



Fur

by Eric Geron | 32 pages | Informational Text

Explore the amazing world of animal fur! Learn about fantastic fur—from whiskers to stripes. See how fur helps to keep animals warm or cool, and also safe from predators. Join in for a fun, furry adventure!

Text Complexity

Quantitative: **610L**

Qualitative: **Complex**

- Complex
- Moderate 2
- Moderate 1
- Basic

LIVING THINGS

Features of Creatures

Animal Characteristics

Essential Question

How do animals survive in nature?

Before Reading

Engage Read the title and talk about the striking pattern of the tiger's fur. Remind children of the Essential Question. *What do you think an animal's fur has to do with its surviving?*

Introduce Genre: Informational Text Remind children that an informational text provides facts about a real topic. Together, browse the Contents page and share the engaging titles.

Preview Content Vocabulary Let children know they'll be encountering these words as they read.

- **mammal** (noun) a warm-blooded animal that has hair or fur and usually gives birth to live babies (p. 6)
- **predator** (noun) an animal that kills other animals for food (p. 9)
- **camouflage** (verb) to blend in with your surroundings (p. 22)

First Reading: Share Big Ideas and Wonderings

Read aloud the text and have children follow along, or have children read the text independently. After reading, guide children to discuss the **Big Ideas** and share their **Wonderings**.

Big Ideas *What facts did you learn about fur? What new words did you discover in the book?*

Share Wonderings Encourage children to share their wonderings. You might suggest using the following sentence starters:

I wonder why _____.
I wonder how _____.

Second Reading: Build Comprehension and Vocabulary

Read through the text again, and this time use these stopping-point prompts to build knowledge. Some children might benefit from discussing what they read at each point.

- 1 **Big Ideas pp. 6–7** *The animals in these photographs are mammals. What do all mammals have in common? In what ways do these mammals look different from each other?*
- 2 **Deep Thinking pp. 8–9** *Why would a mammal hide from a predator? Why would a mammal hide from its prey?*

MLs Explain that the phrase “to play a role” (p. 8) means “to do a job.” Point out the descriptions in the text of the different jobs that fur has.

Vocabulary pp. 10–13 *The author explains that the fur of many animals has a topcoat and an undercoat. What is the purpose of each?*

Big Ideas pp. 14–15 *The author says that many animals rely on their fur to protect them from the sun. How do animals with little fur protect themselves from the sun? How do people protect themselves from the sun?*

Deep Thinking pp. 16–21 *How does an animal's fur help it survive in its habitat? Why is Fur-mometer a good title for these pages?*

MLs Provide children with this sentence starter: *The color of a mammal's fur helps it survive by ____.*

Deep Thinking pp. 22–23 *The author says that darker-colored fur can help animals stay warmer. Why do many arctic animals, though they live in cold, snowy places, have white fur?*

Vocabulary pp. 24–26 *Why are whiskers and quills special? How do animals use them to protect themselves from predators?*

MLs Help children locate the whiskers and quills on the animals in the photographs.

Big Ideas pp. 28–29 *What happens when an animal sheds its fur? Why is it helpful to the animal?*

1 Comprehension Support: Explain Scientific Terms

Help children understand that animals can be *warm-blooded* or *cold-blooded*. Explain that a *warm-blooded* animal's body keeps its temperature constant, while a *cold-blooded* animal, like a snake, uses its environment to control its body temperature.

2 Comprehension Support: Make Inferences

Explain that readers can combine what they learn in the text with what they already know to figure out something new. Review the meanings of *predator* and *prey* and ask: *Why would it be helpful to hide while trying to capture something?*

Write About Reading

To encourage writing in response to a text, present children with these choices for writing activities.

- *Write two ways that the fur of mammals helps them survive. Look back in the book to find ideas.* (Informative/Explanatory)
- *Choose a favorite animal from the book. Describe the animal and tell how its fur helps it survive.* (Informative/Explanatory)

MLs Allow children to draft their responses in their home language first and then transfer to English. Point out the words from the glossary on page 31 that might be helpful.

After Reading: Wrap Up

- **Essential Question:** Refer to the Essential Question and ask children what they learned from the book that helps to answer it.
- **Knowledge Notes:** Help children record what they learned. Encourage them to share their notes with partners and/or families.

Focus on Differentiated Instruction

Use your observations, formative assessment, or data from available assessments to match children to appropriate instruction.

Figurative Language: Similes

Introduce Explain that sometimes authors compare things using the words *like* or *as*. In comparing things, the author helps the reader better understand the information.

Show Point out the use of the word *like* to make a comparison on page 12. The author wrote, "The topcoat acts like a rain jacket by protecting the undercoat from getting wet." Say: *Since I know that a rain jacket can protect me from getting wet in the rain, I can understand how the topcoat helps the mammal.*

Try It! Together discuss the similes on pages 13, 15, 20, and 21. Talk about what is being compared and why it is helpful for the author to use these comparisons.

Then challenge children to compare an animal in one of the photos to something else using the word *like*. Give a hint by reminding children that they might compare its color, its size, or the way it moves to something else.

Fluency: Reading for Automaticity

Introduce Let children know that repeated readings can help them build accuracy and an appropriate rate.

Show Locate the Contents page. Choose a chapter to turn to. Read a section several times to demonstrate how to practice reading for greater automaticity.

Try It! Have children work with partners. Have them each choose a chapter from the Contents page. Then have each partner take a turn at reading a section a few times, working on correcting their mistakes and reading with greater accuracy and fluency each time. Then have them listen as their partner does the reading aloud.

Speaking and Listening: Fantastic Fur

Introduce Recall with children that they have been reading about all the different ways an animal's fur helps it to survive in its surroundings. Say: *Let's talk about why we can say that an animal's fur is fantastic.*

Show Model how to answer one of the questions below using part of the question in your answer.

Try It! Have children work with the group to discuss and answer the questions below.

- *How does fur help an animal stay warm?*
- *How does fur help an animal stay cool?*
- *How does fur help an animal hide from its predators?*
- *How can whiskers help an animal keep safe?*

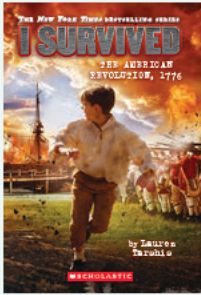
Text Features: Text Boxes

Introduce Point out that authors use different kinds of text features to add information.

Show Ask children to return to the text and focus attention on the text boxes. Note that each text box gives more information in a colored box with white text.

Try It! Have children use the information in the text boxes to answer questions about the text, such as:

- *Look at the text box on page 6. Do you think it's surprising that fur and human nails are made of the same material?*
- *Look at the text box on page 8. Why do you think dolphins and whales are hairless?*
- *Look at the text box on page 16. How does the information in this box relate to the text on the rest of the page?*



I Survived: The American Revolution, 1776

by Lauren Tarshis | 138 pages | Historical Fiction

It's the dawn of the American Revolutionary War, and eleven-year-old Nate is stuck living with his mean uncle. Nate escapes, but then he sets off on a journey that leads him straight into the heart of the war. To survive, Nate must work hard, battle enemy fighters, and rely on some creative inspiration from a pirate!

Text Complexity

Lexile® Measure: 660L | Qualitative: Moderate 2



Yesterday & Today
Revolution!
The Birth of American
Democracy

Essential Question

What motivated people to fight for independence?

Before Reading

Book Hook Display the book cover and read the title. Have students look at the illustration. *What is happening in the background? How do you think the boy feels at this moment? Based on this illustration, what do you predict will happen in the story?*

Preview Content Vocabulary Let students know they'll be encountering these words as they read.

- **traitors** (noun) people who help an enemy of their country
- **independence** (noun) freedom from control by other people or another government

Options for Accessing the Text This book may be shared with all students. Choose the option that works best for the needs of students in each small group.

- **Individual/Partners:** Students read independently or with partners and then discuss the book in small groups. Use the During Reading questions to guide discussion.
- **Teacher-Supported:** Read aloud together with students who benefit from extra support, using the During Reading questions for discussion.

During Reading: Build Comprehension and Vocabulary

The book may be discussed in sections. As you and your students read a section, use the accompanying questions to drive discussion.

Section 1: Chapters 1–3 (pp. 1–18)

- 1 **Big Ideas** After page 7: *How does Nate feel about living with Storch as opposed to living with Papa?*

Vocabulary After page 15: *Why does Storch say Washington has an army of **traitors**?*

Deep Thinking *The American colonies are in the middle of a war for independence from England. How does Nate think it will affect him and the people around him?*

Hint Help students look for text evidence by rereading pages 16 and 17.

MLs On page 9, Nate said that Papa was “swallowed up by the sea.” Discuss what this phrase means. (Papa died when the sea washed him away.) Explain that in this phrase the author gives human traits or actions to something that isn't human—in this case the sea.

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language, Supported Reading

Section 2: Chapters 4–7 (pp. 19–41)

Big Ideas After page 22: *What does Nate do to protect Theo?*

Vocabulary After page 40: *The American soldiers cheer and shout as they launch cannonballs toward a British ship. They say things, such as “Sink those **cowards**!” Why do you think the American soldiers call the British cowards?*

On the Platform

- **Knowledge Notes** Download one per topic per student for observations about the topic.
- **Read With Purpose** Use one per student with each section of During Reading. These organizers guide students' note-taking and preparation for discussion.
- **Show What You Know** Check students' comprehension of this book.
- **Suggested Answers** for questions are included online.

1 Comprehension Support: Compare and Contrast

Introduce The author compares and contrasts Nate's life with Storch to Nate's life when his father was alive.

Show Review page 10. *Here we read that Storch treats Nate like a stray dog.*

Try It! *Reread pages 7 and 8. What does Nate remember about living with his father?*

Deep Thinking Nate is 11 years old and alone. He's been struggling to decide if he should try to get back home. What are some reasons he keeps changing his mind?

- 2 **Reflect** When Nate gets to Manhattan, how does he describe it? How does his description compare to your impression of a modern big city?

MLS Point out this sentence on page 29: "He listened to the familiar sounds—the swoosh, crack of the sails, the creak, creak of the wood." Explain that words such as swoosh and creak sound like the sounds they describe.

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language

Section 3: Chapters 8–10 (pp. 42–60)

Big Ideas After page 44: Why does Nate start to think he is a fool? What calms him down?

Vocabulary On page 59, we learn that American leaders have just signed a letter that declares their independence from England. In your own words, explain what it means for the colonies to **declare** independence from England.

Deep Thinking How has Nate's attitude toward the war and the army changed?

Reflect Think about what you learn about Paul Dobbins. What can you tell about his personality? Would you want him as a friend? Explain.

MLS Point out the date "June 1775" on page 53. Explain that years are read differently than regular numbers. As a date, it should be read as seventeen seventy-five.

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language, Supported Reading

Section 4: Chapters 11–12 (pp. 61–78)

- 3 **Big Ideas** After page 64: Why is Nate confused about the way the Black soldiers in camp are treated?

Don't Miss! "My Research Journey" at the back of the book. The author discusses her research and talks, among other things, about what the line "All men are created equal" really meant in 1776.

Vocabulary On page 64, we learn that Nate sometimes watches the soldiers do practice **drills**. A drill is a type of exercise to prepare for a future situation. What situations are these drills preparing the soldiers for?

Deep Thinking By August 21, 1776, Nate and his fellow soldiers are ready for battle. How have they prepared? What are they still worried about?

MLS On page 63, we read that Martin "looked after" Nate. Explain that this means he took care of Nate. Point out that verbs often change their meaning when they're combined with other words. To "look at" means "to notice or watch something." To "look over" means "to inspect something," the way a teacher might look over your homework.

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language

Section 5: Chapters 13–15 (pp. 79–99)

Big Ideas After page 80: Why is the battle for Brooklyn important to the colonists?

Deep Thinking In Brooklyn, Nate passes a deserted farm. The owners had to leave to escape the battle. The experience makes him think differently about the war. What does he realize, and how have his feelings changed since he left home?

Hint Have students look for text evidence on pages 88 and 89. Then have them review pages 16 and 17 to remember how Nate used to feel about the war.

Reflect Do you think Captain Marsh was right to ask Nate to carry ammunition to camp? Why or why not?

MLS The description of the battle is full of the sounds of war. "Ki-crack" for the sound of men firing their muskets. "Boom!" when the cannons explode. "RAT, tat, tat, tat, tat," for the sound of the drums.

2 Comprehension Support: Analyze Setting

Introduce Remind students that this book is historical fiction. The setting is a real place as it was 250 years ago.

Show Review pages 30 and 31. How does Nate describe New York City? (It's dirty and smelly but lined with trees and gardens. There are forests and farms not far away. The restaurants are fancy because they give you forks!)

Try It! Ask students about their impression of a modern city. How is that different from old New York?

3 Comprehension Support: Analyze Character

Introduce We can analyze how Nate thinks about and reacts to events to better understand him.

Show Ask students what kind of work the Black soldiers have to do. (digging trenches, building walls) Why does this give Nate "an uneasy feeling"?

Try It! Have students review pages 63 and 64. The Declaration of Independence says that all men are created equal. Why does this confuse Nate?

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language, Supported Reading

Section 6: Chapters 16–18 (pp. 100–118)

Big Ideas After page 105: *Nate doesn't know how to get back to the fort on Brooklyn Heights safely. What does he decide to do? Where does the idea come from?*

- 4 **Deep Thinking** *Nate finally returns home in February 1777. He's been through a lot since he ran away eight months earlier. How has he changed over time?*

MLs Page 114 says that the British *outmanned*, *outgunned*, and *outsmarted* the Americans. The prefix *out-* can mean “more, greater, or better.” So the British had more soldiers, more gun power, and smarter plans than the Americans.

Instructional Options p. 3: Write as You Read; p. 4: Word Study, Fluency, Oral Language

4 Comprehension Support: Analyze Character

Introduce Explain to students that in fictional stories, characters often change from the beginning of the book to the end.

Show Remind students of what Nate was like at the beginning. *On page 113, Nate remembers himself as “the scared and lonely boy who had run away from Storch’s house.”*

Try It! *How has Nate changed? Is he still scared? Is he still lonely?* Instruct students to describe ways in which Nate has grown. Encourage students to share their ideas.

Write as You Read

Throughout this book, you may pause after any of the sections of During Reading listed below and ask students to respond to what they’ve read.

Activity Nate had a front-row seat to important events in history. Have students imagine he kept a diary of his experiences for his children. (Narrative)

Prompts After completing each section of the book, guide students to write short diary entries about key events from Nate’s perspective.

Section 1: Theo hits Storch with a stick.

Section 2: New York City is preparing for war, and Nate is in the middle of it.

Section 3: Nate is reunited with Paul.

Section 4: James dies of smallpox.

Section 5: Captain Marsh asks Nate to go to the camp in Brooklyn.

Section 6: Nate arrives home and is reunited with Eliza and Theo.

Revise Ask students to trade their completed statements with a classmate and look for the use of conjunctions. Students may then revise their writing.

Grammar Tip Review the use of the conjunctions *neither/nor* and *either/or*. Provide examples, such as *Neither Eliza nor I wanted to live with Storch. I could either suffer with Storch or run away.*

MLs Allow students to draft their responses in their home language, and then help them transfer their ideas into English. You may also challenge MLs to use new words from the book.

Skills Focus: Use Conjunctions

You may wish to have students practice using conjunctions in their writing.

Introduce Explain that students can use conjunctions to connect clauses and sentences on related topics. This makes sentences and ideas flow more smoothly.

Show Display the conjunctions *but*, *and*, *because*, *so*, and *unless*. Use this example to show how conjunctions can connect ideas and connect sentences:

Without a Conjunction: Captain Marsh had doubts about hiring Nate. Nate was only eleven years old.

With a Conjunction: Captain Marsh had doubts about hiring Nate *because* Nate was only eleven years old.

Try It! Instruct students to use conjunctions as they respond to the prompts.

After Reading: Wrap Up

- **Knowledge Notes** Ask students to review and update their Knowledge Notes and share them with friends and/or families.
- **Essential Question** Invite pairs or small groups to discuss how this book adds to or changes students’ perspectives from prior discussions of the Essential Question for this topic.
- **Topic Projects** Students may wish to work on a project throughout the topic. See ideas on the Topic Card.

Integrate Differentiated Instruction

You may use formative assessment or data from available assessments to match students to appropriate instruction.

Word Study: Diphthongs (*ou, ow, oi, oy*)

Introduce Review that sometimes two vowels come together to make one gliding vowel sound.

Show Write the words *sound* and *crowd* and read them aloud. Ask students to listen for the vowel sound in each word: /ou/. Have a volunteer underline the letters in each word that spell the /ou/ sound. Remind students that *ou* and *ow* can spell the sound /ou/. Have students say the sound and notice how their mouths move over the gliding sounds. Repeat the process for the /oi/ sound using *coin* and *toy*.

Try It! Have students read the following words. Then have them set up a two-column list and sort the words by their gliding vowel sounds.

Section 1: *Thousands* (p. 1), *now* (p. 2), *voice* (p. 4), *boy* (p. 11)

Section 2: *choice* (p. 21), *louder* (p. 22), *boiled* (p. 30)

Section 3: *destroyed* (p. 43), *mouth* (p. 46), *town* (p. 53), *join* (p. 59)

Section 4: *about* (p. 62), *drowned* (p. 64), *shout* (p. 64), *pointed* (p. 71)

Section 5: *around* (p. 90), *scouts* (p. 93), *pointed* (p. 94)

Section 6: *crowd* (p. 110), *outsmarted* (p. 114), *joyfully* (p. 118)

Oral Language: Listening and Responding Attentively

Introduce Remind students that we can show our interest in discussions with our actions and not just our words. This is especially important when we feel strongly about a character or event in the text or disagree with ideas that others have expressed.

Show Review the SLANT technique:

- S:** Sit up straight.
- L:** Lean your body toward the speaker.
- A:** Ask and answer questions.
- N:** Nod your head “yes” and “no.”
- T:** Track the speaker with your eyes.

Explain that SLANT is a way to listen actively. *Listening actively makes other people feel heard and acknowledged. That makes them more willing to listen to your ideas!*

Try It! Sections 1–6 As you and your students discuss this book, encourage them to use the SLANT technique as they communicate with each other.

Fluency: Prosody and Expression

Introduce Invite students to prepare for a Readers’ Theater in which groups of two or three perform sections of the text, reading aloud with classmates to bring the story alive. Decide which students will voice each character. Also select a narrator.

Show In small groups, direct students to practice reading their parts aloud several times, working on accuracy, expression, and fluent phrasing. Invite students to exchange feedback and support. Provide coaching and feedback.

Try It! Students may choose from the selections below or find their own. Remind students that they may read the words of characters whose genders do not match their own.

Section 1: Chapter 3, pp. 13 (“Mama, . . .”)–15 (top)

Section 2: Chapter 4, pp. 20–22

Section 3: Chapter 9, pp. 47–49 (top)

Section 4: Chapter 12, pp. 75–76

Section 5: Chapter 13, pp. 82 (“Several nights . . .”)–83 (top)

Section 6: Chapter 17, pp. 108 (“Nate looked slowly . . .”)–109

Supported Reading: Microreads

Use this routine with students for whom this book is a stretch to help them improve self-monitoring and comprehension. For the First Read, read the selection aloud. For the Second and Third Reads, choose from choral reading, echo reading, or read-and-retell.

Introduce Explain that you will read the selection together three times, each time noticing something different.

Try It! Section 1: Chapter 3: pp. 15 (bottom)–17 (top)

First Read: Big Ideas *I’m going to read the text aloud. Follow along and listen for the big idea. After reading: What does Nate say the war is about?*

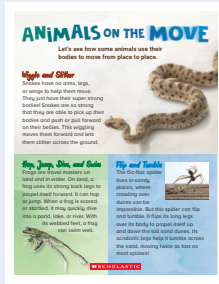
Second Read: Vocabulary *During this read, notice important words. Point out these words on page 16: taxes and fiery. Share definitions. After reading: How did paying taxes make the colonists feel about King George?*

Third Read: Deep Thinking *Let’s read the text one more time and notice what Nate thinks about the war. After reading: Does Nate think the war will affect his life? Why or why not?*

You may wish to use this three-part routine with other selections. A few suggestions are below:

Section 3: pp. 42–46

Section 5: pp. 82 (“Several nights”)–85



Animals on the Move

Genre: Informational Text

Discover the amazing ways animals move—from wiggling snakes and diving frogs, to flipping spiders and hopping kangaroos. Learn how animals use their unique features to move and stay safe.

LIVING THINGS
Features of Creatures
Card 3
Animal Characteristics

Essential Question
How do animals survive in nature?

Syllable Types

- **Consonant + le:** *able, impossible, little, startled, tumble, wiggle*
- **Consonant + al:** *animals, bipedal*
- **Consonant + el:** *travel*

Content Words

- *forward*
- *move*
- *penguins*
- *water*

High-Frequency Word

Review: *from*

Write this sentence and focus on the high-frequency word *from*:

Let's see how animals move from place to place.

- Display the word. Say *from*. Ask children to repeat it and say the four sounds in the word: /f/ /r/ /u/ /m/.
- Note the beginning and ending sound-spellings: /f/f/, /r/r/ and /m/m/.
- Identify the tricky spelling of the vowel sound. The letter *o* spells the /u/ sound instead of the letter *u*.
- Have children write the word.

Syllable Types

Consonant + le, al, el Syllables

Remind children that when they read a multisyllabic word, it can be helpful to chunk the word into syllables. Point out that the words they need to know to read this text will have consonant + *le*, consonant + *al*, or consonant + *el* spellings.

Write these words for children:

little animals travel

- Have a volunteer underline the letters that spell the /əl/ sound in *little*.
- Next, have a volunteer underline the letters that spell the /əl/ sound in *animals*.
- Finally, ask a volunteer to underline the letters that spell the /əl/ sound in *travel*.

Practice Reading Words

Write these words for children. Guide them to break each word into syllables and then read the word. If children need extra help, remind them that the /əl/ sound following a consonant can be spelled *le*, *al*, or *el*.

able animals bipedal impossible little startled travel tumble wiggle

ML-5 Help children understand the words they are reading. Pronounce and define each word and show how to use it in a sentence.

Preview the Text

Engage Read aloud the title and have children point to the word *move*. Preview the headings that tell about the amazing ways that animals move.

- Introduce the content phrase “move forward” by writing the phrase and reading it together. Point out that when animals move forward they move ahead.
- Call attention to the photo of the frog and note that frogs can swim in water. Write the word *water* and have children read the word. Then find the photo of the penguin. Write the word *penguins* and have children read the word.

First Reading

- For children who may be ready to read independently, have them whisper-read the text on their own. Listen and give help as needed.
- For children needing more support, have them echo-read the card with you as they follow along with the text.

Second Reading

- After reading the title, have children whisper-read independently or invite them to take turns reading to a partner. Encourage children to read with expression. Give help as needed. Some children will benefit from retelling the text at key points.
- For children needing more support, have them continue to echo-read the card with you as they follow along with the text.

After Reading: Build Comprehension and Knowledge

Use the following questions to monitor text comprehension and reinforce knowledge and vocabulary.

- **Big Ideas** *Why is it important for frogs to have strong legs and webbed feet?*
- **Vocabulary** *What definition of bipedal does the author give? Besides using their two legs, what do humans use when they swim? When they climb playground bars? When they do cartwheels?*
- **Big Ideas** *In what ways are snakes different from the other animals in this text?*
- **Deep Thinking** *Now think about sea animals. How do whales use their bodies to move? How do fish use their bodies to move?*

MLs Some children benefit from responding in their home language first. Help those children transfer their ideas into English. Provide a sentence frame for children who need additional support, such as: *Humans use their legs and arms to _____.*

Spelling: Writing From Dictation

Dictate this sentence for children to write. Point out there will be words with consonant + *le*, *al*, and *el* syllables. You may want to model the writing. Children may illustrate the sentence.

This little animal tumbles when it travels.

MLs Introduce the sentence with context, such as: *Write this sentence about how a little spider will tumble to move and travel along.*

Write About Reading

Ask children to make a chart. On the left side, write the name of an animal. On the right side, write the action word that tells how it moves. (Informative/Explanatory)

Wrap Up the Reading

- **Essential Question:** Refer to the Essential Question and elicit information that might help to answer it.
- **Knowledge Notes:** Help children record what they learned and later share their notes with partners and/or families.

Focus on Differentiated Instruction

You may use your observations, formative assessment, or data from available assessments to match children to instruction.

Vocabulary: Focus on Synonyms

Introduce Explain that a synonym is a word that has almost the same meaning as another word. Point out that authors use synonyms to make their writing more interesting and informative.

Show Write these sentences for children and underline the word *move*. Point out that *move* is used in both sentences.

The snake can move forward.

The snake can move across the ground.

Then say: *Instead of using move again, I think a good synonym for the word move in this sentence would be slither.* Write the sentence with the synonym.

The snake can slither across the ground.

Try It! Together, brainstorm other synonyms for the word *slither* in this sentence. Your list may include *slide*, *crawl*, *creep*, *glide*, and *wriggle*. Have children take turns reading the second sentence with the synonym for *slither*.

Fluency: Partner Reading

Introduce Tell children that they will read with partners today. One child will read aloud, and then the other child will read.

Show Demonstrate with a child partner. Read the first sentence under the section "Wiggle and Slither." Then have your child partner read the next sentence. Repeat until you finish the paragraph. Help your partner as needed.

Try It! Have children work with a partner and choose another section to read. Have them take turns reading a sentence at a time. Let partners know they should help each other when they can.

Multisyllabic Words: Blending Syllables

Introduce Remind children that breaking a word into syllables can help them read longer words. Point out that each syllable in a word has a vowel sound. Explain that children can read each syllable, blend the syllables, and read the word.

Show Display the word *animal*. Then say: *I can clap the syllables and see that there are three syllables. We know that every syllable has a vowel sound. So, we can find three vowel sounds—/a/, /i/, and /ə/. I can break the word into syllables, blend the syllables, and read the word an-i-mal, animal.*

Try It! Say each word and ask children to clap and count the syllables. Then write the words. For each word, have children underline the vowels, blend the syllables, and say the word:

a-ble bi-pe-dal im-poss-i-ble lit-tle

star-tled trav-el tum-ble wig-gle

Speaking and Listening: How Do They Move?

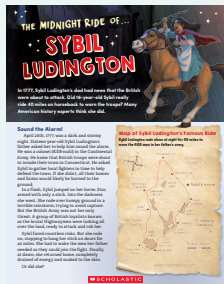
Introduce Remind children that when answering questions about a text, they should restate part of the question in their answers.

Show Demonstrate how to ask a question and then restate your question in the answer.

- Question: *How does a snake move?*
- Answer: *A snake moves by wiggling and slithering.*

Try It! Have children take turns asking and answering questions about the text. Listen in and give help as needed. Children may use these questions to help them get started.

- *In which two ways can frogs move?*
- *How do penguins move when they are on land?*



The Midnight Ride of . . . Sybil Ludington

Genre: Informational Article

We know about the midnight ride of Paul Revere. But have you heard of the midnight ride of Sybil Ludington? Read to find out about this remarkable teen.

**YESTERDAY & TODAY
Revolution!**
The Birth of American
Democracy

Essential Question
*What motivated people to
fight for independence?*

Targeted Elements

Multisyllabic Words With Morphemes:

believable, biography, completely, Continental, convinced, countless, darkness, distrust, fighters, finally, loyalists, remarkable, returned, stormy, unlike

Content-Area Words

- **colonel:** an officer in the Army, Air Force, or Marines, ranking below a general
- **famous:** very well known to many people
- **invasion:** the act of sending soldiers into a place to control it

High-Frequency Highlights

Use these steps to guide instruction:

- Read the word. Have students echo.
- Use the word in a sentence. Discuss its meaning or usage.
- Identify sounds or parts of the word.
- Ask students to write the word.

believe

sentence: If you always tell the truth, people are likely to believe you.

meaning: “to accept as true or real”

parts: Notice that in the second syllable, the letters *ie* together spell the long-e sound. Point out that no English words end in *v*, so there’s a silent *e* at the end of the word.

there

sentence: There are many stars in the sky.

usage: “a word used to introduce a sentence in which the verb comes before the subject” (context-specific)

parts: Notice the tricky vowel spelling of the vowel sound. The letters *ere* spell the sound /êr/ (air).

Introduce: Multisyllabic Words With Morphemes

Explain to students that they can use what they have learned about prefixes and suffixes to read longer words. Point out that words can have more than one prefix or suffix and that identifying these word parts can make it easier to read and understand longer words.

Write the word *unknowingly*. Model identifying each part of the word: the prefix (*un-*), the base word (*know*), the ending (*-ing*), and the suffix (*-ly*). Guide students to read each part and then put the parts together to read the whole word.

Then think aloud about how to use the meaning of the base word and affixes to help figure out the word’s meaning. *I know that the prefix un- can mean “not.” The ending -ing shows that something is happening over time, and the suffix -ly describes how an action word is done. I can add these meanings to the base word know, which means “to be aware of something.” The word unknowingly describes an action that is done with the person not knowing it.*

Practice Reading Words With Affixes

Write the following words for students: *believable, countless, returned, distrust, extremely*. Guide them to use the following steps to read the words, keeping in mind that breaking words into prefixes, suffixes, and base words can help them read longer words:

1. **Look:** Find and read the base word. (It may have a change!)
2. **Find:** Read the added word part(s). (For these words, help students identify the prefixes and suffixes as needed.)
3. **Read:** Put it all together and read the word.
4. **Fix:** Adjust your pronunciation or try another vowel sound as needed to read the word.

MLs Help students understand the multisyllabic words above. Support them by defining each word and then having them read the word out loud and use it in a sentence.

Read the Text

Engage Read aloud the title and have students repeat it. Talk about its meaning. Invite students to predict what they will learn about in this informational text.

First Reading Read aloud the text or have students who need less support read independently or with partners. Listen in and provide feedback as needed.

Second Reading Have students whisper-read with partners. Give help as needed. For students who may need more support, have them echo-read the text with you or pair them with a more fluent reader.

After Reading: Build Comprehension and Knowledge

Use the following questions to monitor comprehension and reinforce knowledge and vocabulary. Encourage students to use the text to help them explain their answers.

- **Big Ideas** What is Sybil Ludington known for?
- **Vocabulary** Why was it important that Sybil warn her father’s troops of an *invasion*?
- **Deep Thinking** How was Sybil’s ride similar to Paul Revere’s ride? How was it different?

MLs Some students might benefit from expressing their responses in their home language first. Help those students transfer their ideas into English.

Spelling: Writing From Dictation

Have students write these sentences with multisyllabic words and familiar high-frequency words. You may want to model the writing.

Sybil faced countless risks on her remarkable ride.

She rode into the darkness on a stormy night.

MLs Meaning informs spelling. To help students understand each sentence before they write it: read it out loud, have students read it with you, and discuss the meaning of concrete words or phrases.

Write About Reading

Invite students to respond to this prompt. Guide them to use writing skills and strategies they've been working on.

- Do you agree with the author that Sybil Ludington did a better job than Paul Revere? Why or why not? (**Opinion/Argument**)

Wrap Up the Reading

- **Essential Question:** Discuss how this text helps shape students' perspectives on the Essential Question for this topic. Invite pairs or small groups to discuss how the text adds to or changes their perspectives from prior discussions of this question. Ask students to record individual responses.
- **Knowledge Notes:** Ask students to review and update their Knowledge Notes.

Focus on Differentiated Instruction

You may use your observations, formative assessment, or data from available assessments to match students to appropriate instruction. If you're working with multilingual learners, you may want to prioritize the top boxes.

Review: Building Words

Introduce Remind students that they can add prefixes and suffixes to base words to build new words.

Show Write the word *fight*. Model adding the suffix *-er* to the end of the word. *I can add the suffix -er to fight to build the word fighter, meaning "one who fights." I can also add the ending -s to build the word fighters, which changes the meaning to "more than one fighter."*

Try It! Write the following base words and have students build at least two new words for each by adding a prefix, suffix, or ending: *luck, behave, mark, trust, like*. Invite volunteers to share their words and list them for the group. (Some possible answers: *lucky, luckier, unlucky; behavior, behaving, misbehave; remark, marking, marker; liked, dislike, likely*)

Text Features: Maps

Introduce Explain that the map shows the circular route of Sybil's ride. Guide students to use the map to deepen their understanding of Sybil's 40-mile ride.

Show Identify the parts of the map: the title, the introduction, the labels, and the scale of miles. Explain that the scale of miles shows how long one, two, and three miles appear on the map. *One mile is the equivalent of the line from zero to one. That's a small portion of the length that Sybil traveled. It helps me to understand that 40 miles is a very far distance to travel.*

Try It! Have students find Sybil's home on the map. As time permits, ask questions such as: *What towns are closest to Sybil's home? About how far is Lake Carmel from her home?*

Review: Determining Word Meaning

Introduce Explain to students that if they don't know what a word means, they can try breaking it into its parts (prefixes, suffixes, base word) to help them figure out the meaning.

Show Write the word *unbelievable*. Model using word parts to help determine the meaning. *I recognize the base word believe, which means "to accept as true or real." I see the prefix un-, which means "not." I also see the suffix -able, which means "able to be." If I put it all together, I see that the meaning of unbelievable is "not able to be believed."*

Try It! Write the following words and have students use the word parts to determine each word's meaning: *explorer, greatest, preview, disappointed, forgetful, disrespectful*. Explain meanings of word parts as needed.

Fluency: Accuracy/Automaticity

Introduce Point out that readers may need to adjust their reading rate, or speed, for different types of text. They may need to slow down when they read texts that include unfamiliar terms or topics. They may want to speed up when reading a text that shares exciting or dramatic events.

Show Read the first paragraph of the text at a normal rate, then pause and say: *Wait. This is a lot of information to take in. I need to slow down.* Then reread, slowing your pace and pausing after each sentence.

Try It! Choose a section of the text for students to practice reading aloud, such as the second paragraph of "Sound the Alarm!" and the first paragraph of "Fact or Fiction?" Have them adjust their reading rate to take in and comprehend the information presented. Provide coaching and feedback as needed.