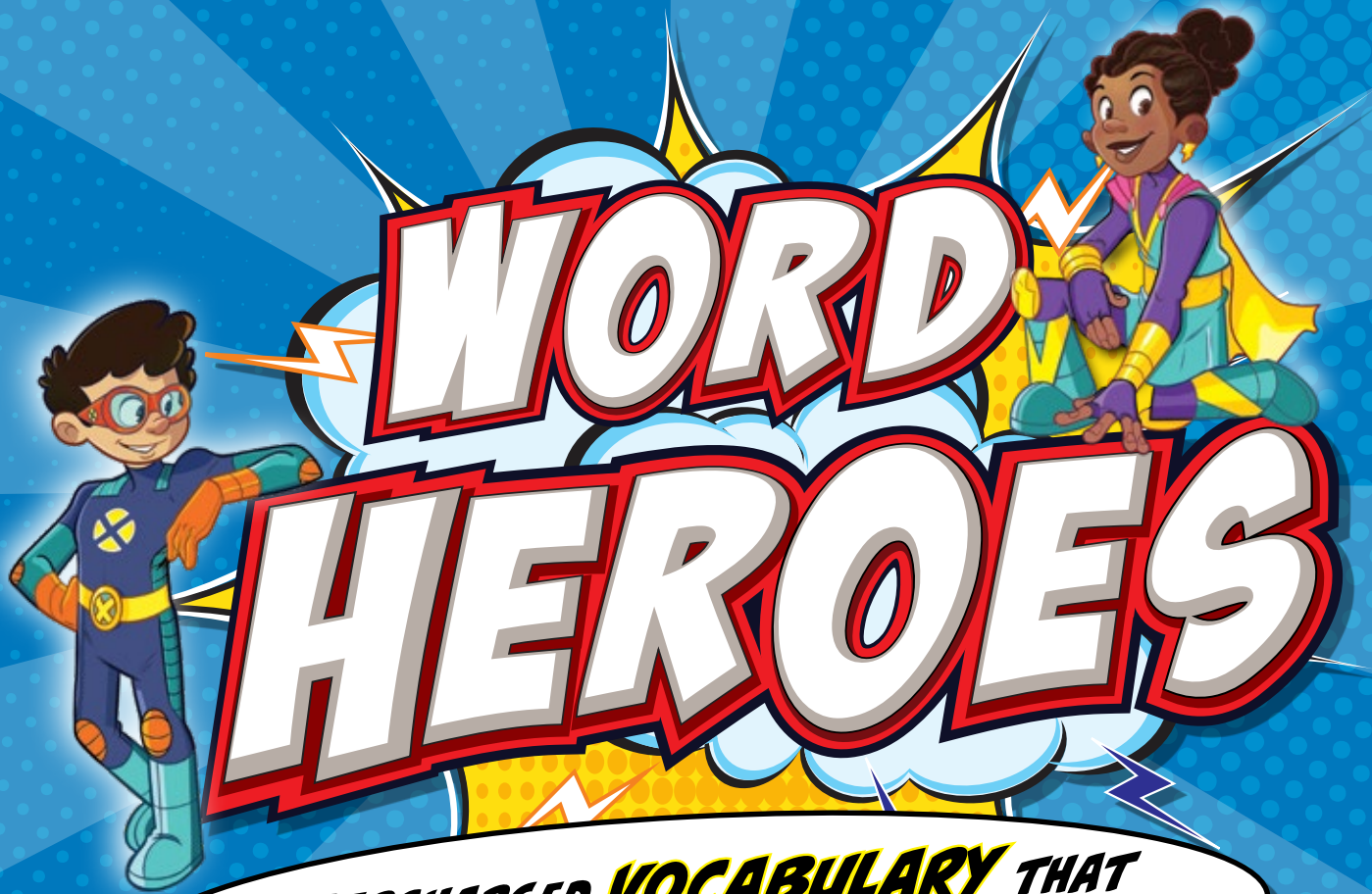


**RECRUIT
LEVEL**



**SUPERCHARGED VOCABULARY THAT
POWERS UP COMPREHENSION!**

TEACHER'S GUIDE

VOLUME 1

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



Old MacDonald Had a Farm

Song

How It All Began

Narrative Poem

WOW WORDS

31-35

declare

If you **declare** something, you say it in a strong way that shows you believe it.

livestock

The animals that live on a farm are called **livestock**.

rural

Rural places are in the country, far away from towns and cities.

urban

Urban places are towns and cities where lots of people live.

complete

If something is **complete**, it is a whole thing with all its pieces.

LESSON OBJECTIVES

DAY 1

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

DAY 2

- Ask and answer questions about key details and vocabulary
- Recognize common text types and genres
- Act out word meanings

DAY 3

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

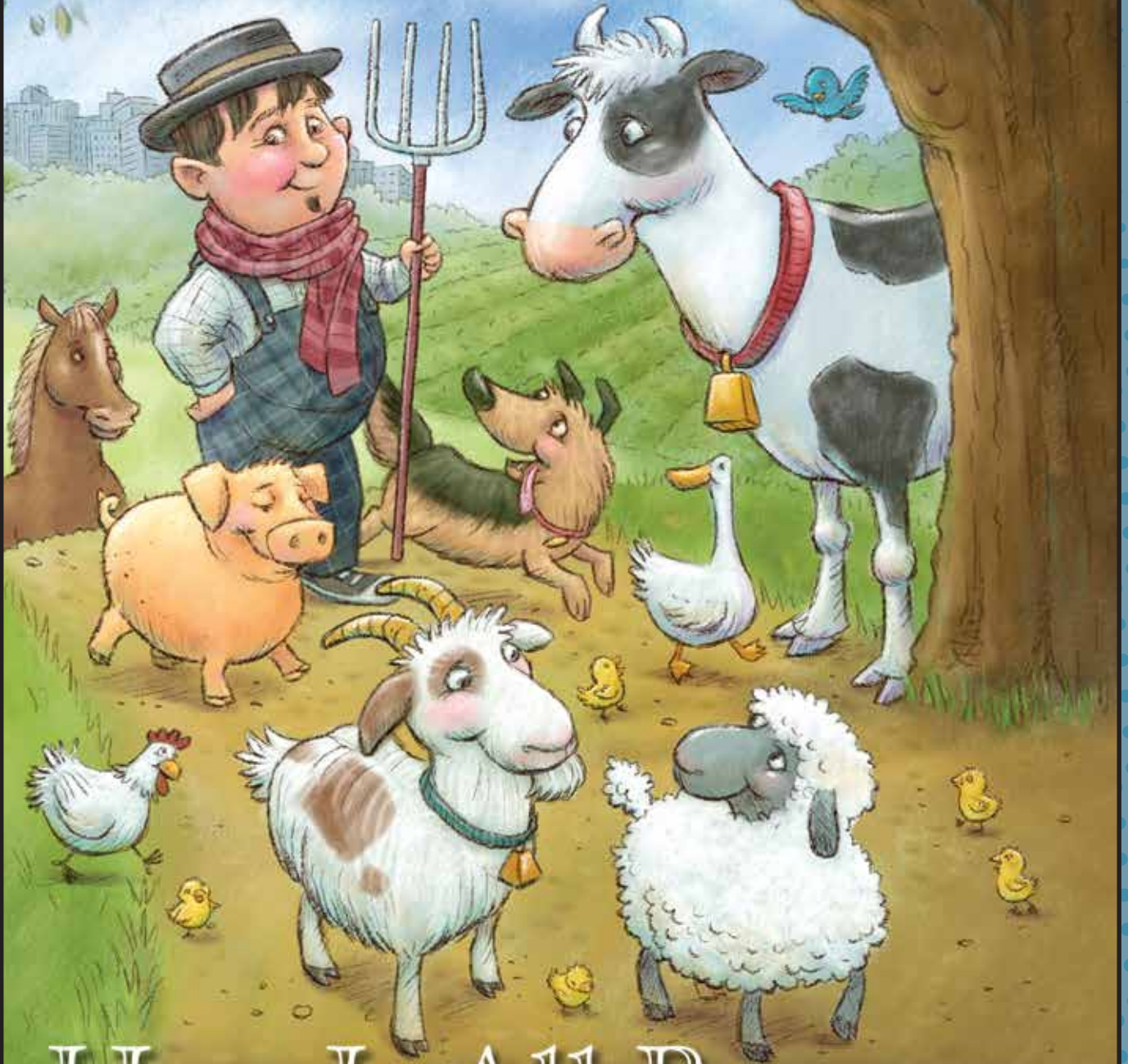
DAY 4

- Compare and contrast characters in stories
- Identify rhythm and rhyme in poems
- Use new vocabulary in speaking and writing

DAY 5

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

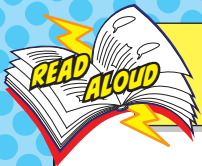
Old MacDonald Had a Farm



How It All Began

by Dianne Young

illustrated by Linda Silvestri



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

Old MacDonald Had a Farm

traditional song

illustrated by Linda Silvestri

Old MacDonald had a farm,
E - I - E - I - O.

And on his farm he had some **chicks**,
E - I - E - I - O.

With a cheep, cheep here,
And a cheep, cheep there,
Here a cheep, there a cheep,
Everywhere a cheep, cheep.

Old MacDonald had a farm,
E - I - E - I - O.

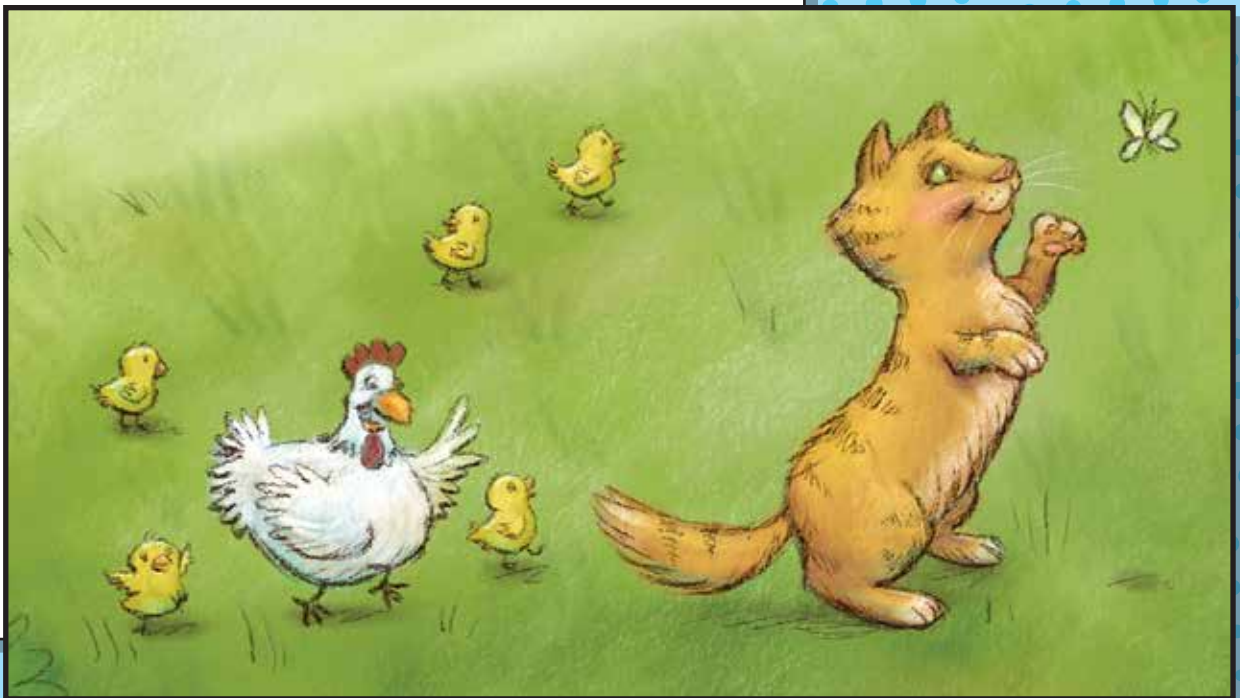
SUPPORT ENGLISH LEARNERS

Strategy: Use Visuals

Display the images and point out different animals. Invite children to share what they know about them.

A baby chicken is called a *chick*.

*Who have we learned about so far? (Old MacDonald)
What do we know about Old MacDonald? (He lives on a farm, and he has some chicks.)*





Verse 2 Horse...neigh

Verse 3 Goat...beh

Verse 4 Goose...honk

Verse 5 **Hog**...oink

Verse 6 Sheep...baa

Verse 7 Cow...moo

Verse 8 Duck...quack

Verse 9 Cat...meow

Verse 10 Dog...woof

A hog is a type of pig.
It makes an "oink" sound.

What is it like on Old MacDonald's farm? Why? (It's noisy and busy. He has a lot of different animals that make noise.)

How It All Began

by Dianne Young

illustrated by Linda Silvestri

George and Maggie had a farm,
But they were getting old,
So one day they decided
It was time the farm was sold.

“Farm for Sale,” the ad began,
“Down Shady Acre Lane.
The house and yard are both good size.
There’s one small field of grain.”

Who did we learn about so far? (George and Maggie)
What do they want to do? (sell their farm)

On Saturday a businessman
Came by to see the place.
He’d always been a city boy.
“I need a **change of pace.**”

Pace is another word
for speed. Change of pace means
“to change speeds.”

“Mackenzi Donald is my name.
That’s ‘e - i,’ not ‘i - e.’
I’d buy the farm but who’d be here
To **keep me company?**”

To keep someone
company means to stay with them
so they are not alone.

But George explained, “We have a horse,
A goat, a goose, a hog,
A sheep, a cow, a duck, a cat,
A chicken, and a dog!”

Who comes to buy the farm? (Mackenzi Donald) What do we
know about him? (He is a businessman from the city.) What
does he want the farm to have? (animals to keep him company)

Mackenzi smiled and then **declared**,
“All right! Here’s what I’ll do,
I’ll buy the field, the yard, the house,
And all the **livestock**, too!”

So George and Maggie moved to **town**,
And that is how, you know,
Young “Mack” Donald got his farm.

E - i?

E - i.

Oh!

A **town** is another word for a city. Towns have many people and buildings.

How does the poem end? (Mackenzi Donald buys the farm. George and Maggie move to town.) **Why is this important?** (It is how we know that Young “Mack” Donald got his farm.)



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 picture on page 107 and say: Today we're going to read two selections about farms. First we'll read a song called "Old MacDonald Had a Farm." Then we'll read a poem called "How It All Began."
- Read the texts on pages 108–111 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS!**



declare

- After reading "Old MacDonald Had a Farm" and "How It All Began," place the **Word Card** for **declare** in the **Word Heroes Chart**. Say: In the poem, Mackenzei declared that he would buy the farm from George and Maggie. If you declare something, you say it in a strong way that shows you believe it. Let's say the word *declare* together.
- I am happy to declare that I am your teacher. Which would you declare to the class, that it's your birthday or that you had cereal for breakfast? Why? (that it's my birthday, because I want people to know about it)
- Show me how you declare your name.

livestock

- Place the **Word Card** for **livestock** in the **Word Heroes Chart**. Say: In the poem, when Mackenzei bought the field, the yard, and the house, he took the livestock, too. The animals that live on a farm are called livestock. Say the word *livestock* with me.
- My uncle takes care of livestock. He feeds the horses and takes them out of the barn in the morning. Where would you see livestock, on a farm or on a beach? Explain. (on a farm, because livestock live on farms)
- Show me what it would look like if you were a group of livestock instead of kindergarteners!

rural

- Place the **Word Card** for **rural** in the **Word Heroes Chart**. Say: In the poem, George and Maggie are selling a farm with a field. Their farm is a rural place. Rural places are in the country, far away from towns and cities. Say the word *rural* with me.
- My sister and I love to visit rural places because we like to run and play in the open fields. What would you like about visiting a rural place? You can start by saying "I would like to visit a rural place because..." (I would like to visit a rural place because I could see cows.)
- Show me how you could act like an animal that lives in a rural area.

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.



declare

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

SUPPORT ENGLISH LEARNERS

Strategy: First Language

Use the Spanish definitions in the Appendix and the cognates *declarar*, *rural*, *urbano/a*, and *completo/a* to support understanding of this week's Wow Words.

urban

- Place the **Word Card** for **urban** in the **Word Heroes Chart**. Say: *Before moving to a farm, Mackenzi Donald had always lived in cities. Another way to say this is that he lived in urban areas. Urban places are towns and cities where lots of people live. Let's say the word urban together.*
- My friend lives in a big city. When I visit, we usually ride the bus because it's hard to find a parking place. Which place do you think has more cars, an urban street or a rural street? Why? (*an urban street because there are a lot of people in cities*)
- Show me what you would do before you cross an urban street.

complete

- Place the **Word Card** for **complete** in the **Word Heroes Chart**. Say: *When Mack Donald buys the farm, it has a house, a yard, a field, and animals. Another way to say that is that the farm is complete. If something is complete, it is a whole thing with all its pieces. Say the word complete with me.*
- I read a complete book last week about lions. Would you learn more when you read a complete book or one page of a book? Why? (*a complete book because it has more ideas than one page of a book*)
- Show me how you would feel if you ate a complete pie.

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.
- Would you **declare** that you are eating or that you are going on a field trip? Why?
- Which would be **livestock**, a plant or a pig? Why?
- Would an **urban** place have more hills or more buildings? Why?
- Would a **rural** place be very quiet or loud? Why?
- Should you turn in a drawing that you did when it is **complete** or when it is unfinished? Why?

WORDS TO GO!

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



declare

If you declare something, you say it in a strong way that shows you believe it.

Ask children how they used their **Wowband** word (**declare**) 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 “Old MacDonald Had a Farm” and “How It All Began” on pages 107–111. When reading “Old MacDonald,” invite children to chime in on the repeated text of “E-I-E-I-O” and the animal sounds.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the selections.
 - How did Mackenzi feel when he **declared** that he would buy the farm? (He felt happy.) How do you know? (because he smiled)
 - In what way did the **livestock** help Mackenzi make his decision to buy the farm? (He wanted company, and they would provide it.)
 - How do you know that George and Maggie lived in a **rural** area? (because they have lots of animals, a field, a yard, and a farm)
 - How did Mackenzi feel about his **urban** life? (He was ready for a change.)
 - How will Mackenzi’s new home give him the **complete** country life he was looking for? (He will have lots of land and lots of animals to keep him company.)



SUPPORT ENGLISH LEARNERS

Strategy: First Language

Encourage children to talk to a partner in their first language about how urban life differs from rural life.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the selections.
 - Songs are a special type of text with repeating parts. Which parts of “Old MacDonald Had a Farm” were similar or repeated? (The animal sounds and the letters E-I-E-I-O repeat.)
 - What are we learning about in the song? (the animals on Old MacDonald’s farm)
 - What are we learning about in the poem “How It All Began”? (how a businessman named Mackenzi Donald bought a farm)
 - How are these two texts alike? (They both have a character named MacDonald, and they both are about a farm.)
 - The poem’s title is “How It All Began.” What do you think that means? (It means how Old MacDonald got his farm.)
 - Why would we read these texts together? (We can learn about what Old MacDonald was like when he was young, and we can learn about all the animals on the farm.)

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.



declare

- Say in a convincing voice: **I declare that we will learn some new words today!**
- Then repeat the same sentence in a quiet whisper. Ask children what the difference is and which is correct if you want to declare something.
- Ask: **What would you like to declare?** Have children take turns declaring something. Encourage them to use proper tone and volume when making their declarations.

livestock

- Say: **I am going to act like an animal, and I want you to guess what it is.** Model a fish face and swimming motion.
- When children guess the animal, ask: **Is a fish livestock?** Then imitate a farm animal, such as a chicken, and ask children the same question.
- Invite volunteers to act as various animals. Have the rest of the class guess the animal and decide whether it is livestock.

rural

urban

- Tell children you are going to name some things that are found in **rural** or **urban** places. For each item, have them call out *urban*, *rural*, or *both*.
 - A tractor
 - A very tall office building
 - Cows
 - Dogs
 - Parking lots

complete

- Take a full box of crayons and remove half of them. Hold up the half-filled box and ask: **Is this a complete box of crayons? Why not?** Replace the missing crayons. Ask: **Is this a complete box? Why?**
- Repeat the activity with other classroom objects, such as a counting or alphabet chart.
- Then ask volunteers to point out something complete in the classroom and explain why it is complete.

WORDS TO GO!



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



livestock

The animals that live on a farm are called livestock.

Ask children how they used their **Wowband** word (**livestock**) 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 31–35** 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 story will be _____ when I write my name at the top. (**complete**)
 - An _____ area has many people, cars, and buildings. (**urban**)
 - Horses can run for hours in a _____ place. (**rural**)
 - Pigs are a kind of _____. (**livestock**)
 - When the last bell rings, I will _____ that the school day is over. (**declare**)
- When all the Photo Cards have been added to the Word Heroes Chart, read the words aloud and have children say them with you.



declare



livestock



rural



urban



complete



31

Week 9

declare


TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **declare** to talk about it? Example: The girl's family **declared** that they were proud of her for finishing school.

If needed... Provide additional support for children's language: This woman just finished school. Her family **declared** that they were very proud of her. If you **declare** something, you say it in a strong way that shows you believe it. What else might someone in the picture **declare**?

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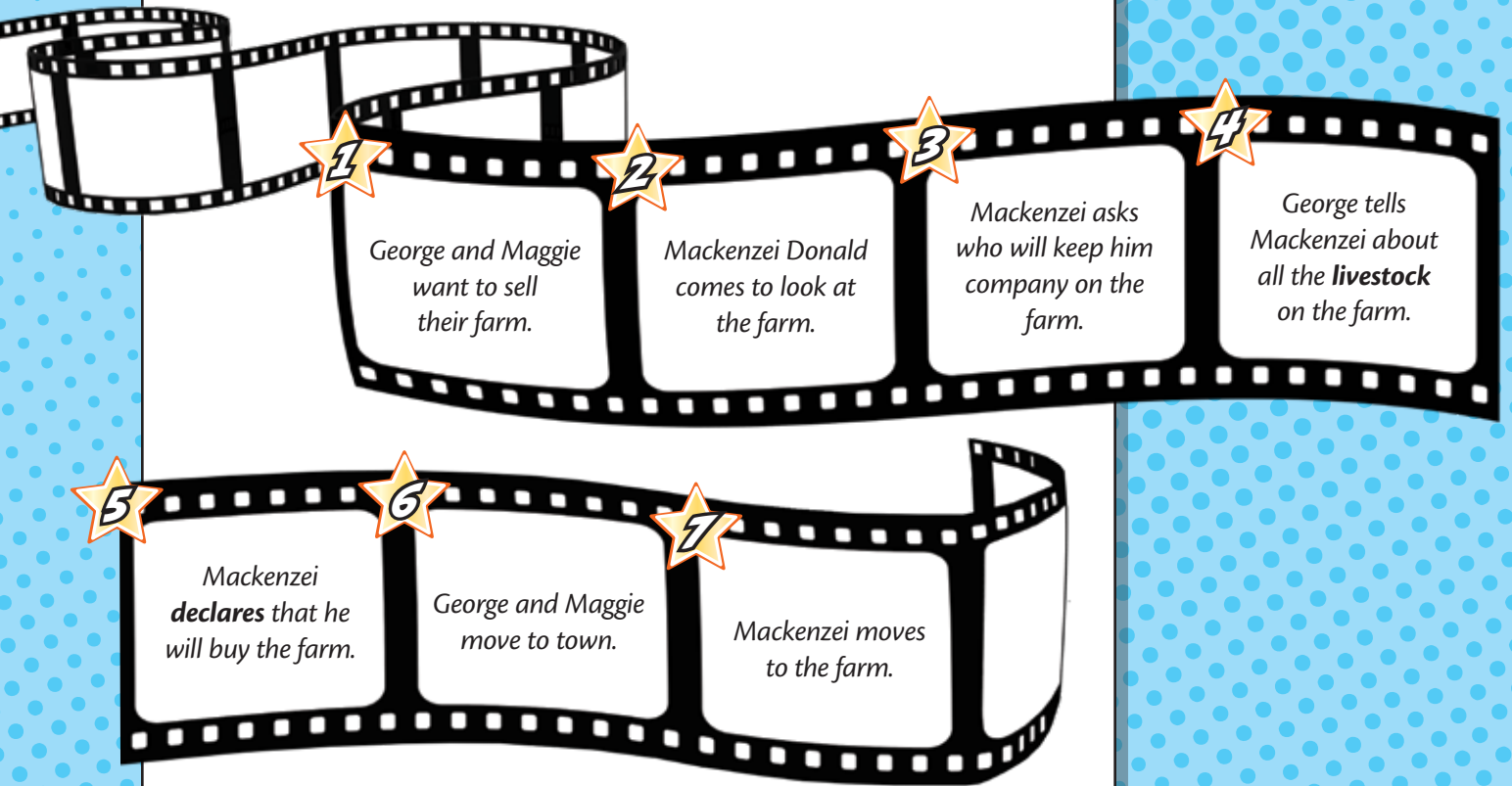
- Tell children: *Let's have some fun retelling the poem "How It All Began."*  Divide the class into two groups, actors and storytellers.

SUPPORT ENGLISH LEARNERS

Strategy: Use Gestures

Use facial expressions, body language, gestures, and actions to support meaning as children retell the poem. Encourage them to do the same.

- Ask volunteers from the storyteller group to retell the key events from the poem in order. As the storytellers retell the events in the poem, 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: *Who comes to look at the farm?*
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "How It All Began" 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 poem in small groups.

WORDS TO GO!

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



rural

Rural places are in the country, far away from towns and cities.

Ask children how they used their **Wowband** word (**rural**) 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 texts better when we get to know the characters. Seeing **how characters are the same and different** can help us get to know them. In the song, we learn about a farmer named Old MacDonald. In the poem, we learn about Mackenzi Donald, a man who buys a farm. Listen and tell me how they are the same and different.

SUPPORT ENGLISH LEARNERS

Strategy: Use Visuals

To support children's understanding, display the illustration from page 107 and discuss how the same character appears in both selections.

Old MacDonald had a farm,
E - I - E - I - O.

And on his farm he had some chicks,
E - I - E - I - O.

Mackenzi smiled and then declared,
"All right! Here's what I'll **do**,
I'll buy the field, the yard, the house,
And all the livestock, **too!**"

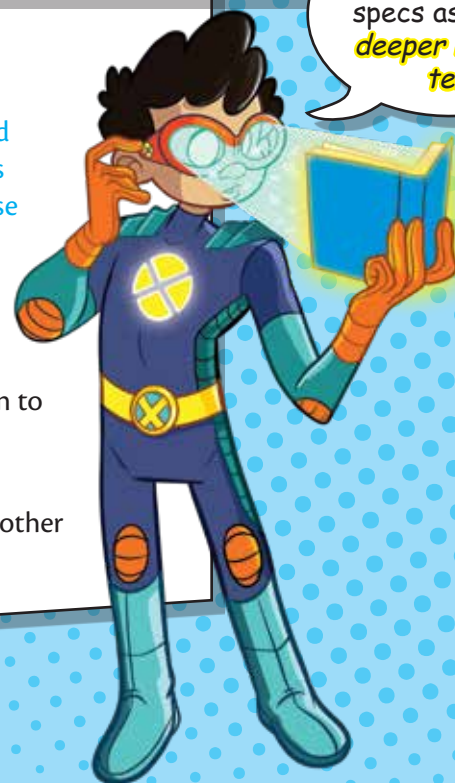
And that is how, you **know**,
Young "Mack" Donald got his farm.
E - i?
E - i.
Oh!

- Guide children to understand that Mackenzi Donald is the young version of Old MacDonald. Ask: **How are Mackenzi Donald and Old MacDonald different?** (*One is young, and one is old.*)
- How are Mackenzi Donald and Old MacDonald the same?** (*They both have a farm with animals. They both have the name Donald.*)
- That's interesting that they both have the name Donald and they both have a farm. What could that tell us?** (*They are the same person, but the stories are happening at different times.*) If needed, explain to children that the name Mackenzi can be shortened to Mack and reread the last four lines of the poem.

Zoom In on Rhyme



- Ask children: **What do you notice about the words *hop* and *pop*?** (*They have the same ending sounds.*) When two words have the same ending sounds, they rhyme. Many poems use rhyming words. They make a poem fun to read! Let's see which rhymes we can find in this poem.
- Reread the first stanza of the poem excerpt and ask: **Which word rhymes with *do*?** (*too*) **That's right! The words *do* and *too* rhyme.** Read the lines again, pausing for children to fill in the rhyming words.
- Repeat the routine with the words *know* and *oh* in the last stanza of the poem. If time allows, invite children to name other words that rhyme with *know* and *oh*.

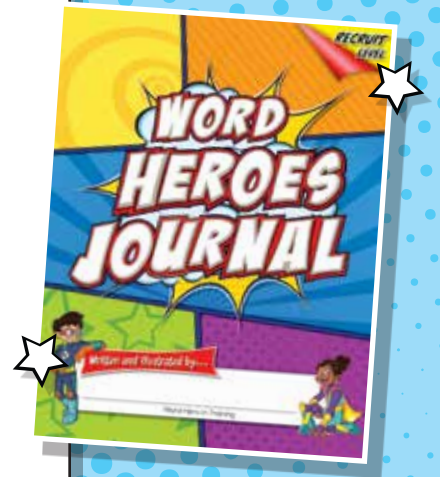


X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**

Make It Your Own



- Have children open their **Word Heroes Journals** to page 22. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **complete**. Tell children: *This picture was done by a student named Ella. Let's read what Ella wrote: I complete the ABC's.*
- Ask: *What do you see happening in Ella's picture? (A girl has written the ABC's.) How does Ella's picture show complete? (In the picture, the girl wrote the complete alphabet.)*
- 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.
 - If you could stand in front of the class and **declare** one thing, what would it be?
 - What would happen if you brought **livestock** to school for show-and-tell?
 - What would you see if we took a field trip to a **rural** area?
 - If you could spend one day in an **urban** area, what places would you visit? How would you get around?



TURN & TALK

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

complete

If something is complete, it is a whole thing with all its pieces.



I complete the ABC's.

I complete the ABC's.



WORDS TO GO!

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



urban

Urban places are towns and cities where lots of people live.

Ask children how they used their **Wowband** word (**urban**) 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: **declare, livestock, rural, urban, complete.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I am going to ask a question about the meaning of each Wow Word, and I want you to tell me which answer choice makes sense.** Read each question aloud and have children call out the answer. Invite volunteers to explain their responses.
 - **Would you find livestock on land or under the sea? (on land)**
 - **Would you see more sidewalks or grass in a rural area? (grass)**
 - **If you declare something, are you sure about it or unsure about it? (sure about it)**
 - **Would you ride a horse or take a bus in an urban area? (take a bus)**
 - **If you chewed a complete pack of chewing gum, did you chew all the pieces or one piece of gum? (all the pieces)**

WORD HEROES



declare

|||| ||| |||



livestock

|||| |



rural

|||| |||



urban

|||| |||



complete

|||| ||| ||

Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. **Livestock** live on a farm. (*yes*)
 2. An **urban** place has many people. (*yes*)
 3. When you **declare** something, you keep it a secret. (*no*)
 4. An **urban** place has many fields and farms. (*no*)
 5. A game that has all of its pieces is **complete**. (*yes*)
 6. A **rural** place has many tall buildings. (*no*)
 7. If you **declare** that you like pizza, you are telling others that you like it. (*yes*)
 8. A little snack is a **complete** meal. (*no*)
 9. A **rural** place will have lots of space to run around in. (*yes*)
 10. **Livestock** belong inside the house. (*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

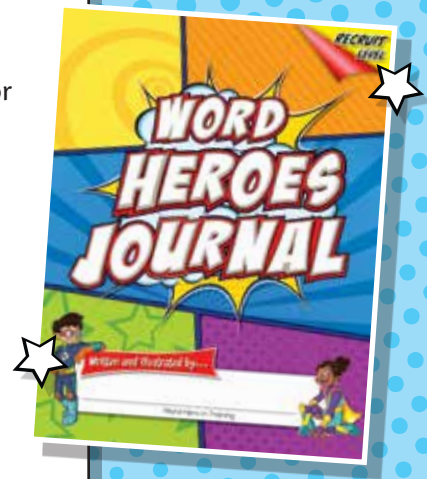
Strategy: Modify Assessment

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 children to start their writing at the top and on the left side of the page.
- 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 **complete** and ask children how they will use the word at home today.



complete

If something is complete, it's a whole thing with all its pieces.



WOW WORDS

36-40

struggle

When you **struggle** to do something, you try hard even though it is not easy.

gather

When you **gather** people or things, you bring them together in a group.

persist

When you **persist** in doing something, you keep doing it and don't give up.

reckless

Someone **reckless** does not care if what they are doing is dangerous.

spectacular

If something is **spectacular**, it is amazing to see.

LESSON OBJECTIVES

DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Describe how words and images work together in a text

DAY 2

- Ask and answer questions about key details and vocabulary
- Describe the reasons for characters' actions in a story
- Act out word meanings

DAY 3

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

DAY 4

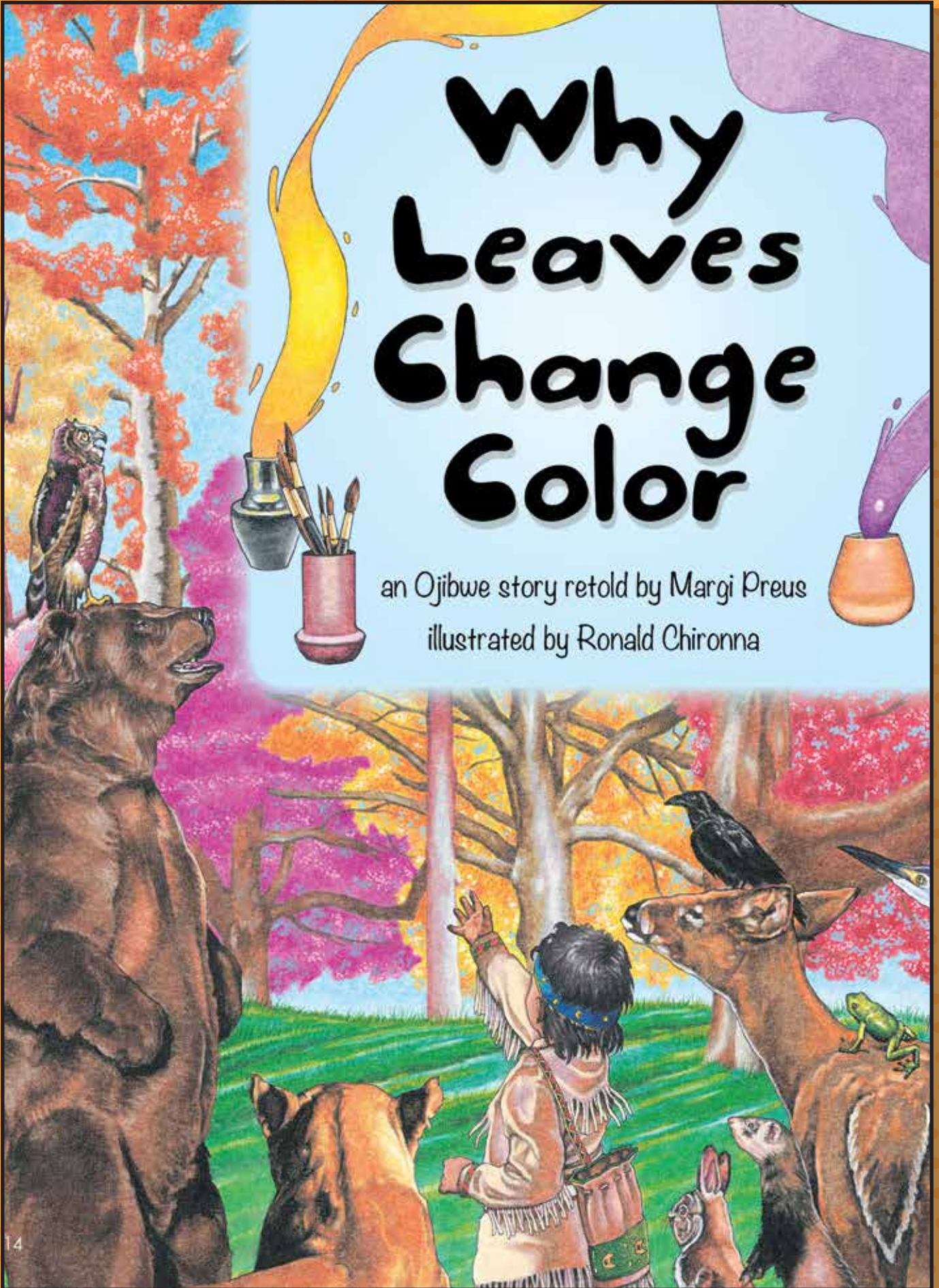
- Describe characters, settings, and major events in a story
- Recognize compound words are made up of shorter words
- Use new vocabulary in speaking and writing

DAY 5

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

Why Leaves Change Color

an Ojibwe story retold by Margi Preus
illustrated by Ronald Chironna





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

Nanabozho is considered the great-uncle of the Ojibwe people. He is part man, part spirit and so is capable of silly mischief as well as great deeds. This legend explains how Nanabozho gave the trees their bright fall colors.

When Nanabozho was a boy and the earth was new, his grandmother, Nokomis, made him some paints. She mixed the colors out of moonlight and shadows, snowflakes and sand. She made silky blues from night and soft greens from reindeer moss. Then she put all the colors into pots and put the pots into a pouch for her grandson.

“Make beauty, Nanabozho,” she said. “Paint the flowers today.”

What have we learned so far? (This story is about a boy named Nanabozho. His grandmother made him some paints and told him to make beauty by painting the flowers.)

Nanabozho skipped off to a field full of pale white coneflowers. He dipped his brush into the purple paint pot. Then he painted the petals gently, one by one, being careful not to slop over the edges.

He saw a ladybug crawling among the blossoms. In those days, ladybugs were plain red. Nanabozho painted a black dot on the ladybug. *That* was interesting, he thought, and he painted another spot. This was great fun, and he ran about the field, dotting every ladybug he could find. He only missed one. If you ever see a ladybug without spots, that’s a great-great-granddaughter of the one he missed.

SUPPORT ENGLISH LEARNERS

Strategy: Use Realia

Use a paintbrush and watercolor paints to show children how Nanabozho painted and “made beauty” in the story.



Nanabozho caught a bee in his hand. This was before bees had stingers. They didn't have stripes, either. Nanabozho painted stripes around the bee's body.

*What else can I **decorate**?* he wondered.

Raccoon's plain, gray tail hung down from a tree. Nanabozho quickly painted rings around it. That was pretty!

Nanabozho caught Heron and painted him blue. He grabbed Fox and painted her red. Nanabozho put spots on Salamander. He painted a red cap on Woodpecker and a black cap on Chickadee.

When you *decorate* something, you add to it to make it prettier.

What is Nanabozho doing? (He is decorating the animals by painting on them.) **Why is he doing that?** (He wants to make them prettier.)

Then he noticed plain brown Sparrow, **perched** on a low tree branch.

Perched means to rest on something.

"Poor Sparrow," Nanabozho cried, "not a shimmery feather nor a speck of bright color..."

Sparrow hopped onto a higher branch.

"Come here!" Nanabozho called.

Sparrow hopped one branch higher.

"I want to make you beautiful!"

Sparrow fluttered yet higher, perched, and peeked down at Nanabozho.

What does Nanabozho want to do now? (He wants to catch Sparrow and paint him.) **What do you think will happen?** (He might try to catch Sparrow. Sparrow might fly away.)

Nanabozho slung the pouch with his paint pots and brushes over his shoulder and climbed onto the lower branches. “Don’t you hear me, little brother?” said Nanabozho. “You’d look handsome with a red coat.”

Sparrow hopped up two more branches. Nanabozho **struggled** after him. “Orange?” called Nanabozho.

Sparrow flitted to the uppermost branch and watched as Nanabozho clambered up the tree.

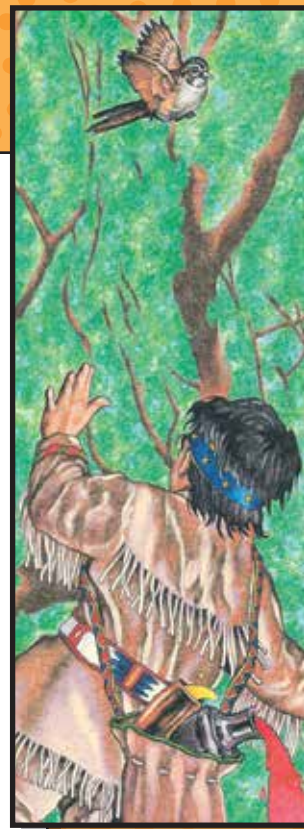
“Pink and purple stripes? Yellow-green feathers?” He reached out to grab Sparrow, but the little bird darted away. Nanabozho **lost his balance** and tumbled backward. His shirt snagged on a branch, and there Nanabozho swung.

But not the paints and dyes! Out spilled every pot of twilight, dawn, and sunset, every pot of flame and fire, sunlight and starlight, gold and silver. And worse yet, Wind chose that very moment to rush over to see what was happening. Wind’s sudden *whoosh* spattered the falling colors all over the trees.

The trees shrieked, “Look what you’ve done! You’ve splashed your paints all over our lovely green leaves!”

“I’m sorry!” said Nanabozho. “It was an accident.”

“Oh!” the trees groaned and shook their branches. “Nanabozho, you must scrub us clean!”



When he lost his balance, Nanabozho felt shaky and fell.

What has just happened? (Nanabozho fell and spilled the paint, and the wind blew it all over the trees.) **How do the trees feel about it?** (They are mad that the paint is all over their leaves.)

Nanabozho looked around at the trees. The colors were everywhere! How could he ever clean them up?

All the birds and animals were **gathering** to see what had happened. They stared up at the trees.

“Aaaah...,” said Raven.

“Ooooooh...,” said Owl.

“Beautiful,” croaked Frog.

Chickadee twittered, “So pretty! So pretty!”

The trees hushed their shaking branches and listened. Were they really prettier now? Oak blushed deep red. Aspen’s golden leaves glowed.

Then Maple whispered, “Don’t feel bad, Nanabozho. I think I will like my new colors.”

“Thank you, Maple,” said Nanabozho. Soon the other trees decided their bright new colors were not so bad after all. They **forgave** Nanabozho, too.

Now, every year we remember when Nanabozho spilled his paints and made the trees so beautiful. And every year, Maple, the one who forgave Nanabozho first, is the prettiest of all.

If you forgave someone, you stopped feeling angry about something they did.

What do the trees think of their new colors now? (They like them.) **What made them change their mind?** (The animals said the trees looked pretty with their new colors.)

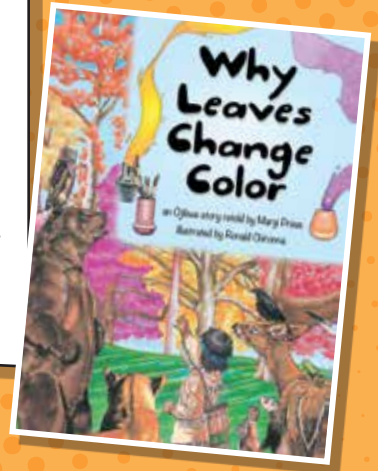


Tell children that they will be learning some new Wow Words today. Remind them to share the new words with their families and to listen for the Wow Words throughout the day.

Read All About It!



- Display the illustration on page 123 and tell children: **Let's read a myth called "Why Leaves Change Color." Myths are make-believe stories that try to explain things. This myth explains why trees' leaves change colors.**
- Read the selection on pages 124–127 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS!**

struggle

- After reading "Why Leaves Change Color," place the **Word Card** for **struggle** in the **Word Heroes Chart**. Say: **In the myth, Nanabozho struggled up the tree trying to catch Sparrow. When you struggle to do something, you try hard even though it is not easy. Let's say the word struggle together.**
- My niece struggled when she learned to ride a bike without training wheels, but she did it! What is something you struggled to learn how to do? You can start your sentence with "I struggled to learn..." (I struggled to learn to tie my shoes.)
- Show me what your face would look like if you struggled to see someone far away.

gather

- Place the **Word Card** for **gather** in the **Word Heroes Chart**. Say: **The birds and animals gathered near the trees to see what had happened when Nanabozho dropped the paints. When you gather people or things, you bring them together in a group. Say the word gather with me.**
- My family gathered at the hospital when my sister had her baby. When does your family gather to celebrate something special? You can start by saying, "My family gathers..." (My family gathers to celebrate birthdays.)
- Show me how you gather with friends at my desk.

persist

- Place the **Word Card** for **persist** in the **Word Heroes Chart**. Say: **In the story, Sparrow goes higher and higher in the tree. Nanabozho keeps trying to catch him. He doesn't give up. Another way to say that is that Nanabozho persisted. When you persist in doing something, you keep doing it and don't give up. Say the word persist with me.**
- My dog barks at squirrels in the yard. She persists until I bring her inside. Is it a good idea to persist in asking your parents if you can do something after they have said no? Why or why not? (No, I will get in trouble if I persist.)
- Show me what it looks like to persist in raising your hand.

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 *persistir* and *espectacular* to support understanding of this week's Wow Words.

Volt says:

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



reckless

- Place the **Word Card** for **reckless** in the **Word Heroes Chart**. Say: *When Nanabozho climbs high into the tree to get Sparrow, he is reckless. Someone reckless does not care if what they are doing is dangerous. Let's say the word reckless together.*
- My cat is reckless when she jumps up on furniture. Would someone be reckless when he was carrying a glass of water to the table or hurrying to catch the bus with his shoes untied? *Why? (hurrying to the bus with shoes untied because he could fall and get hurt)*
- Show me how you would act if you were reckless in putting a game away.

spectacular

- Place the **Word Card** for **spectacular** in the **Word Heroes Chart**. Say: *The birds and animals think the trees' colorful leaves are very pretty. Another way to say that is that they think the trees look spectacular. If something is spectacular, it is amazing to see. Say the word spectacular with me.*
- I think a huge waterfall is spectacular! Which do you think is spectacular: fireworks or a cloud in the sky? *Why? (I think fireworks are spectacular because they're amazing. You can see a cloud any day.)*
- Show me how you would look if you saw a football player dive and make a spectacular catch in a game.

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.
 - If you meet friends for a picnic, do you **struggle** or **gather**?
 - If you work for two weeks and finally finish a puzzle, did you **persist** or **gather**?
 - If you try hard during swim lessons but you cannot swim a lap, are you **reckless** or do you **struggle**?
 - If you see a shooting star, would that be **reckless** or **spectacular**?
 - If someone rides a bike without a helmet, are they **persisting** or **reckless**?

WORDS TO GO!

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



struggle

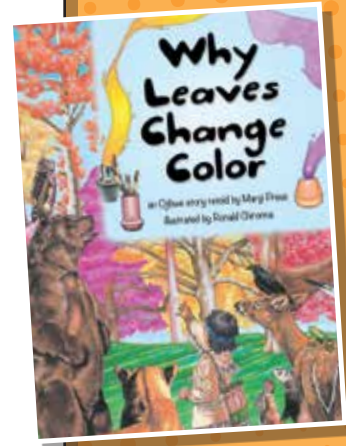
When you **struggle** to do something, you try hard even though it is not easy.

Ask children how they used their **Wowband** word (**struggle**) 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 “Why Leaves Change Color” on pages 123–127. Pause to invite children to pantomime how Nanabozho paints each animal (spots, stripes, and more) and how he loses his balance in the tree.
- After reading, use the prompts below to help children make connections between the Wow Words and ideas in the myth.
 - **Why does Sparrow persist** in going higher up in the tree? (He probably doesn’t want Nanabozho to catch and paint him.)
 - **Why do you think Nanabozho acts in a reckless way?** (He really wants to catch Sparrow, so he doesn’t think about his safety in climbing the tree.)
 - **How does Sparrow make Nanabozho struggle?** (He goes higher and higher in the tree, and Nanabozho struggles to follow and catch him.)
 - **Why do the birds and animals gather** near the trees? (They probably heard all the noise and came to see what had happened.)
 - **Why do the birds and animals think the trees look spectacular?** (The trees’ leaves are now brightly colored from Nanabozho’s paint.)



SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

For the Turn and Talk activity, pair English learners with children whose home language is English.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the story.
 - **The story says that the earth was new when Nanabozho was a boy. Why did his grandmother give him paints?** (His grandmother wanted him to add color and make beauty in the world.)
 - **Nanabozho painted things. We can learn from his actions?** (People can do things to make our world more beautiful.)
 - **Nanabozho didn’t mean to paint the trees. What can we learn from Nanabozho’s accident?** (We can learn that sometimes our accidents or mistakes are okay and create beautiful things.)
 - **What are some ways we can make beauty in our world?** (We can plant flowers or trees. We can pick up trash. We can create art.)

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.



struggle

persist

- Pretend to fish by casting a fishing line in the water and then feeling a fish bite. Begin to reel it in and pretend to **struggle** with the weight. Say: *This fish must be big! I'm struggling to get it out of the water!*
- Have children join in with their own pretend fishing rods. *I see you struggling! Will you **persist** or quit?*
- Lead children until they succeed in reeling in the big fish. *We persisted! How big is your fish?*

spectacular

- Put children into small groups of three or four and give each group a picture book.
- Tell children to quickly look through their book to find a **spectacular** picture.
- Give children a few minutes and then have each group share their spectacular picture.
- After each group shares, encourage the rest of the class to clap their hands once above their heads and then slowly lower their arms to their sides while wiggling their fingers, saying: *That's spectacular!*

reckless

- Quietly describe an action to a volunteer. The action should be clearly **reckless**, such as jumping off a moving swing or tossing a glass vase to a friend. As the child acts out the action, verbalize the action.
- Have children act out the same behavior in a way that would be safe, such as stopping the swing before getting up or tossing a softball to a friend.

gather

- Pretend to **gather** small objects into your hand. Say: *I am gathering some seeds that I can plant in my garden!*
- Ask children to think of something they would like to gather.
- Call on a child to model gathering the objects and ask: *What are you gathering?*

WORDS TO GO!

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



gather

When you **gather** people or things, you bring them together in a group.

Ask children how they used their **Wowband word (gather)** 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 36–40** 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 a volunteer from each group to share their sentence with the class. Invite group members to talk about how they came up with their sentence. Then 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.



36

struggle

TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **struggle** to talk about it? Example: *The children struggle to carry the heavy watering can.*

If needed... Provide additional support for children's language: The can was too heavy for one child to carry. The girl tried to help, but the children still **struggled** to walk with it. **When you struggle to do something, you try hard even though it is not easy.** How can you tell that the children are **struggling** with the watering can?

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struggle



gather



persist



reckless



spectacular

ACTION!



- Tell children: **Let's have some fun retelling the story "Why Leaves Change Color."** Divide children 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 things that happen, 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 does Nanabozho's grandmother give him?**
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "Why Leaves Change Color" and have children retell it in their own words.

SUPPORT ENGLISH LEARNERS

Strategy: Model Language

Restate children's sentences using complete sentences with correct grammar, such as: "That's right. Nanabozho's grandmother gives him paint."

1

Nanabozho's grandmother gives him a pouch with paints in pots.

2

Nanabozho paints flowers, bugs, and other animals.

3

Nanabozho wants to paint Sparrow, but the bird keeps going higher in the tree.

4

Nanabozho loses his balance in the tree, and the paint spills.

5

Wind rushes over and splashes paint all over the trees' leaves.

6

The trees are mad, and they tell Nanabozho to clean the paint off.

7

The birds and animals think the leaves are beautiful.

8

The trees are happy with their new colors.

- 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 reenact the story in small groups.

WORDS TO GO!

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



 **persist**

When you **persist** in doing something, you keep doing it and don't give up.

Ask children how they used their **Wowband** word (**persist**) 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: **Thinking about events** can help us understand a story better. When we read, we need to understand the most important things that happen. Let's read the very beginning of "Why Leaves Change Color" again. Listen to what is happening in this part of the story. Then we'll talk about why this story event is important.

SUPPORT ENGLISH LEARNERS

Strategy:

Check Comprehension

Make sure children understand the meaning of each individual word in the compound words.

When Nanabozho was a boy and the earth was new, his grandmother, Nokomis, made him some paints. She mixed the colors out of **moonlight** and shadows, **snowflakes** and sand. She made silky blues from night and soft greens from reindeer moss. Then she put all the colors into pots and put the pots into a pouch for her grandson. "Make beauty, Nanabozho," she said.

- Guide children to identify the important events in the passage. Ask: **What is happening?** (*Nokomis makes paints for Nanabozho.*)
- How do you know this event is important?** (*The whole story is about Nanabozho painting. If he didn't have any paint, there wouldn't be a story.*)
- Nokomis says, "Make beauty, Nanabozho." Why is that important?** (*This tells us what Nanabozho is trying to do when he paints the animals.*)
- How would the story be different if we didn't know this?** (*Without knowing this, we might think Nanabozho is being silly or mean by painting the animals.*)

Zoom In on Compound Words



- Tell children: A compound word is a longer word made up of two shorter words. You can use the short words to help you figure out what the compound word means. Let's try it!
- Model blending *moon* and *light* to make the word *moonlight*. Say: I will say two words, and then we will put them together to make a compound word: *moon... light... moonlight*. Try it with me. Have children repeat the process with you. Then say: **Moonlight is light that comes from the moon.**
- Say: **Let's try another one: snow... flakes... snowflakes.** Have children blend the words with you. Then ask: **What do you think snowflakes are?** (*flakes of snow*) **Right! Snowflakes are flakes of snow.**
- Repeat the same process with the words *sunlight* and *snowball*.

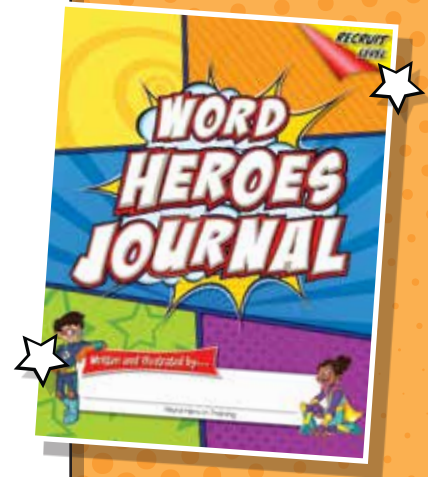


X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**

Make It Your Own



- Have children open their **Word Heroes Journals** to page 25. Read the Wow Words and definitions aloud as children follow along.
- Point out the children's writing sample for **persist**. Tell children: *This picture was done by a student named Huntley. Let's read what Huntley wrote: I persist until I do a one-handed pull up.*
- Ask: *What do you see happening in Huntley's picture?* (A boy is at the gym. He is trying to do a pull up using just one hand.) *How does Huntley's picture show persisting?* (It is hard to do a pull up. The picture shows that the boy persists until he is able to do one.)
- 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 do you do when friends or family **gather** at your house?
 - Have you seen someone being **reckless**? What were they doing?
 - What is a **spectacular** thing you have seen an animal do?
 - What is something you **struggled** to do as a baby? How did you learn to do it more easily?



TURN & TALK

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

persist

When you persist in doing something, you keep doing it and don't give up.



I persist until I do a one-handed pull up.

I persist until I do a one-handed pull up.



WORDS TO GO!

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



reckless

Someone **reckless** does not care if what they are doing is dangerous.

Ask children how they used their **Wowband** word (**reckless**) 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: **struggle, gather, persist, reckless, spectacular.**
- Have children count with you to see how many times they heard or used each Wow Word this week.
- Say: **I am going to read a sentence, and I want you to fill in the blank with one of the Wow Words.** Read each sentence aloud and have children call out the answer. Invite volunteers to explain why they chose the word they did:
 - I want to finish my drawing, so I will _____ until it is done. (*persist*)
 - The monster truck made a _____ jump over ten small cars. (*spectacular*)
 - The soccer players will _____ at the field before the game. (*gather*)
 - I will probably _____ to run one mile today. (*struggle*)
 - The man was driving too fast, so the police officer gave him a ticket for being _____. (*reckless*)

WORD HEROES

Abrams Learning Tools



struggle

|||| ||| ||



gather

|||| |||



persist

|||| |



reckless

|||| |||



spectacular

|||| |||

Assessment in a SNAP!

- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. If runners keep running until they finish a race, they **persist**. (*yes*)
 2. It is a **struggle** for a baby to walk. (*yes*)
 3. If you are **gathering** art supplies, you are putting them away. (*no*)
 4. It is **reckless** to ride in a car without a seatbelt. (*yes*)
 5. You would **struggle** if you had to lift a feather. (*no*)
 6. If you scribble on paper with a pencil, your drawing is going to be **spectacular**. (*no*)
 7. If you are **gathering** flowers, you can put them in a vase. (*yes*)
 8. It would be **spectacular** to see a dog climbing a tree. (*yes*)
 9. If you **persist**, you stop doing something when it gets too hard. (*no*)
 10. If you are being **reckless**, you are being very careful and safe. (*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.

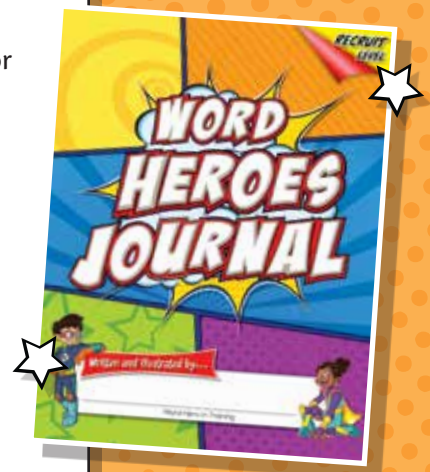
SUPPORT ENGLISH LEARNERS

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. If children are writing words, encourage them to say the words slowly and write the letters that stand for the sounds they hear. Remind them to use appropriate spacing.
- 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 **spectacular** and ask children how they will use the word at home today.



 **spectacular**

If something is **spectacular**, it is amazing to see.



WOW WORDS

41-45

single

If there is a **single** thing, there is only one of it.

gentle

Actions that are **gentle** are done in a soft and calm way.

remove

When you **remove** something, you take it out or away.

pure

Something that is **pure** is clean and not mixed with anything else.

teamwork

People show **teamwork** by working well together.

LESSON OBJECTIVES

DAY 1

- Understand and use vocabulary acquired through texts and conversations
- Describe how words and images work together in a text

DAY 2

- Ask and answer questions about key details and vocabulary
- Make connections between self, texts, and the world
- Act out word meanings

DAY 3

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

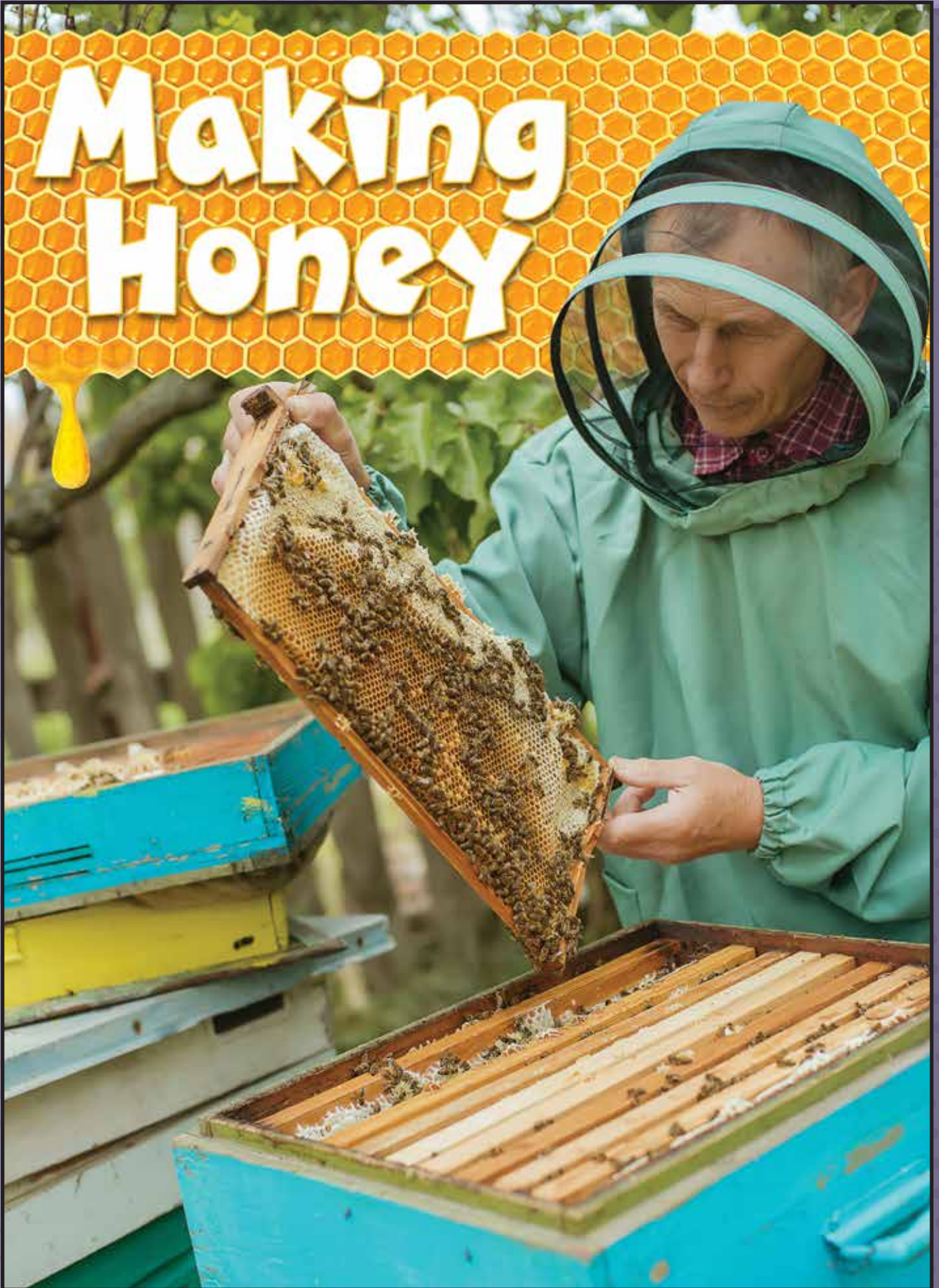
DAY 4

- Describe connections between individuals, events, ideas, or information in a text
- Use a dictionary or glossary to find word meanings
- Use new vocabulary in speaking and writing

DAY 5

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

Making Honey





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

SUPPORT ENGLISH LEARNERS

Strategy: Preview

Display the photos and point out key details. Invite children to share what they already know about bees and honey.

Beekeepers are people who raise bees for their honey. They wear a special suit so the bees can't sting them. The bees live in special boxes called beehives.

What is a beekeeper? (a person who raises bees for their honey) **What do the text and the picture tell us about beekeepers?** (A beekeeper wears a suit that protects him from the bees.)

The bees in the beehive work together to make honey. Each bee has a particular job to do. Some are worker bees that collect **nectar** from flowers and bring it back to the hive. Other worker bees take the nectar and make it into honey. Another group of workers builds the wax honeycombs that hold the honey. Each beehive has thousands of worker bees but only a **single** queen bee. The queen's only job is to lay eggs and make more bees.

Nectar is a plant juice. Bees use it for food and honey.



What have we learned so far about bees? (A beehive has many worker bees and a queen bee. The bees have different jobs to do.)

When a beekeeper wants some honey, he or she **gently** opens a hive and removes the wooden frames hanging inside. On each frame are small holes made of **wax**—the honeycomb. Each of these wax holes is filled with honey the bees have made.

Wax is a sticky, yellow material that bees make.

The beekeeper uses a heated knife to scrape off the wax covering the holes. Then the frames are put inside a machine and the lid is closed tight. The machine spins the frames around so fast that the honey flies out of the holes and falls to the bottom of the machine.

How do beekeepers get honey from the hive? (They take frames from the hive and scrape off the wax. Then they put the frames in a machine that gets the honey out.)

When the beekeeper pulls the lever, the honey flows into a big bucket. The honey still has small pieces of wax and dirt in it. To **remove** them, it is poured through a **screen** into another bucket until it is clean and **pure**.

A screen is a piece of material made from wire that is set inside a frame.

Then the clean honey is put in jars. A label is glued on each jar. Now the honey is ready to be sold. Maybe you'll buy some at the farmers' market! If you do, you can thank the beekeeper for bringing you this sweet treat, but don't forget that it was the bees who really made it!

What have we learned about how honey is made? (Many bees work together to make honey. The beekeeper puts the honey in a machine. It gets cleaned and put into jars.)



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 title page on page 139 and tell children: Today we're going to read a procedural text called "Making Honey." This article explains the steps for making honey.
- Read the selection on pages 140–141 aloud. During reading, pause briefly at each prompt to scaffold children's vocabulary and comprehension.



Activate the **WOW WORDS!**

single

- After reading "Making Honey," place the **Word Card** for *single* in the **Word Heroes Chart**. Say: In the article, the author explains that each beehive has thousands of worker bees but only a single queen bee. If there is a single thing, there is only one of it. Say the word *single* with me.
- There are many students in this class, but there is a single teacher. If you could have a single thing for lunch, what would it be? You can start by saying "The single thing I'd have for lunch is..." (The single thing I'd have for lunch is pizza.)
- Show me a single finger. Now show me all of your fingers. Raise a single hand.

gentle

- Place the **Word Card** for *gentle* in the **Word Heroes Chart**. Say: The beekeeper gently opens the hive. When you are gentle, people and animals know you will not hurt them. Actions that are gentle are done in a soft and calm way. Let's say the word *gentle* together.
- When people hold a tiny baby, they are very gentle with it. Share something that you need to be gentle with. You can start by saying "I am gentle with..." (I am gentle with my pet rabbit.)
- Show me what it would look like to gently pet an animal.

remove

- Place the **Word Card** for *remove* in the **Word Heroes Chart**. Say: The beekeeper removes dirt and wax from the honey before it goes in jars. When you remove something, you take it out or away. Say the word *remove* with me.
- I remove my coat before I enter the classroom. What is something you might remove from your backpack? You can start your sentence with "I remove..." (I remove my folder from my backpack.)
- Show me what it would look like to remove a hat from your head.

**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 *remover* and *puro/a* to support understanding of this week's Wow Words.

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



pure

- Place the **Word Card** for **pure** in the **Word Heroes Chart**. Say: *The beekeeper gets rid of wax and dirt. He is left with pure honey. Something that is pure is clean and not mixed with anything else. Let's say the word pure together.*
- When I drink tea, I don't put anything in it. I like to drink pure tea because I don't like the way it tastes when it is mixed with sugar. Name something you like to drink that is pure. You can start by saying "I like to drink pure..." (*I like to drink pure orange juice.*)
- Show me what face you might make if you thought you were drinking pure milk but found out it had peas in it.

teamwork

- Place the **Word Card** for **teamwork** in the **Word Heroes Chart**. Say: *Every bee in the hive has a job to do, and they all work together to get things done. Another way to say that is that the bees show teamwork. People show teamwork by working well together. Say the word teamwork with me.*
- A family shows teamwork when everyone works together to clean up the yard. When do you show teamwork? You can start by saying "I show teamwork when..." (*I show teamwork when I play soccer.*)
- Show me how you and a partner would use teamwork to put books on a shelf.

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.
 - How might it feel to be the **single** person who had to clean up for the whole class?
 - If you cleaned up very **gently**, would you move fast or slow?
 - If you had to **remove** a mop from the closet, how would you do it?
 - If you had to mop a dirty floor, would you use **pure** water or water mixed with soap?
 - How might **teamwork** make it easier to clean the room?

WORDS TO GO!

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



single

If there is a **single** thing, there is only one of it.

Ask children how they used their **Wowband** word (**single**) 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 “Making Honey” on pages 139–141. Have children act out what the bees and the beekeeper do to make honey.
- After reading, use the prompts below to help children make connections between the **Wow Words** and ideas in the article.
 - Why is the **single** queen bee important in a hive? (*The queen bee lays the eggs. She is the only bee who does this special job.*)
 - Why do you think the beekeeper opens the beehive in a **gentle** way? (*The beekeeper is gentle so that the bees don’t get upset and sting him.*)
 - Why does the beekeeper **remove** wax and dirt from the honey? (*People wouldn’t want to eat honey that had dirt in it.*)
 - How does the beekeeper get the honey to be clean and **pure**? (*He pours it through a screen to catch the dirt.*)
 - Why is it important that the bees show **teamwork**? (*Each kind of bee does different work in the hive. If the bees didn’t work together, we wouldn’t get honey.*)



SUPPORT ENGLISH LEARNERS

Strategy: Physical Response

Allow children to respond nonverbally by acting out answers. Then model stating their actions as oral sentences.

WHAT'S THE BIG IDEA?

- Use the queries below to lead children in a discussion of the central ideas in the article.
 - How does nectar from a plant end up as honey that we can buy in a jar? (*Bees collect nectar and make the honey. Then the beekeeper collects the honey, cleans it, and puts it in a jar.*)
 - A beehive has thousands of worker bees. What different jobs do they do? (*Some bees collect nectar. Some make honey. Some build the honeycomb.*)
 - How is our school like a beehive? (*Our school has lots of different people with lots of different jobs to do.*)
 - What can bees teach us about teamwork? (*When we work together, it is easier to get things done.*)

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.



single

- Tell children: **I am going to call on a single volunteer to do a single activity.** Tell the volunteer: **Choose a single marker and draw a single thing on the board.**
- Ask children what activity they would choose if they could only do a single activity all day long. Have them act out the activity while others guess what it is.

gentle

- Display a stuffed animal. Say: **How would you be gentle with this animal?** Have children gently pass the animal around and show how to be gentle.
- Have partners act out gentle ways of doing various actions, such as shaking hands, giving a high five, and passing a book to the other person.

remove

- Model putting on items such as a hat, sweater, and coat and then **removing** them. Ask: **Am I putting it on or removing it?**
- Play a game of "Simon Says." Remind children to do an activity after you say "Simon says." Give directions such as: put a hand on your head, then remove it; put a hand on your chair, then remove it; put a crayon in your hand, then remove it.

teamwork

- Scatter pencils on the floor. Ask for two volunteers, but let only one clean up. Say: **Show us what it looks like when only one person helps out.**
- Now ask the other child to pitch in. Say: **Show us what teamwork looks like.**
- Discuss how teamwork makes a job easier and faster to get done.

pure

- Display two water bottles, one with clean water and one with dirt mixed in. Ask: **Which water is pure? Which water is not pure? How can you tell?**
- Have children act out how they would react to washing their hands with water from each bottle.

WORDS TO GO!

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



 gentle

Actions that are **gentle** are done in a soft and calm way.

Ask children how they used their **Wowband** word (**gentle**) 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 41–45** 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**.
 - **When the cookies are done baking, Dad will _____ them from the oven. (remove)**
 - **_____ means working together to do a job. (teamwork)**
 - **This is a cup of _____ water with nothing else mixed in. (pure)**
 - **You should be very _____ with small animals and babies. (gentle)**
 - **You have two eyes but only a _____ nose. (single)**
- When all the Photo Cards have been added to the Word Heroes Chart, read the words aloud and have children say them with you.



single



gentle



remove



pure



teamwork



41

Week 11

single

TALK ABOUT IT!

Ask children: What is happening in this picture? How can we use the word **single** to talk about it? Example: We found a **single** egg in the bird's nest.

If needed... Provide additional support for children's language: This bird's nest has one egg inside. The mother bird laid a **single** egg. **If there is a single thing, there is only one of it.** What other **single** thing do you see in the picture?

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ACTION!

- Tell children: **Let's have some fun retelling the article "Making Honey."** Divide students 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 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: **Where do worker bees get the nectar?**
 - Using the prompts below, say a few words at a time and invite children to finish the sentence.
 - Reread the appropriate portion of "Making Honey" and have children retell it in their own words.

SUPPORT ENGLISH LEARNERS

Strategy: Translate

Create a bilingual word wall to help translate words that are important to the process of making and harvesting honey.

1

Some worker bees get nectar from flowers and bring it back to the hive.

2

Other worker bees take the nectar and make honey.

3

Another group of worker bees builds honeycombs to hold the honey.

4

The beekeeper opens the hive and takes out the wooden frames.

5

A machine spins the frames to get the honey out.

6

The beekeeper pours the honey into a bucket and through a screen.

7

The beekeeper puts the honey in jars.

8

People buy the honey at the market.

- 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 detail from the article and to retell the details in small groups.

WORDS TO GO!

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



remove

When you **remove** something, you take it out or away.

Ask children how they used their **Wowband** word (**remove**) 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 how they are grouped together. Let's reread part of "Making Honey" and listen for ideas that the author tells us. Then we'll talk about how they are connected and why they are grouped together.

SUPPORT ENGLISH LEARNERS

Strategy: Check Comprehension

Have children draw pictures to show the bee jobs described in the text and discuss them with a partner.

The bees in the beehive work together to make honey. Each bee has a particular job to do. Some are worker bees that collect nectar from flowers and bring it back to the hive. Other worker bees take the nectar and make it into honey. Another group of workers builds the wax **honeycombs** that hold the honey. Each beehive has thousands of worker bees but only a single queen bee. The queen's only job is to lay eggs and make more bees.

- Guide children to understand how the author groups information and connects ideas. Ask: **What is this text telling us about bees?** (*Bees work together to make honey.*) **Why is each bee important?** (*Each bee has a job to do.*) If needed, reread the sentence about each bee having a job to do.
- There's a lot happening in the beehive. What are some of the jobs?** (*Some worker bees bring nectar to the hive. Others make the nectar into honey and build honeycombs.*)
- There are thousands of worker bees, but only one queen bee. Does she have a job? (yes) What does she do?** (*She lays the eggs to make more bees.*)
- I wonder why the author put all these ideas about the bees in this part of the text. Why didn't the author tell us about the beekeeper in this part** (*because this part is about the bees' jobs and what they do, not what the beekeeper does*)

Zoom In on Dictionary Skills



- Display a picture dictionary. Say: A dictionary is a book that tells the meaning of different words. The words are in ABC order. A picture dictionary has a picture for each word. We can look at the pictures to help us figure out what the words mean.
- Then say: The bees build honeycombs to hold the honey. I am not sure what a honeycomb is, and I want to know more about it. I know that it starts with the letter *h*. Model turning to the *H* section of the book. Then say: I found the word *honeycomb*. Look at the picture. What does a honeycomb look like? (*It's yellow and has rows of small holes.*) Now we know that a honeycomb is yellow and has lots of small spaces. It's the perfect place for bees to put their honey!

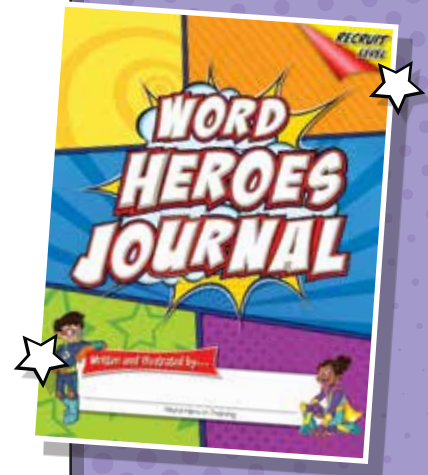
X-Ray says:
Put on your x-ray specs as we **look deeper into this text!**



Make It Your Own



- Have children open their **Word Heroes Journals** to page 28. Read the Wow Words and definitions aloud as children follow along.
- Point out the writing sample for **teamwork**. Tell children: *This picture was done by a student named Braydon. Let's read what Braydon wrote: Me and Mom used teamwork to make tacos.*
- Ask: *What do you see happening in Braydon's picture? (A boy and his mom are in the kitchen. They are cooking food together.) How does Braydon's picture show teamwork? (Braydon and his mom are using teamwork to cook tacos together.)*
- 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 that you need to hold **gently**?
 - When have you felt **pure** happiness, without any sad or mad feelings? What made you feel so happy?
 - If you had to **remove** one toy from your room, what would it be?
 - What is the **single** place you would like to visit?



TURN & TALK

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

teamwork

People show teamwork by working well together.



me and mom used teamwork
to make Tacos.

Me and mom used teamwork to make tacos.

WORDS TO GO!

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



pure

Something that is **pure** is clean and not mixed with anything else.

Ask children how they used their **Wowband word (pure)** 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: **single, gentle, remove, pure, teamwork.**
- 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 word or phrase, and I want you to tell me which of our Wow Words it makes you think of.** Read each question aloud and have children call out the answer. Invite volunteers to explain why the word or phrase makes them think of the Wow Word.
 - **Which word does together make you think of? (teamwork) Why?** (When you use teamwork, you work together to do something.)
 - **Which word does soft make you think of? (gentle) Why?** (When you touch something in a gentle way, you touch it in a soft way.)
 - **Which word does clean make you think of? (pure) Why?** (Something that is pure is clean.)
 - **Which word does take away make you think of? (remove) Why?** (When you remove something, you take it away.)
 - **Which word does one make you think of? (single) Why?** (If you have a single thing, you have only one of it.)

WORD HEROES



single

||||



gentle

||||



remove

||||



pure

||||



teamwork

||||

Assessment in a SNAP!



- Distribute copies of the **Answer Sheet**. Read the following statements aloud and have children circle *yes* or *no*.
 1. You can show **teamwork** by arguing about who should put away the toys. (*no*)
 2. You should pet a baby animal **gently**. (*yes*)
 3. If water is **pure**, you will see bits of dirt floating around in it. (*no*)
 4. If you are standing on a **single** foot, you are standing on one foot. (*yes*)
 5. If I **remove** a book from my bag, I take it out of my bag. (*yes*)
 6. Families can show **teamwork** by cooking dinner together. (*yes*)
 7. There is only a **single** type of food in the world. (*no*)
 8. If juice is **pure**, there is nothing else mixed with it. (*yes*)
 9. If I **remove** a crayon from a box, the crayon is inside the box. (*no*)
 10. A **gentle** breeze is strong enough to knock you down. (*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

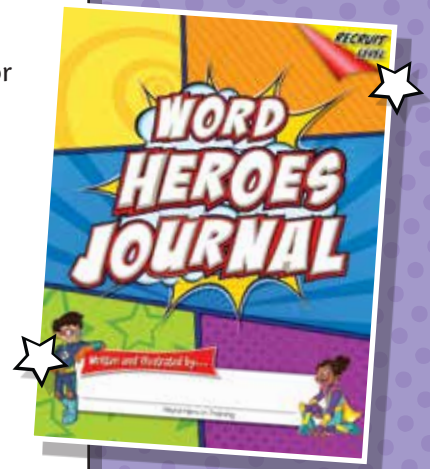
Strategy: Modify Assessment

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 children to write the letters and sounds they hear in their words and encourage them to write a few basic sight words if they can.
- 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 **teamwork** and ask children how they will use the word at home today.



teamwork

People show teamwork
by working well together.

WEEK 12

Unit 3 Review

Theme:
How & Why?

WEEK 9



Song / Narrative
Poem

WEEK 10



Myth

WEEK 11



Procedural Text

WOW WORDS

31-45

declare

livestock

rural

urban

complete

struggle

gather

persist

reckless

spectacular

single

gentle

remove

pure

teamwork

LESSON OBJECTIVES

DAY 1

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

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
- Describe how words and images work together in a text

DAY 4

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

DAY 5

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

Activate Word Networks



- Post **Photo Cards** and **Word Cards** in the **Word Heroes Chart** for the Wow Words **gather**, **teamwork**, **persist**, **complete**, and **declare**.
- Remind children that when you gather people or things, you bring them together in a group. Ask: **If you wanted to gather information about how to build a tree house, what could you do?** (*I could go to the library and ask for help. I could ask people who already have a tree house how they built it.*)
- Then help children link the Wow Words using the prompts below:
 - **How could teamwork help you gather the things you need for your tree house?** (*I could ask my family and friends to help me get the things I need.*)
 - **If you had a hard time gathering tools or supplies, would you persist? Why or why not?** (*Yes, I would persist because I really want a tree house. It might take time to get everything that I need to build it.*)
 - **Who would gather at your new tree house when it is complete?** (*My friends would gather at the tree house when it is complete because they would want to play there.*)
 - **When everyone gathers at your new tree house, what might you declare?** (*I would declare that my tree house is amazing!*)

SUPPORT ENGLISH LEARNERS

Strategy: Learning Pairs

Invite English learners to discuss their responses with a partner before they share them with the class.

Revisit the Selections



- Explain that the selections in this unit all had something in common. They all explained something by telling how or why it happened.
- Use the prompts below to review the selections. As you discuss each one, create a chart with the title, type of text, and main ideas from each.
- Display page 107 and say: **We read the song “Old MacDonald Had a Farm” and the poem “How It All Began,” which told the story of how Old MacDonald got his farm. What did the young “Mack” Donald declare that he wanted to do?** (*He wanted to buy the farm and all the animals.*)
- Display page 123 and say: **We also read the myth “Why Leaves Change Color,” which explained how plants and animals became colorful. Why did Nanabozho persist in trying to catch Sparrow?** (*He wanted to catch Sparrow so he could paint the bird a pretty color.*)
- Display page 139 and say: **What did “Making Honey” explain?** (*It explained how bees and beekeepers make honey.*) **Why is teamwork important to bees?** (*Every bee has a job to do.*)
- 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 31–45**. 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: Model Language

Restate children's explanations in complete, grammatically correct sentences.

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 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 character moves from an **urban** area to a **rural** area? (*Young "Mack" Donald*)
 - Which person do you think is the most **reckless**? Why? (*Nanabozho, because he kept climbing up the tree and then fell*)
 - Which selections tell about someone who **struggles**? Give examples in your answer. (*The farmer and his wife get old and struggle with the farm. Nanabozho struggles to catch Sparrow.*)
 - Beekeepers are **gentle** when they handle the frames inside a hive. Is Nanabozho gentle with the animals? How can you tell? (*yes, because he carefully paints each animal and then lets it go*)
 - Which selections do you think tell about something **spectacular**? Explain why. (*I think the bees are spectacular because of how they work together and make tasty honey. Nanabozho makes the trees look spectacular when he spills his paints on them.*)

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.
 - Would a **pure** glass of water look clear and clean or cloudy and dirty?
 - In a **rural** area, would you find tall buildings or fields?
 - Which would be **livestock**, elephants or horses?
 - Do you buy a **single** hat or a **single** shoe?
 - Which should you **remove** first, your shoes or your socks?

Supercharge Close Reading



- Explain that authors can use words in special ways to create pictures in the reader's mind. Sometimes they use words that don't mean exactly what they say. Say: *Let's see how the author does this in "Why Leaves Change Color."*
- If desired, use a projector to display the fifth paragraph on page 126. Read aloud the passage below. Then use the prompts to scaffold close reading.

SUPPORT ENGLISH LEARNERS

Strategy: Use Visuals

Show children the illustration on page 127 and have them describe the colors they see spilling from the pots.

But not the paints and dyes! Out spilled every pot of twilight, dawn, and sunset, every pot of flame and fire, sunlight and starlight, gold and silver. And worse yet, Wind chose that very moment to rush over to see what was happening. Wind's sudden *whoosh* spattered the falling colors all over the trees.

- Guide children to examine how the author uses language to create imagery. Say: *Let's think about what's happening in the story. Nanabozho just fell from high in the tree. What happened to the paints and dyes that were in the pots? (They spilled out.)*
- *Let's look closely at the words the author uses to tell about the paints. She says that twilight, dawn, and sunset spilled out of the pots. Does anyone know what dawn and sunset are? (Dawn is when the sun comes up. Sunset is when the sun goes down.) Can a dawn or a sunset be inside a pot? (no) What colors might you see at dawn and sunset? (yellow, orange, pink, red) Why do you think the author uses the words dawn and sunset to tell about the paints? (to help us picture all the colors that fell onto the leaves) If needed, show children pictures of dawn and sunset and ask what colors they see.*
- *What other words does the author use to help you picture the colors? (flame, fire, sunlight, starlight, gold, silver)*
- *The author says Wind rushed over with a sudden whoosh. Say the word whoosh with me: whoosh! What do you think of when you hear that sound? (a strong sudden wind blowing) What happens when Wind goes whoosh? (The colorful paints blow all over the trees.)*

Write a Poem



- Display the reading selection chart from Day 1 and quickly review the ideas from “Old MacDonald Had a Farm.” Explain that each child will write a poem about an animal Old MacDonald might have on his farm.
- Display page 31 in the **Word Heroes Journal**. Point out the list of Wow Words, the title, and the space to draw a picture. Then read the poem.
- Read aloud the questions below and have children discuss them with a partner to plan their writing.
 - What is an animal Old MacDonald has on his farm?
 - What does that animal look like?
 - Where does that animal live on Old MacDonald’s farm?
- Encourage children to think about Wow Words as they draw and write. You may wish to provide support with the following prompts:
 - Does Old MacDonald have a **single** animal or many animals?
 - What kind of **livestock** does he have?
 - What might Old MacDonald **declare** when he sees the animals?
 - Does he think his farm is **spectacular**? Why?
- As children are ready, have them begin writing their poems. 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 more details.
- Let children know that they will have time to share their poems the next day.

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 poems.

SUPPORT ENGLISH LEARNERS

Strategy: First Language

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

WEEK 12 WOW WORDS

complete	gather	gentle
declare	persist	pure
livestock	reckless	remove
rural	spectacular	single
urban	struggle	teamwork

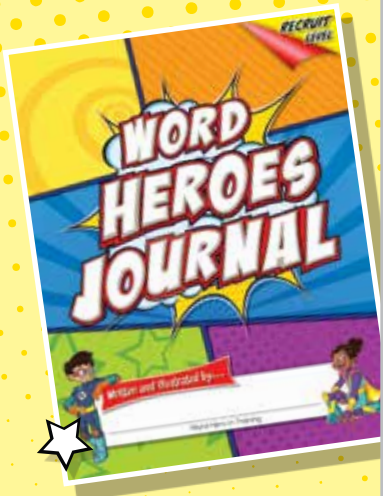
Old MacDonald Had a Farm

Old MacDonald had a farm,
E — I — E — I — O!

And on that farm,
He had a _____

E — I — E — I — O!

Week 12 31



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 poems aloud and tell about their pictures. Remind students to speak clearly and loudly enough so the group can hear.
- Encourage the group to listen attentively and to chime in on the refrain, "E-I-E-I-O." After each poem is read, have the whole group sing the next verse of the song all together with the appropriate animal sound. 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.

