

# How to Use This Book *(cont.)*

## Pacing

With 20 lessons and about 36 weeks of school in a typical year, teachers do not need to feel rushed to complete a certain number of activities every week. Teachers can spread out the lessons by tailoring them to individual preferences and student needs. Keep in mind, though, that the lessons introduce words and phrases in sequential order, so it would best serve the students to teach them in this order.

Spend a little time each day, for at least a week, on pacing within a single lesson. The pacing plan that follows is just one suggestion.

<b>Monday</b>	<ul style="list-style-type: none"><li>• Distribute copies of the first page of the lesson. Read and reread the list of phrases. Talk about them. Do additional activities as needed.</li><li>• Model reading the story with expression. Discuss it briefly and read it again. Allow students to practice reading the phrases and the story as much as necessary in order to read them with ease.</li><li>• Make the CD readings available so students can listen to the readings of the phrases and the story. Keep this listening station open all week and encourage students to use it any time they have a few free moments.</li></ul>
<b>Tuesday</b>	<ul style="list-style-type: none"><li>• Distribute copies of the second page of the lesson. Read or have a student read the story aloud again. Read the directions for “On Your Own.” If necessary, discuss further or do one or more examples together. Have students complete the activity.</li><li>• Read the directions for the “Story Questions.” Have students whisper-read the phrases and the story again. Then have students listen as you read the questions and choices aloud. Allow students time to mark their answers, including answering the open-ended question.</li></ul>
<b>Wednesday</b>	<ul style="list-style-type: none"><li>• Teach the lesson at the top of the third page by reading the explanation aloud to students and discussing the content. Give extra examples as needed. Ask students for examples to check their understanding of the skill.</li><li>• Pass out copies of the third page of the lesson. If desired, have students follow along as you reread the lesson at the top.</li><li>• Direct students’ attention to the “Try It!” section. Read the directions and clarify as needed. Allow students time to complete the activity.</li></ul>
<b>Thursday</b>	<ul style="list-style-type: none"><li>• Give students time to reread and rehearse the passage as needed—alone, in pairs, in groups, or with a classroom helper. (The passage is repeated on the fourth page of the lesson, but without the phrases in bold.) This is an excellent time to do fluency checks—formally or informally. Listen to students read, or have them read to aides, parent helpers, or even competent older students. If a teacher has no assistance, he or she can randomly choose several students to listen to each week. This way, all students will be prepared to read, but the teacher only needs to check a few at a time.</li><li>• While checking fluency or working with individual students, have the rest of the students complete the evaluation section of the lesson.</li></ul>
<b>Friday</b>	<ul style="list-style-type: none"><li>• Use this day to continue checking fluency and/or for reteaching and review.</li><li>• Give students a follow-up assignment, such as drawing the setting of the story, writing a letter to the author, using a designated number of the underlined words in sentences, writing new phrases with the words, etc.</li><li>• As students work independently, spend time with individuals or small groups of students who need additional support and practice.</li></ul>

# How to Use This Book *(cont.)*

## What About Differentiation?

Teachers can always extend or adapt lessons to meet their students' needs. Below are a few ideas for addressing different needs.

### **ELL (English Language Learners) and Others Who Need Extra Help with Language**

Use the CD that accompanies this book to give students experiences with auditory-visual association, allowing them to make connections between the model reading on the CD and the text on the page. Have students use highlighters to mark certain things in the book, such as key words in the phrases, punctuation, stress, and figures of speech. To extend practice, make flash cards of the given phrases and then add other phrases, using the target instant words. For comprehension practice, try a game of “Catch Me If You Can.” In this game, the teacher purposely misuses a word and the students try to “catch” the teacher’s error. When reading the story or answering questions, pair students with a helper to give them that extra attention that may make the difference between trying again or giving up. When discussing stories, elicit from students ways that they can connect it to their real lives. Additional modifications include echo reading, having students create pictures (or other visual representations) of the phrases, and having students act out phrases. Be patient, and encourage students to express their feelings and ask for help.

### **For Those Who Always Finish First and Those Who Get Bored Easily or Can Read Well Above the Norm**

First, children who excel in reading do not need to do the regular activity *plus* more. These students know busy work when they see it. Rather than give them additional work, a better approach is to give them alternate, challenging assignments from the start. For example, after reading the story, instead of the regular “On Your Own” activity, have these students do some more research on the topic, create a crossword puzzle from the instant words, write a different ending to the story, or write a different story in the same format using the same phrases from the list. These are just a few suggestions for differentiating the “On Your Own” activity, but each activity can be modified in a similar way. Choose activities, though, that have a purpose. In other words, require the students to report on their findings, use their crossword at a center, or read their original stories to the class.

### **A Note About Level 3**

The selected reading passages vary in a number of ways. Some are fiction, some are not. Some are longer and easier to read; others are shorter but more challenging. Throughout the lessons, the text reflects different writing genres. In addition to traditional stories and nonfiction text, there is a letter, a poem, an article, an essay, and an editorial. The final four lessons (17–20) are a little different from the rest. Lesson 17 converts a story into Reader’s Theater. Lesson 18 is a whole-group lesson in which students participate in a divided choral reading. Lesson 19 exposes students to the five-paragraph essay. Finally, Lesson 20 offers an emotionally charged editorial. These final lessons are designed for the last few weeks of the year. They will challenge your students to apply what they have learned, and to maintain their focus right up to the last activity.

Name \_\_\_\_\_ Date \_\_\_\_\_



## Phrases

Read these phrases to yourself as you listen to them being read aloud.

already quite warm

laughed at me

instead of going

quite excited

not quite

under the bed

to themselves

a free copy

temperature is

bright sunlight

let's hope

lead the way

in the spring

everyone agreed

just in case

Could you read every word? If not, repeat reading and listening until you can. Then, try reading the phrases on your own without listening.

## Story

Read the story to yourself as you listen to it being read aloud. Repeat reading and listening until you know every word.

**In the spring**, our family took a trip to Florida. The first night at the hotel, we were **quite excited**. I had my own room—well, **not quite**—I shared it with my big sister. My parents had a room **to themselves**. I took out the teddy bear I packed **just in case** I got lonely. My sister **laughed at me**, so I put him **under the bed** and decided to sleep without him.

I awoke the next morning to **bright sunlight**. It was only 8 o'clock, but it was **already quite warm**. We all went down to breakfast. Dad was happy to see **a free copy** of the newspaper on the table. He told us that it was going to be very hot later.

We had been planning to go to the park. Then, I got an idea. "**Instead of going** to the park today, let's stay here and swim in the pool!"

**Everyone agreed**. "Great idea!" said Dad. "We'll go to the park tomorrow. **Let's hope** that the **temperature is** a little cooler then."

After breakfast, I was the one to **lead the way** to the pool. I even beat my sister into the water!

Name \_\_\_\_\_ Date \_\_\_\_\_

## On Your Own

Look again at the bold phrases in the story. Then, write the one that best completes each sentence below.

1. Instead of taking the trip in the summer, the family went \_\_\_\_\_.
2. Instead of everyone sharing a room, the parents had a room \_\_\_\_\_.
3. Instead of paying for a newspaper, Dad got \_\_\_\_\_.
4. Instead of disagreeing about what to do, \_\_\_\_\_.

## Story Questions

 Main Idea, Cause & Effect, Vocabulary, Critical Thinking

Think about the story you listened to and practiced on page 13. Now, find out how well you understood it! Answer the questions below. You may need to go back and read the story again.

1. Which of these would be the best title for this story?
  - A. My Teddy Bear
  - B. A Change of Plans
  - C. Going to Florida
  - D. First One in the Pool
2. Why did the family decide to swim at the pool instead of going to the park?
  - A. The park was closed.
  - B. Swimming was free.
  - C. It was going to be a hot day.
  - D. all of the above
3. What is the meaning of the word *beat* in the last sentence?
  - A. to arrive before someone else
  - B. to hit a drum in rhythm
  - C. to stir or whip to make smooth
  - D. to move quickly up and down, as to flap wings
4. Sometimes stories tell you things directly. Other times you have to figure out things from clues in the story. Even though the story doesn't say so, you can tell how many people are in this family. What clues in the story let you know that this is about a family of four?

---

---

---



Name \_\_\_\_\_ Date \_\_\_\_\_



## Reading with Expression—Punctuation

Imagine if there were no traffic signs or signals. How would drivers know when and where to stop and go? All the cars and trucks would run together, get tangled up, and no one would be able to get where they were going!

In writing, punctuation—periods, question marks, exclamation points, and dashes—are our signals that tell us to stop, pause, and even how to use our voices to help others understand what we are saying.

In punctuation, the period (.) is like a stop sign. It signals us to stop at the end of a complete thought that tells something. If the sentence is asking instead of telling, a question mark (?) appears at the end of the thought. If the thought expresses a strong feeling or command, an exclamation point (!) is used.

When you are reading, all these marks tell you to stop at the end of the thought. However, if you are reading out loud, they also tell you how your voice should sound when you come to the stop. In a telling sentence, which ends with a period, your voice goes **down a little** at the end. In an asking sentence, which ends with a question mark, your voice goes **up a little** at the end. When you are reading a sentence that shows strong feeling or is a command, your voice will go **even higher and be somewhat louder**.

## Try It!

Now, you try using the punctuation signals to tell you how to read these sentences. Look at the clue, read the sentence, and then write how your voice should sound at the end of the sentence: *down a little, up a little, or up and louder*.

1. I decided to sleep without my teddy bear. \_\_\_\_\_
2. Let's stay here! \_\_\_\_\_
3. Will it be very hot today? \_\_\_\_\_
4. Great idea! \_\_\_\_\_
5. My sister laughed at me. \_\_\_\_\_



The next time you read this story or another story, pay special attention to the punctuation marks that are at the end of each sentence. Remember, these are signals that let you know how to read sentences. Be sure to use them to help you read with expression.

Name \_\_\_\_\_ Date \_\_\_\_\_



## Fluency Checkpoint

You have already listened to, practiced, and read the story below. Now it's time to check your reading fluency. Remember, fluency means not only getting the words right, but also reading at a good rate and with expression, or feeling. Reread the story again, as if you were rehearsing it for a performance. Repeat this as many times as necessary so that you can read it fluently.

In the spring, our family took a trip to Florida. The first night at the hotel, we were all quite excited. I had my own room—well, not quite—I shared it with my big sister. My parents had a room to themselves. I took out the teddy bear I packed just in case I got lonely. When my sister laughed at me, I put him under the bed and decided to sleep without him.

I awoke the next morning to bright sunlight. It was only 8 o'clock, but it was already quite warm. We all went down to breakfast. Dad was happy to see a free copy of the newspaper on the table. He told us that it was going to be very hot later.

We had been planning to go to the park. Then, I got an idea. "Instead of going to the park today, let's stay here and swim in the pool!"

Everyone agreed. "Great idea!" said Dad, "We'll go to the park tomorrow. Let's hope that the temperature is a little cooler then."

After breakfast, I was the one to lead the way to the pool. I even beat my sister into the water!

## Evaluation

Looking back, how well do you think you did with each part of the lesson? Underline the phrase that best expresses your opinion.

Reading the phrases?	<i>very well</i>	<i>could be better</i>	<i>not as well as I'd like</i>
Understanding the story?	<i>very well</i>	<i>could be better</i>	<i>not as well as I'd like</i>
Using punctuation for expression?	<i>very well</i>	<i>could be better</i>	<i>not as well as I'd like</i>
Reading rate?	<i>very well</i>	<i>could be better</i>	<i>not as well as I'd like</i>