trash can, and a skateboarding ramp.
- When you get two thumbs up, have children explain what is impressive.

## WORDS TO GO!

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



 **rapid**

Something that is **rapid** moves very fast.

Ask children how they used their **Wowband word (rapid)** 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 111–115** to get children talking about the Wow Words in a new context.
- After reviewing all the Photo Cards, divide the class into small groups and give each group one of the cards. Ask each group to collaborate on a sentence that uses its word.
- Ask volunteers to share the sentences with the class. Invite group members to explain how they came up with their sentence. Then have children add the Photo Card 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.



# vibrant

### TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **vibrant** to talk about it? Example: *The unusual frog is a vibrant shade of blue.*

**If needed...** Provide additional support for children's language: Some frogs are green and blend in with their surroundings, but this frog really stands out! The frog's **vibrant** color may scare off some animals. **Something that is vibrant is very bright and full of color.** What else in this photo is **vibrant**?



# vibrant



# rapid



# construct



# agile



# impressive

# ACTION!



- Tell children: **Let's have some fun retelling the article "Hooray for Hummingbirds!"** Divide the class into two groups, actors and storytellers.
- Ask volunteers from the storyteller group to retell the main ideas from the article in order. As the storytellers retell the main ideas in the article, have the actor group dramatize the ideas they describe.
- As needed, use the following strategies to support children's retelling:
  - Give children a hint for each idea, such as: **Where do hummingbirds like to take baths?**
  - Using the prompts below, say a few words at a time and invite children to finish the sentence.
  - Reread the appropriate portion of "Hooray for Hummingbirds!" and have children retell it in their own words.

## SUPPORT ENGLISH LEARNERS

### Strategy: Simplify Language

Speak slowly and break complex prompts into simpler sentences when possible.

1

Hummingbirds have bright, shiny feathers.

2

They are tiny birds, and some weigh only as much as a penny!

3

When hummingbirds beat their wings **rapidly**, they make a humming sound.

4

They can fly up and down, backward and forward, and even upside down!

5

They love to take baths in waterfalls or sprinklers.

6

Hummingbirds build nests out of soft plants and spiderwebs.

7

If you plant colorful flowers or put out a feeder, hummingbirds might visit you!

- As the storytellers retell the main ideas in the article, you may wish to write the ideas on chart paper and post them in the classroom for children to revisit later. Encourage children to add their own artwork that represents each hummingbird trait and to reenact the ideas in small groups.

## WORDS TO GO!

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



**construct**

If you construct something, you build it.

Ask children how they used their **Wowband word (construct)** 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: When authors give their ideas about a topic, they usually have **reasons** that say how or why that idea is true. Let's reread the paragraph that talks about how tiny hummingbird nests are and listen for reasons the author gives to support this idea.

### SUPPORT ENGLISH LEARNERS

#### Strategy: Simplify Language

Paraphrase questions and break down complex sentences into simpler sentences.

A mother **hummingbird** constructs her tiny nest from soft plants and **spiderwebs**. The nest is the size of half a walnut shell. Inside the nest are two white eggs. Each egg is the size of a **jellybean**.

- Guide children to notice how the author uses specific reasons and examples to support the main idea. Say: **The author says hummingbird build tiny nests. How does the author support this idea?** (by comparing the nest to the size of a walnut shell)
- A walnut is about the same size as a ping pong ball. So if the nest is half the size of a walnut, what does this tell you about a hummingbird nest? (It's small enough to fit in my hand.) If needed, use your hands to show the size of a hummingbird's nest compared to the size of a robin's.
- What other detail shows how small hummingbird nests are? (each egg being the size of a jellybean)

## Zoom In on Compound Words



- Tell children: A compound word is made up of two smaller words. Sometimes reading the smaller words can help us figure out the meaning of a compound word. Let's try it.
- Write the word *spiderwebs* on the board. Read it aloud and say: **This is a long word, but I see two smaller words. Who can help me find them?** Guide children to identify the words *spider* and *webs*. **This helps us understand that the long word *spiderweb* means a web made by a spider.**
- Write the equation  $spider + webs = spiderwebs$ , and have children say it aloud with you.
- If time permits, extend the activity with the words *hummingbird* and *jellybean* from the passage.

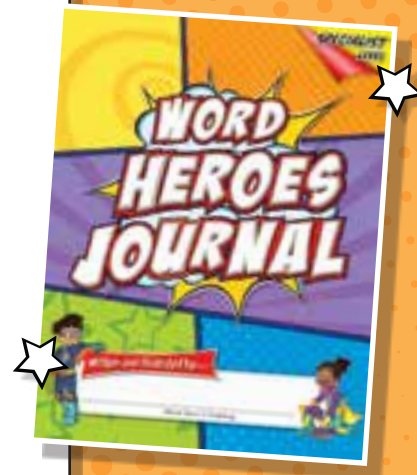


X-Ray says:  
Put on your x-ray specs as we **look deeper into this text!**

## Make It Your Own



- Have children open their **Word Heroes Journals** to page 75. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **impressive**. Tell children: *This picture was done by a student named Caden. Let's read what Caden wrote: Texas history is impressive because you learn about the past and how things change.*
- Ask: *What do you see happening in Caden's picture?* (The picture shows how interesting Texas history is and how much there is to learn.) *How does Caden's picture show something impressive?* (If Texas history is very interesting to learn about, it is impressive.)
- 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 being **agile** helped you do something?
  - Have you ever **constructed** something with a friend? How did it turn out?
  - Did you ever do something too **rapidly**? What happened?
  - What is something **vibrant** you'd like to take a picture of?



### TURN & TALK

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

### impressive

If something is impressive, people think it is wonderful and amazing.



Texas history is impressive because you learn about the past and how things change.

*Texas history is impressive because you learn about the past and how things change.*

### WORDS TO GO!

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



agile

Someone who is agile can move around easily and quickly.

Ask children how they used their **Wowband word (agile)** 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: **vibrant, rapid, construct, agile, impressive.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I am going to say a sentence that has a missing word, and I'd like you to tell me which Wow Word best completes the sentence.**
- Read each sentence aloud and have children call out the answer. Invite volunteers to explain why they chose their answers.
  - We used snow to \_\_\_\_\_ a big snowman in our yard. (*construct*)
  - A deer must be very \_\_\_\_\_ to jump over a fallen tree. (*agile*)
  - On our field trip, the teachers wore \_\_\_\_\_ green vests so we could follow them. (*vibrant*)
  - If you wake up late, you need to hurry and get ready for school \_\_\_\_\_. (*rapidly*)
  - She won the science fair with her \_\_\_\_\_ robot. (*impressive*)

### WORD HEROES



vibrant

|||||



rapid

|||||



construct

|||||



agile

|||||



impressive

|||||

## Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
  1. If you eat too **rapidly**, you may get a stomachache. (*yes*)
  2. A **vibrant** street sign is hard to see. (*no*)
  3. An ugly shirt is very **impressive**. (*no*)
  4. You can use wood to **construct** a dog house. (*yes*)
  5. Sitting on a couch shows how **agile** someone is. (*no*)
  6. Highlighter markers come in many **vibrant** colors. (*yes*)
  7. A bus moves more **rapidly** than an airplane. (*no*)
  8. Basketball players show how **agile** they are when they jump really high. (*yes*)
  9. When you **construct** a puzzle, you take apart the pieces. (*no*)
  10. If a movie is **impressive**, you may want to watch it a second time. (*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

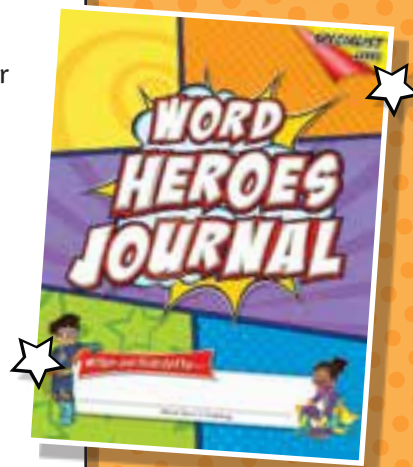
### Strategy: Modify Assessment

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. Ask them questions that help them describe details in their drawings. Then encourage them to include those details in their sentences.
- 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 **impressive** and ask children how they will use the word at home today.



**impressive**

If something is impressive, people think it is wonderful and amazing.



## WOW WORDS

116-120

**resemble**

If two things **resemble** each other, they look alike.

**ample**

If you have an **ample** amount of something, you have all that you need.

**swift**

If something is **swift**, it is fast or moves quickly.

**colossal**

Things that are **colossal** are extremely large.

**nurture**

If you **nurture** something, you take care of it and help it grow.

## LESSON OBJECTIVES

### DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Understand and use information in a procedural text

### DAY 2

- Ask and answer questions about key details and vocabulary
- Identify the main topic and important details within a text
- Act out word meanings

### DAY 3

- Identify real-life connections between words and their use
- Use appropriate facts and relevant details to describe stories or experiences
- Retell important events and key details in logical order

### DAY 4

- Describe connections between events, ideas, concepts, or steps
- 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

# Sunflowers

illustrated by Jennifer Hayden





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

**S**unflowers grow—fast! If you plant a sunflower seed at the beginning of summer, before the season’s over you might need a ladder to reach the top of your flower.

As the plant grows, its leaves and flower buds follow the sun, soaking up as much light as they can. They face east in the morning, to greet the sun as it rises, but by evening they’ve turned west, to catch the last rays of the setting sun.

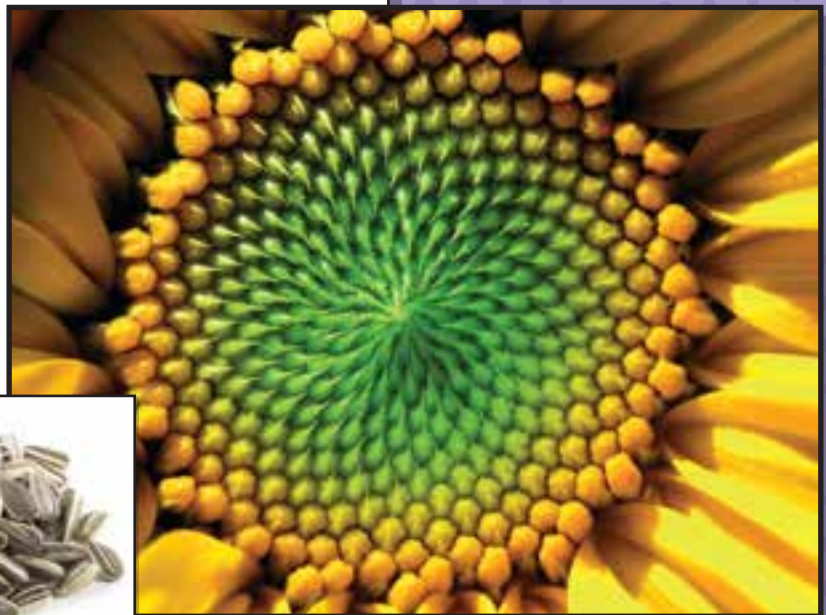
**SUPPORT  
ENGLISH LEARNERS**

**Strategy: Use Visuals**

Use the photos and illustration to reinforce plant parts, such as *seed, shoot, bud, leaves, and flower.*

**What have we learned so far?** *(Sunflowers grow fast and very tall. They like the sun. The whole plant follows the sun and soaks up the light.)*

When the buds open, the big, bright flower heads **resemble** suns themselves. Soon the center of each flower head will be filled with hundreds of tasty seeds. They make great snacks for people—and birds.



**Now what have we learned?** *(When the buds open, they look like a sun. The center is filled with seeds that are good to eat.)*

You can use sunflowers to make a house. If you have a sunny yard, you can play all summer long in a beautiful sunflower house. All you need is a package of tall-growing sunflower seeds.

When temperatures reach 50°F, **mark** the ground with an outline of the shape of house you want. It can be round, square, or rectangular, but be sure to allow **ample** room and don't forget to leave space for a doorway.

*Mark means to draw a line to show where something will go.*

**What do you need to make a sunflower house?** (a sunny yard and a package of seeds) **What do you do first?** (Make an outline of the walls of the house in the ground.)

Following the directions on the seed packet, plant your seeds along the outline. Gently water the seeds, and in about a week, tiny **shoots** should appear. In a month the plants may be up to your knees. Keep watering, and soon the walls of your house will be taller than you are!

*A shoot is the part of a new plant that starts to grow above ground.*

**What do you do next?** (Follow the directions on the seed packet to plant the seeds in your outline; then keep watering the seeds.) **What will happen?** (You will get a house with walls made out of sunflowers.)

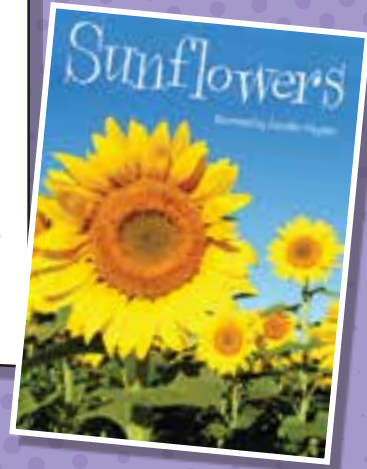


Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

## Read All About It!



- Display the photo on page 191 and tell children: Today we're going to read a nonfiction article called "Sunflowers." It explains how sunflowers grow to be so tall.
- Read the selection on pages 192–193 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



## Activate the **WOW WORDS**

### resemble

- After reading "Sunflowers," place the **Word Card** for **resemble** in the **Word Heroes Chart**. Say: *In the article, the author says that when a sunflower's buds open, the flower heads resemble suns. If two things resemble each other, they look alike. Say the word resemble with me.*
- When you get to school, you might notice that your backpack resembles a classmate's backpack. Which would resemble each other, two blue socks or two socks that are different colors? Why? *(two blue socks, because they look alike)*
- Show me a face that resembles the face your partner is making.

### ample

- Place the **Word Card** for **ample** in the **Word Heroes Chart**. Say: *When you plant seeds for a sunflower house, you need to leave ample room for each plant to grow. If you have an ample amount of something, you have all that you need. Let's say the word ample together.*
- When I go on a long trip, I make sure to pack an ample amount of clothes. Which has an ample amount of room for our whole class to fit, the cafeteria or the principal's office? Why? *(the cafeteria, because it's a very big area)*
- Show me with your fingers how many minutes is ample time to brush your teeth.

### swift

- Place the **Word Card** for **swift** in the **Word Heroes Chart**. Say: *A sunflower can grow from a tiny seed to a tall plant in just one summer. Another way to say that is that a sunflower grows swiftly. If something is swift, it is fast or moves quickly. Say the word swift with me.*
- Whenever I hold up my baby nephew's favorite stuffed animal, he swiftly crawls over to get it. What might make you so tired that you would fall asleep swiftly? You can start by saying "I might fall asleep swiftly if..." *(I might fall asleep swiftly if I spent the day playing at the beach.)*
- Show me how you and partner could swiftly trade places.

**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 cognate *colosal* to support understanding of this week's Wow Words.

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



## colossal

- Place the **Word Card** for *colossal* in the **Word Heroes Chart**. Say: *The article says some sunflowers get so big that you would need a ladder to reach the top. Another way to say that is that sunflowers are colossal flowers. Things that are colossal are extremely large. Let's say the word colossal together.*
- Sometimes when people move to a new house, they rent a colossal truck to carry all of their furniture. Which is a colossal animal, a mouse or an elephant? *Why? (an elephant, because it's a very large animal)*
- Show me how you would look if you were trying to lift a colossal rock.

## nurture

- Place the **Word Card** for *nurture* in the **Word Heroes Chart**. Say: *If you want to have a sunflower house, you need to make sure the seeds get enough water and sunlight. Another way to say that is you need to nurture the seeds. If you nurture something, you take care of it and help it grow. Say the word nurture with me.*
- At an animal shelter, the workers nurture animals and help them find homes. What is something you might do to nurture a puppy? You can start your sentence with "I might nurture a puppy by..." *(I might nurture a puppy by feeding it and taking it for walks.)*
- Show me how a mother bird might nurture its baby chicks.

## 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 you saw someone at the store who **resembled** you, how would you feel?
  - If you brought **ample** snacks for the whole class, how would your classmates feel?
  - If you **swiftly** jumped into a cold swimming pool, how would you feel?
  - If you were at an aquarium and saw a **colossal** shark up close, how would you feel?
  - If you **nurtured** a sick kitten and helped it get better, how would you feel?

## WORDS TO GO!

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



resemble

If two things resemble each other, they look alike.

Ask children how they used their **Wowband** word (**resemble**) 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 “Sunflowers” on pages 191–193. Have children act out how a sunflower grows and turns to follow the sun’s rays.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the text.
  - How do sunflowers **resemble** the sun? (*They are round and yellow, and their petals look like little sun rays.*)
  - Why do you need to leave **ample** space for the doorway of a sunflower house? (*so you have a space to walk into your house*)
  - What could make sunflowers in some areas grow more **swiftly** than others? (*More sunlight in an area could make some sunflowers grow faster.*)
  - Why do you think **colossal** sunflowers might attract a lot of birds? (*The birds want to eat the sunflower seeds.*)
  - Do you think **nurturing** sunflowers sounds like a lot of work? *Why?* (*Yes, because you need to check them a lot to make sure they are getting enough sun and water.*)



### SUPPORT ENGLISH LEARNERS

#### Strategy: Learning Pairs

Have native speakers and English learners work together to frame responses to questions.

## WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the article.
  - Why do you think the author wrote this article about sunflowers? (*to help people learn more about sunflowers*)
  - What are the most important things about sunflowers the author wants you to know? (*how quickly they grow and how tall they can get*)
  - What details from the article help you picture how tall sunflowers can grow? (*needing a ladder to reach the top of a sunflower and a sunflower house having walls that are taller than a person*)
  - Why do you think the author explains how to make a house out of sunflowers? (*to show a fun way for people to see sunflowers up close and learn more about them*)

### 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.



## resemble

- Model naming a shape and describing something in the classroom that **resembles** it. For example, look around and say: *I'm looking for something that resembles a circle. I found one! The clock is round. It resembles a circle.*
- Name other shapes and have partners explore the room identifying objects that resemble each shape. Invite volunteers to report back about what they found.

## ample

- Tell children: *I want you to pretend that we are planning a class picnic. I will describe something, and if it is an **ample** amount for the whole class, say "That's enough!" If it is not an ample amount, say "More please!"*
- Use prompts such as these:
  - 30 juice boxes
  - 1 small blanket
  - A big box of napkins
  - 2 paper plates
  - I'll bring two apples.

## swift

- Draw a long horizontal line and write the adjectives **swift**, **swifter**, **swiftest** across it. Then call out the names of these vehicles and have children act out each one's movements: spaceship, car, helicopter, bicycle, train, plane.
- After acting out all of the vehicles, have children rate each vehicle and describe where it belongs on the swiftness scale.

## colossal

- Have children make a circle with their hands. Then have partners join hands to make a larger circle.
- Then say: *Let's join our hands to make a **colossal** circle with the whole class.* Once children have formed a circle, have them describe what they think could fit inside it.
- If time permits, repeat with other shapes.

## nurture

- Have children brainstorm animals they might choose if they could have a class pet, such as a rabbit, a hamster, or a goldfish.
- Have children brainstorm a chore list outlining all of the tasks they would need to do to **nurture** each pet. Have them add details, such as how often to feed the pet and clean its cage or bowl.

## WORDS TO GO!

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



ample

If you have an ample amount of something, you have all that you need.

Ask children how they used their **Wowband word (ample)** 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 116–120** 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 the class can see the pictures.
- Read each sentence below and have children choose the Wow Word that best fits into the blank. Invite volunteers to explain their choice. Then add the Photo Card to the **Word Heroes Chart**.
  - *My grandma makes soup and \_\_\_\_\_ me when I am sick. (nurtures)*
  - *The winner of the race was very \_\_\_\_\_. (swift)*
  - *The white puffy clouds in the sky \_\_\_\_\_ cotton balls. (resemble)*
  - *I think ten minutes is \_\_\_\_\_ time to take a shower. (ample)*
  - *A skyscraper is a \_\_\_\_\_ building. (colossal)*
- When all the Photo Cards have been added to the Word Heroes Chart, read the words aloud and have children say them with you.



resemble



ample



swift



colossal



116
Week 31

## resemble

**TALK ABOUT IT!**  
Ask children: What is happening in this picture? How can we use the word **resemble** to talk about it? Example: *The brother and sister resemble each other.*


**If needed...** Provide additional support for children's language: These children **resemble** each other because they have the same color hair and eyes. **If two things resemble each other, they look alike.** How else do these children **resemble** each other?

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nurture

# ACTION!

- Tell children: **Let's have some fun retelling the article "Sunflowers."**  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 details, have the actor group dramatize the details they describe.
- As needed, use the following strategies to support children's retelling:
  - Give children a hint for each detail, such as: **What is the first step in making a sunflower house?**
  - Using the prompts below, say a few words at a time and invite children to finish the sentence.
  - Reread the appropriate portion of "Sunflowers" and have children retell it in their own words.

## SUPPORT ENGLISH LEARNERS

### Strategy: Learning Pairs

You may wish to arrange groups so that native English speakers retell the details of the text and English learners act them out.

1

Sunflowers love the sun, so they turn to follow its rays.

2

Soaking up all that sun makes sunflowers grow very quickly!

3

When the buds of a sunflower open, it looks like a sun!

4

The center of each flower is filled with hundreds of tiny seeds.

5

If you want to see how **swiftly** these flowers grow, make a sunflower house in your yard.

6

Pick a big spot with **ample** room, plant the seeds, and water them each day.

7

Soon those seeds will grow into sunflowers that are taller than you!

- 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 sunflower fact and to act out creating and maintaining a sunflower house in small groups.

## WORDS TO GO!

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



 swift

If something is **swift**, it is fast or moves quickly.

Ask children how they used their **Wowband** word (**swift**) 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: We can understand an article better by thinking about the **connections between ideas and illustrations**. Connections are how things go together, like seeds and flowers! Let's reread part of "Sunflowers" and listen for how the text describes the steps for making a sunflower house. Then we'll look at the picture and talk about how the words and the picture fit together.

## SUPPORT ENGLISH LEARNERS

### Strategy: Simplify Language

Paraphrase each of the sunflower house steps and break complex sentences into simpler sentences.

When temperatures reach 50°F, mark the ground with an outline of the shape of house you want. It can be round, square, or rectangular, but be sure to allow ample room and don't forget to leave space for a doorway.

Following the directions on the seed packet, **plant** your seeds along the outline. Gently water the seeds, and in about a week, tiny shoots should appear. In a month the **plants** may be up to your knees. Keep watering, and soon the walls of your house will be taller than you are!

- Guide children to describe connections between the text and the illustration on page 193. Read the passage and ask: **How do you make a sunflower house?** (First, you make an outline in ground and leave space for a door. Then, you plant the seeds in the outline and keep watering them until the walls grow.)
- Show children the illustration and ask: **What does this picture show us?** (It shows us the girl's sunflower house. Her house is a rectangle, has a door, and is big enough for her to have a table inside.) If needed, point out the outline of the house in the ground.

## Zoom In on Context Clues



- Tell children: Some words have more than one meaning. If we aren't sure which meaning is used, we can look for clues in the text to help us.
- Write the phrase "plant your seeds along the outline" and read it aloud. Circle the word *plant* and ask: **What is the word *plant* describing in this sentence?** (putting seeds in the dirt) Yes, in this sentence, *plant* is an action word that means putting a seed in the ground to grow.
- Write the sentence "In a month the plants may be up to your knees" and read it aloud with children. Ask: **In this sentence, does *plants* mean putting a seed in the ground?** (no) That's right. In this sentence, *plants* is a noun that means living things that have leaves and flowers.

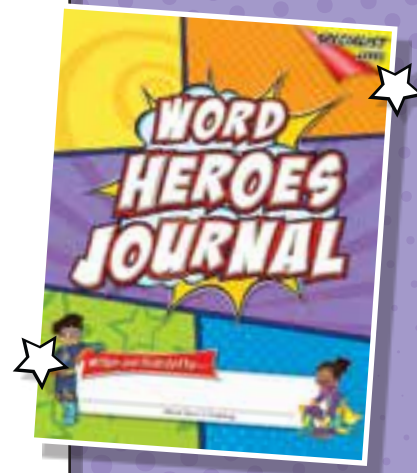
X-Ray says:  
Put on your x-ray specs as we **look deeper into this text!**



## Make It Your Own



- Have children open their **Word Heroes Journals** to page 78. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **nurture**. Tell children: *This picture was done by a student named Asher. Let's read what Asher wrote: I nurture my brain by listening and challenging it. I like to learn.*
- Ask: *What do you see happening in Asher's picture? (The boy's brain is getting filled up with all of the new math facts and vocabulary words he is learning.) How does Asher's picture show something being nurtured? (Learning fun new things helps nurture your brain.)*
- 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.
  - Where can you find **ample** room to play hide and seek? What else could you do there?
  - What is something **colossal** in your school? What does it look like?
  - Who is a person you **resemble**? How do you look alike?
  - When has moving **swiftly** helped you to finish something?



### TURN & TALK

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

### nurture

If you nurture something, you take care of it and help it grow.



I nurture my brain by listening and challenging

it. I like to learn.

*I nurture my brain by listening and challenging it. I like to learn.*

### WORDS TO GO!



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



**colossal**

Things that are colossal are extremely large.

Ask children how they used their **Wowband word (colossal)** 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: **resemble, ample, swift, colossal, nurture.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I will ask a question and I want you to say which of our Wow Words goes with it.** Read each question aloud, and have children call out the answer. Invite volunteers to explain how the word goes with the question.
  - **What's the word that means fast? (swift)**
  - **What's the word that means very large? (colossal)**
  - **What's the word that means having enough of something? (ample)**
  - **What's the word that means helping something grow? (nurture)**
  - **What's the word that means looking alike? (resemble)**

### WORD HEROES



resemble

||||| ||



ample

|||||



swift

||||| ||| ||



colossal

||||| ||| |||



nurture

|||||

## Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
  1. An ant is a **colossal** insect. (*no*)
  2. Your pants pocket has **ample** room for a lunch box. (*no*)
  3. A mother bear **nurtures** her baby cubs. (*yes*)
  4. Many twins **resemble** each other. (*yes*)
  5. A snail is a very **swift** animal. (*no*)
  6. A backpack has **ample** room for a notebook. (*yes*)
  7. When you forget to water a plant, you **nurture** it. (*no*)
  8. A roller coaster **swiftly** goes up and down. (*yes*)
  9. If cousins **resemble** each other, they look very different. (*no*)
  10. You might see a **colossal** dinosaur in a museum. (*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

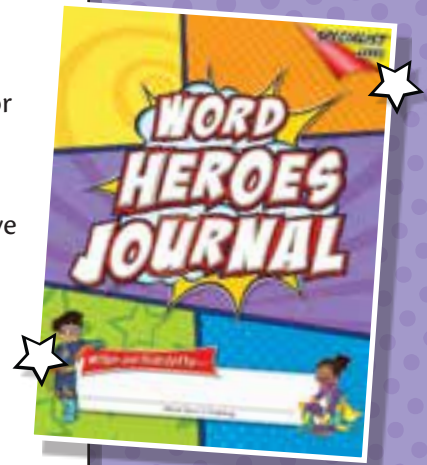
### Strategy: Modify Assessment

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. Remind them to print legibly and to leave enough space along the sides of the page and between 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 **nurture** and ask children how they will use the word at home today.



nurture

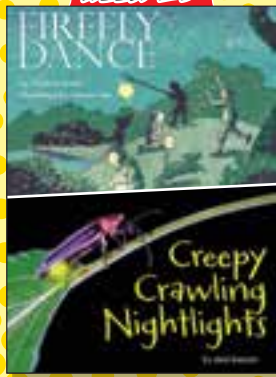
If you **nurture** something, you take care of it and help it grow.

# WEEK 32

## Unit 8 Review

Theme: Wonders of Summer

WEEK 29



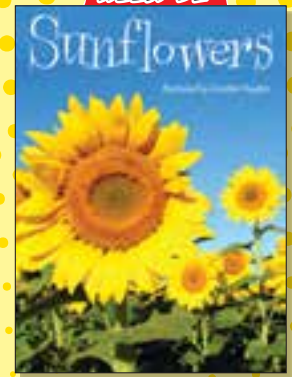
Lyric Poem /  
Expository Text

WEEK 30



Expository Text

WEEK 31



Procedural Text

## WOW WORDS

106-120

capture

yearn

combine

inspire

elusive

vibrant

rapid

construct

agile

impressive

resemble

ample

swift

colossal

nurture

## LESSON OBJECTIVES

### DAY 1

- Demonstrate understanding of word relationships and nuances in word meanings
- Ask and answer questions about key details and vocabulary
- Use appropriate facts and relevant details to describe stories or experiences

### DAY 2

- Identify real-life connections between words and their use
- Compare and contrast texts on the same topic
- Make connections between self, texts, and the world

### DAY 3

- Understand and use vocabulary acquired through texts and conversations
- Recognize that some words and phrases have literal and non-literal meanings

### DAY 4

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

### DAY 5

- Use new vocabulary in speaking and writing
- Present writing to peers
- Speak clearly using complete sentences and the conventions of language

## Activate Word Networks



- Post **Photo Cards** and **Word Cards** in the **Word Heroes Chart** for the Wow Words *inspire*, *vibrant*, *construct*, *ample*, and *rapid*.
- Remind children that if something inspires you, it makes you feel excited and full of ideas. Ask: *What does summer weather inspire people to do? Why? (to play outside, have picnics, and go swimming because the weather is warm and the days are long)*
- Then help children link the Wow Words using the prompts below:
  - *What vibrant things might you see in summer? How could they inspire you? (I might see bright flowers that inspire me to paint a picture.)*
  - *What might you be inspired to construct during the summer? (a sandcastle at the beach or a fort in my backyard)*
  - *If you had ample time to take a summer vacation, where would you be inspired to go? Why? (camping with my family because it would be fun to sleep in a tent and explore nature)*
  - *If you felt the summer going by too rapidly, what would you be inspired to do? (have as much fun as possible while I can)*

### SUPPORT ENGLISH LEARNERS

#### Strategy: Simplify Language

To support understanding, paraphrase questions and break complex sentences into simple sentences.

## Revisit the Selections



- Explain that the selections in this unit all had something in common. They were all about things you see or do in the summer.
- Use the prompts below to review the selections. As you discuss each one, create a chart with the title, text type, and the main ideas.
  - Display page 161 and say: *We read “Firefly Dance,” a poem that made us picture fireflies lighting up a summer night sky. Then we read the nonfiction article “Creepy Crawling Nightlights.” It explained why fireflies and other creatures glow. How are the fireflies in these texts vibrant? (Their glowing lights flicker brightly to light up the dark sky.)*
  - Display page 177 and say: *We read “Hooray for Hummingbirds,” an article that described hummingbirds and their great flying tricks. What is special about how rapidly hummingbirds move their wings? (It’s so fast that it makes a humming sound.)*
  - Display page 191 and say: *The “Sunflowers” article described how fast and how tall sunflowers can grow. What’s important to remember when you construct a sunflower house? (to leave enough room for a doorway and to water the seeds)*
- 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 106–120**. 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: Translate

Create a word wall to help children translate Wow Words into their first language.

## 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 main ideas of the selections.
- 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 animal or plant did you think was the most impressive? Why?** (*Creatures that glow because they can light up deep, dark ocean water or the dark sky.*)
  - **What was the most agile? Explain your choice.** (*Fireflies are agile because they can fly, but hummingbirds are more agile because they are fast and fly in all different directions.*)
  - **Which selection describes capturing something? Describe how it is captured.** (*The firefly poem explains how people might chase fireflies and try to capture them in a jar to watch them glow.*)
  - **Which selection explains how to nurture something? How do you take care of it?** (*The sunflower article explains you need to make sure these plants have enough water and sunlight so they can grow tall.*)
  - **Which selections describe things you yearn to see in summer? Why?** (*Fireflies would be exciting to see on a summer night. Hummingbirds have pretty colors and I'd like to see how they make nests. It would also be interesting to see sunflowers grow as tall as me.*)

### 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 **resemble** your aunt, do you look alike or different?
  - If you **swiftly** finish a puzzle, does it take you minutes or days?
  - If a library is **colossal**, does it have room for one book or many books?
  - If you are **elusive** during a game of tag, are you easy or hard to catch?
  - If you **combine** papers, do you pile them together or separate them?

## Supercharge Close Reading



- Explain that poets often use figurative language to help readers picture things in new ways. Say: A simile uses the words *like* or *as* to compare two things, like this: Hummingbird feathers are *as bright as rainbows*. A metaphor compares the two things without using *like* or *as*, like this: Hummingbird feathers are tiny rainbows. Let's look at some similes and metaphors in "Firefly Dance" and talk about what they make us think about and picture in our minds.
- If desired, use a projector to display page 162. Read aloud the passage below. Then use the prompts to scaffold close reading.

### SUPPORT ENGLISH LEARNERS

#### Strategy: Use Visuals

Provide drawings or photos to support the similes and the metaphor.

Like fairies in flight,  
Like grounded stars  
In hands held tight  
Or captured in jars.  
Tiny lanterns of living  
light:  
Fireflies keeping watch  
in the night.

- Guide children to identify the similes and the metaphor and to recognize how the comparisons help create imagery. Have children close their eyes while you read the first line of the stanza. Then ask: **What does the poet say fireflies are like?** (*fairies in flight*) **What can you picture?** (*fireflies flying around and looking magical*)
- Read the second line and ask: **What can you picture this time?** (*how fireflies look like stars that have fallen to earth*) **What word tells us that the poet is using similes?** (*like*)
- Reread the complete stanza and ask: **What is the poet talking about when she says "tiny lanterns of living light"?** (*fireflies*) **Are fireflies actually lanterns?** (*no*) **What is a lantern really?** (*a light with a cover over it*) **By saying that fireflies are lanterns, the poet is using a metaphor. It helps paint a picture in our minds of fireflies as tiny glowing lanterns.**
- **How do the poet's descriptions of fireflies help you think of them in an exciting new way?** (*It makes me think of them as magical and special creatures that light up the night sky.*)

## Write a How-To Text

- Display the reading selection chart from Day 1 and quickly review each selection's topic. Explain that each child will write a how-to text related to one of the selection topics or a favorite summertime activity.
- Display page 81 in the **Word Heroes Journal**. Point out the list of Wow Words, the lines for the title, items needed (if any), and what to do. 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.
  - What do you want to explain how to do?
  - Do you need supplies or other things to do your activity? What are they?
  - What steps should you include when you explain how to do it?
- Encourage children to use Wow Words in their writing. You may wish to provide support with the following prompts:
  - Does the activity involve **constructing** something?
  - Do you have move **swiftly** to complete any of the steps?
  - Do you need to **combine** anything?
  - Does it help to be **agile** to complete the activity?
- As children are ready, have them begin writing their how-to texts. 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 how-to texts 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 their how-to texts.

### SUPPORT ENGLISH LEARNERS

#### Strategy: First Language

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

WEEK 32 WOW WORDS		
capture	agile	ample
combine	construct	colossal
elusive	impressive	nurture
inspire	rapid	resemble
yearn	vibrant	swift

How to \_\_\_\_\_

What I Need

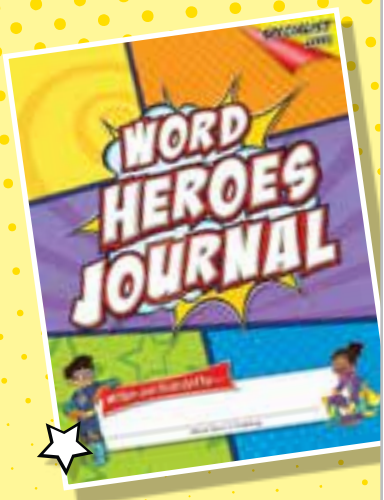
\_\_\_\_\_

What I Do

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_



## Game On!



- Tell children it's time to play "Twenty Questions." 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 you have secretly chosen a word, and children should ask you yes-or-no questions that help them guess the correct word. Each time they guess, they should explain which clues they used to figure out the word.
- As needed, model the kinds of questions children can ask, emphasizing that you are able to answer only *yes* or *no*. For example, the questions below model possible questions for the word **impressive**:
  - Is the word an adjective, or describing word? (*yes*)
  - Does it describe something quick? (*no*)
  - Can it be used in place of the word *amazing*? (*yes*)
  - Does it start with the letter *v*? (*no*)
  - Is the word *impressive*? (*yes*)
- 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 how-to texts aloud. Remind students to read their texts clearly and loudly enough so 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 how-to text 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.

