

### Teaching Resources

#### Unit Resources

- Reader+
- Posters, Unit 4
- Video, Unit 4
- Audio, Unit 4
- Teacher's Resource Book, pp. 39–50, p. 90
- Picture Cards
- Assessment, pp. 117–124

#### Selection Resources

- Audio, Unit 4
- Teacher's Resource Book, p. 98
- Workbook, pp. 81–105
- GO 3: Prediction Chart
- GO 4: Sequence of Events Chart
- GO 5: K-W-L Chart
- GO 9: Word Web
- Assessment, pp. 55–66

#### Materials

- Paper clips
- Brown envelopes
- Paper slips
- Big paper
- Small paper

### Unit Preview

Pacing	3–4 days	Page
<b>Unit Opener</b>	How can living things help each other? 	2
<b>Build Unit Background</b>	What Do You Know about Animals and Plants?	4
	Sing about Animals and Plants	6
<b>Common Core State Standards</b>	RI.1.7, RF.1.3, RF.1.4, RF.1.4.a, RF.1.4.b, L.1.5.c, SL.1.4, SL.1.6	





### Reading 1

Narrative Nonfiction <i>Little Duck</i>		
Pacing	7–8 days	Page
<b>Prepare to Read</b>	<b>Sight Words:</b> why, because, so, out	8
	<b>Story Words:</b> waddle, duckling, feathers	8
	<b>Phonics:</b> Long e; ch, sh	9
	Story Preview <b>Reading Strategy:</b> Predict	10
<b>Reading Selection</b>	<i>Little Duck</i>	11
	Think It Over <b>Reading Strategy Check:</b> Predict	19
<b>A Closer Look at ... Grammar</b>	Simple Present Tense: Questions	20
<b>Writing</b>	Write about the things you do after school	21
<b>Common Core State Standards</b>	RI.1.1, RI.1.2, RI.1.7, RI.1.10, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, RL.1.4, W.1.2, W.1.5, SL.1.2, L.1.1, L.1.1.a, L.1.1.e, L.1.1.j, L.1.2, L.1.2.b, L.1.4, L.1.4.a, L.1.5.c, L.1.6, SL.1.6	
<b>Assessment</b>	Reading 1 Test	
<b>Technology</b>	Pearson English Portal for Reader+, EXAMVIEW™ and more	



Reading 2	
Information Text: Science <i>Plants</i>	
7–8 days	Page
<b>Sight Words:</b> before, grow, after	22
<b>Story Words:</b> water, blossom, pumpkin	22
<b>Phonics:</b> Long <i>a</i> ; <i>th</i> , <i>y</i>	23
Story Preview <b>Reading Strategy:</b> Use Prior Knowledge	24
<i>Plants</i>	25
Think It Over <b>Reading Strategy Check:</b> Use Prior Knowledge	33
Plants	34
Time Order Words	36
Draw a picture of a plant. How does it grow?	37
RI.1.1, RI.1.2, RI.1.7, RI.1.10, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, RL.1.4, W.1.2, W.1.5, L.1.1, L.1.1.a, L.1.2, L.1.2.b, L.1.4, L.1.4.a, L.1.5.c, L.1.6, SL.1.6, SL.2.4, SL.2.6	
Reading 2 Test	
Pearson English Portal for Reader+, EXAMVIEW™ and more	

Reading 3	
Informational Text: Science <i>Animals</i>	
7–8 days	Page
<b>Sight Words:</b> many, they, all, eat	38
<b>Story Words:</b> animals, birds, food chain	38
<b>Phonics:</b> Long <i>i</i>	39
Story Preview <b>Reading Strategy:</b> Cause and Effect	40
<i>Animals</i>	41
Think It Over <b>Reading Strategy Check:</b> Cause and Effect	49
Nouns: Singular and Plural	50
Draw a picture of an animal you like. Write about it.	51
RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.10, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, RF.1.3.b, RF.1.3.c, W.1.2, W.1.5, L.1.1, L.1.1.a, L.1.1.c, L.1.2, L.1.2.b, L.1.4, L.1.4.a, L.1.5.c, L.1.6, SL.1.6	
Reading 3 Test	
Pearson English Portal for Reader+, EXAMVIEW™ and more	

Put It All Together		
Pacing	3–4 days	Page
<b>Projects</b>	 How can living things help each other? Projects:  Write about a plant or an animal.  Introduce your favorite plant or animal.  Be your favorite plant or animal.	52
<b>Listening and Speaking Workshop</b>	Explain How to Do Something	54
<b>Writing Workshop</b>	Write an Expository Paragraph	56
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<b>Common Core State Standards</b>	RF.1.4, RF.1.4.a, RF.1.4.b, RF.1.4.c, W.1.2, W.1.5, L.1.1, L.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	
<b>Assessment</b>	Unit 4 Test	
<b>Technology</b>	Pearson English Portal for Reader+, EXAMVIEW™ and more	



# Animals and Plants

## Teaching Resources

- Teacher's Resource Book, p. 90
- GO 5: K-W-L Chart
- Unit Poster • Video

For extra practice, use the various worksheets on Pearson English Portal.

## View and Respond

**Video** Use the video to introduce the unit theme and build concept attainment. Tell children that the Unit 4 video is about animals and plants. Guide children to derive meaning from the video and to respond orally to it.

**Poster** Help children derive meaning from environmental print by looking at and discussing the Unit 4 poster. Ask them questions about the unit theme and the photographs. Guide children to respond orally to the information in the poster.

**The Big Question** Ask children to think about different ways people help them, and how they help others. Explain that living things in nature also help one another.

**SAY:** *The Big Question for this unit is How can living things help each other? Think about the plants and animals that live in your community.*

- Do you see trees?
- Do you see birds?
- How are trees important to birds?

Have children make and complete a K-W-L Chart like the one below to list what they know, what they want to know, and what they learn.

Big Question: *How can living things help each other?*

K- What I Know	W- What I Want to Know	L- What I Learned
Plants need water.		



## EL Insights

### Check Out the School Library

A good way to get children excited about reading is to teach them how to properly use the school library and its resources. Work together with your school librarian to schedule a formal visit. Children, especially Beginning and Intermediate children, need to learn about the different sections of the library and how to find books they enjoy. Help them learn how to search for subjects, keywords, or favorite or recommended authors. It's especially important for them to understand the procedures for checking out and returning books. Introduce children to library staff members who can help them with these activities should they need it.



# Animals and Plants



How can living things help each other?

## View and Respond



Watch the video. What is it about?  
Talk about the poster. What do you see?



Visit [Pearson English Portal](#).

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**Listening and Speaking** Ask children to tell what plants and animals need to live. Write a list of their words on the board and pronounce them as you track the print.

**Possible Responses** sunlight, water, food, dirt, homes, nests, leaves, trees

## Develop an Awareness of Cognates

Help children develop an awareness of cognates.

English	Spanish	Haitian Creole
plants	plantas	plant
video	video	videyo
poster	póster	postè

**Talk about the Unit Theme** If you have a puppet, use it to read the text on pages 2–3 aloud. Then lead a class discussion about plants and animals.

**Model** Model how to use prior experiences to understand new words. For example, you might feed a guinea pig carrots and lettuce. This experience helps you understand and remember animal and plant words.

**SAY:** *Think about a time you have seen an animal eating. Why are the foods they eat important to animals?*

**Possible Responses** They need to eat fruits, vegetables, and nuts to stay alive.

**Writing Fluency** Have children make a list of animals and the foods they eat. Reinforce the idea that plants and animals need each other to live.

## Adapt the Activity

**Use Pictures** Display pictures of different animals. Describe the animals' habitats. Have children predict what plants might help the animals survive.



# Build Unit Background

## Teaching Resources

- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## What Do You Know about Plants and Animals?

**Unit Vocabulary** Linguistically accommodated materials, such as prereading aids and background information, will help children prepare to read text relating to science topics. Post the Unit 4 Poster in your classroom. Refer to it to provide visual reinforcement of concepts. Help children identify terms to describe animals and plants. Matching the vocabulary to the photos and using accessible language will help children understand new words.

**Writing** Have children create their own word books as they go through the unit. Encourage them to include the unit vocabulary as well as other words discussed throughout the unit.

**Words about the Unit** Point to each photo and read the caption aloud. Encourage children to repeat each caption with you. Then read a caption aloud and ask children to point to the correct photo for that caption.

## Visual Literacy

**Photographs** Use the photographs on pages 4–5 to reinforce the idea that plants and animals help each other.

**SAY:** *Look at the first photo.*

- *What do you see?* a child picking an apple from a tree
- *Who is the helper? Who is being helped?* The apple tree is the helper. The child is being helped.

Ask similar questions about the remaining photos.

## Build Unit Background

What Do You Know about Animals and Plants? 

Use what you know.

I can eat some plants.



We can use trees to make this home.

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## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T4–T7.

**Teaching the standards:** RF.1.3, RF.1.4, RF.1.4.a, L.1.5.c, SL.1.4, SL.1.6

**Practicing the standards:** RI.1.7, RF.1.4.b

Go to the **Pearson English Portal** for additional standards correlations.



## Build Unit Background



Plants and animals  
can help each other.

People can help plants  
and animals, too.



Animals can be our friends!

### Your Turn

What kind of pet would you  
like to have? Tell the class  
about it.

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### Fluency

**Activity 1** Have children turn to the first of five photos and captions about animals and plants on pages 4–5. Have children listen as you read the sentence aloud at normal speed, twice: *I can eat some plants.* Have children follow along with their fingers underneath the text. Read the sentence smoothly and move your finger underneath the text as you do so. Have children echo-read the sentence several times. Follow the same procedure for the other photos and captions.

**Adapt the Activity** Draw a two-column chart on the board. Label the columns: *I'm a helper* and *I'm being helped*. Have children copy the chart and use it to record information about what they see in the photos.

**Build Discussion** Take turns discussing each of the photographs on pages 4–5. To begin, have volunteers read the captions out loud. You may want to give more than one child the opportunity to read.

**SAY:** *Let's think about how plants and animals help us.*

- *What fruits and vegetables do you like to eat? How do these things help you?*
- *What do we get from chickens and cows? Why are these things important to us?*
- *What are some other plants and animals that help you?*

**Possible Responses** apples, oranges, and carrots; They help me to grow big and strong; eggs and milk; They also help me to grow big and strong; We eat chicken for dinner. We grow apples in our orchard and sell them. Spices add flavor to food.

### Your Turn

If you have a puppet, use it to read the text in Your Turn. Then use the puppet to model a personal response to the question. Tell about a pet you have or would like to have. Then invite individuals to use the puppet to tell about their pets. Encourage children to share ideas with the class and use peer support to develop background knowledge to comprehend increasingly challenging language.



# Build Unit Background

## Teaching Resources

- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Sing about Animals and Plants

**Unit Background** On pages 6–7, children will sing a song to learn about plants and animals. The finger play and accompanying exercise are designed to increase comprehension. Use the exercises below to elicit children's prior knowledge, opinions, and ideas to help them tell their own stories about plants and animals.

### It's All Part of Nature

**Song** The song on these pages is sung to the tune of "Pop Goes the Weasel." If you have a puppet, use it to read the song. Then sing it. Ask children to sing along with you.

**Finger Play** After children have learned the song, teach them the following finger play to go with the words:

Frogs (Jump or say "ribbit") and bees (Make a buzzing sound) and turtles (Slowly turn head from left to right) and fleas, (Swat the air to clear it of flying fleas)

Lions, (Roar like a lion) bats, (Flap arms like wings) and weasels. (Hop)

Cats (Meow) and crows, (Say "caw, caw") everyone knows, (Expand arms to indicate entire group)

Are all part of nature!

Trees and grasses across the land, (Wave arms to suggest grasses blowing in the wind)

Growing ever stronger. (Make a muscle)

A lovely rose, I bet you know, (Pantomime sniffing a sweet-smelling rose)

Is all part of nature!

## Build Unit Background

### Sing about Animals and Plants



### It's All Part of Nature

Frogs and bees and turtles  
and fleas,

Lions, bats, and weasels.

Cats and crows, everyone knows,  
Are all part of nature!

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# Build Unit Background

## Study Skills

**Internet** Invite children to choose a plant or animal to learn more about. Help them research one fact about it on the internet.

**Oral Presentation** Invite children to sing the song as a group. Encourage them to use the finger play to reinforce the words.

## Visual Literacy

**Photographs** Encourage children to describe what they see in each photograph. Ask questions to help them identify the plants and animals.

## Activity

**Personal Experience** If you have a puppet, invite individuals to use it to answer the following questions.

1. *What animals do you see in your community? Where do they live?*
2. *What plants do you see? What do they look like?*

Have children draw an animal or plant in their community. Ask them to talk about their pictures.

## Sharing Language and Culture

Some children might have knowledge of different plants and animals from other parts of the world; for example, pandas from China, kangaroos from Australia, sloths from South America, or camels from the Middle East. Invite children to share their own experiences with these animals.

Trees and grasses across  
the land,  
Growing ever stronger.  
A lovely rose, I bet you know,  
Is all part of nature!

7

## Differentiated Instruction

<b>Beginning</b>	Take turns pointing to each of the pictures. Have children say the word that names each one.
<b>Early Intermediate</b>	Say the words that name each picture. Have children find the word in the text, then say and spell it aloud.
<b>Intermediate</b>	Ask children simple questions about the animals named on page 6. For example: <i>Where do lions live? What do bees do? How do turtles hide? When do bats come out?</i>
<b>Early Advanced/Advanced</b>	Have children organize the animals named on page 6 into the following categories: animals that fly, animals that live on land, and animals that live in water. Tell children they can use an animal in more than one category.



# Vocabulary

## Teaching Resources

- Workbook, p. 81
- Picture Cards
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Words to Know

### Sight Words

Write the word *why* on the board. Point to the word as you read it aloud. Then have children say the word with you. Repeat this process with the words *because*, *so*, and *out*.

### Story Words

Have children listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**.

**Oral Vocabulary Routine** Have children choral read the sentences. After each sentence, read the vocabulary routine.

**Define:** to walk with short steps, like a duck

**Expand:** The ducks **waddle** to and from the pond.

**Ask:** Why do ducks **waddle**?

**Define:** a baby duck

**Expand:** The baby **duckling** was so soft and cute.

**Ask:** Would you like to see a **duckling** learn to swim?

**Define:** these make up the coat on a bird and help them fly

**Expand:** Birds have **feathers**.

**Ask:** Do you wish you had **feathers**?

## Your Turn

If you have a puppet, use it to repeat children's sentences, making revisions to model correct language. As a learning strategy to acquire vocabulary, have children draw pictures.

## Reading 1

### Prepare to Read

These words will help you understand the reading.

### Sight Words

why  
because  
so  
out

### Story Words

waddle  
duckling  
feathers



81

8

## Vocabulary

### Words to Know

1. **Why** can I see the bird? It is **because** I look at it with my binoculars.



2. The eagle flies **so** gracefully **out** in the clear blue sky.



3. All the ducks **waddle** along together.



4. A baby duck is called a **duckling**.

5. Duck **feathers** are very soft.



### Your Turn

Pick one word from either box.

Use the word in a sentence.

Work with a partner.



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T8–T9.

**Teaching the standards:** RL.1.4, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, L.1.4

**Practicing the standards:** L.1.4.a, L.1.5.c, L.1.6, SL.1.6

Go to the **Pearson English Portal** for additional standards correlations.

## Fluency

**Activity 2** Hold up a picture of a group of smiling children and repeat the sentences as children listen.

*I'm so happy. Oh, me too!*

*Why are you happy? Because you're here, too.*

Write the sentences on the board. Have children echo-read the verse several times.



# Phonics

## Long e; ch, sh

Look at each picture and word. Listen to the letter sounds. Say the word.



chick



ship



read

### Phonics

e



ch



sh



82

### Your Turn

Which letter, or letters, stand for the sound at the beginning of the word?



ch th sh



ch sh dr



a e i o

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### Teaching Resources

- Workbook, p. 82
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Long e; ch, sh

Tell children they will listen to and say the sounds of new words. Then tell children to listen for the *ch* and *sh* sounds in *chick*, *ship*. Have them say the word that begins with the *ch* sound, then the word with the *sh* sound. Next, say the word *me*. Isolate the long *e* sound in the word. Then have children repeat the long *e* sound aloud.

### Phonemic Awareness

**Model** Tell children you are going to say a word aloud to show them how to isolate a sound.

**SAY:** *Listen as I say chick. I hear the ch sound at the beginning of the word. Which of these words have the same ch sound as chick?* cherry, chipmunk, watch, sock, chew

*Listen as I say ship. I hear the sh sound at the beginning of the word. Which of these words have the same sh sound as ship?* cheese, shell, sell, sing, shine

**Blending** Write *ship* on the board. Run your hand from letter to letter, enunciating each sound. Then blend the whole word: *ship*. Have children blend the word with you. Repeat with the words *chick*, *read*.

### Your Turn

If you have a puppet, use it to identify all the images on the page before children attempt to complete the exercises.



# Story Preview

## Teaching Resources

- Teacher's Resource Book, p. 98
- GO 3: Prediction Chart
- Workbook, pp. 83–84 • Audio

For extra practice, use the various worksheets on Pearson English Portal.

Explain to children that this story is about a little duck and what it can do. Point out that the story is nonfiction.

## More About the Big Question

The Big Question for this reading focuses on the relationship between animals in nature.

**SAY:** *We are going to read about how animals help each other. Get ready by thinking about what you know about ducks.*

- *Where do ducks live?* in lakes and ponds
- *What do they eat?* small bugs and fish

## Reading Tip

Have children look at the photographs on pages 10–11. Read the Reading Tip aloud. Tell children to pay attention to the pictures in the story as they read.

## Reading Strategy

**Predict** If you have a puppet, use it to tell children that readers sometimes guess what a story is about. These guesses are called *predictions*. Explain that predictions are based on what you know and what you see.

**SAY:** *You use what you already know and what you see in the pictures when you predict. You also use what you read to predict what will happen next.*

**Read Aloud** If you have a puppet, use it to read the question: *Who is in the story?* Ask children to repeat *duckling* and *duck*. Read the question, *Where does the story happen?* Ask children to repeat *pond*.

## Story Preview

### Reading Tip

You can use the pictures in the story to guess what will happen.

### Who is in the story?

duckling



duck



### Where does the story happen?



pond

### Reading Strategy

### Predict

You can guess, or predict, what will happen in a story. Use what you know and the clues in the story. As you read, try to predict what might happen.

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## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T10–T19.

**Teaching the standards:** RI.1.1, RI.1.2, RI.1.10

**Practicing the standards:** RI.1.7, SL.1.2

Go to the **Pearson English Portal** for additional standards correlations.



# Little Duck



On Your Own

Reading  
1

by Sarah Beacker



11

## Little Duck

### Preview

**Title** Read the title of the story as you track the print. Have children repeat the title after you. You may want to tell children that a baby duck is called a duckling.

**Author** Point to the author's name and read it aloud. Explain to children that an author is the person who writes a story.

**Photographs** Draw children's attention to the pictures on the title page.

**ASK:** *Will this story be about people or animals?*

- *Make the sound a duck makes. How does it walk? What is a duck's walk called?*
- *Find the egg. What will happen?*

**Read Aloud** The *On Your Own* icon indicates that the readings are fully decodable. Should you wish to use these readings in class, some suitable reading techniques would include:

- choral reading
- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for children to jump in

**Play the Audio** Another option is to have children listen to the audio. They may just listen, or listen and read along in the text. Pause the audio occasionally to ask comprehension questions.

**Support** Read aloud and discuss the Reading Tip on page 10. Some children may need your support to read grade-appropriate content area text. Monitor children's reading and provide help, as needed.

### Differentiated Instruction

<b>Beginning</b>	Point to the title and read it aloud to the children. Have them repeat after you.
<b>Early Intermediate</b>	Tell children to point to the picture of the duck on page 10 and read the photo label aloud.
<b>Intermediate</b>	Have children use <i>who</i> , <i>what</i> , or <i>where</i> to make up questions that relate to the ducks on these pages.
<b>Early Advanced/Advanced</b>	Have children work with partners to write a short story about the ducks in the photo on page 10.



# Reading 1

**Build Discussion** Before children begin reading, discuss what they know about ducks and their behavior.

**SAY:** *This story is about ducks. Let's talk about ducks before we start reading the story.*

- *What have you learned so far about ducks?*
- *What did you already know about ducks?*

## Reading Strategy

**Predict** Remind children that a prediction is a "best guess" about something. Explain that by using what they know and what they read, they can predict what might happen next.

**SAY:** *To make a prediction:*

- *Think about what you have read so far.*
- *Think about what you already know.*
- *Then use all the information to make a good guess or prediction about what might happen next.*

Have children use the Prediction Chart below as they read to record their predictions and what actually happens in the story.

What I Predict	What Happens
	A duckling is born. It starts to waddle. Ducks check for bugs and swim in ponds.

Now read pages 12–13 with the children.



Peep! Peep! Peep! I see a duck.

**Why** is it **so** small? It is so small **because** it just hatched.

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## Phonics long e

Remind children that words are made up of sounds and that they can hear sounds at the beginning, middle, and end of words. Tell children they are going to listen for the long e sound. Ask children to raise their hand when they hear words with the long e sound as you read page 12 aloud.





An egg shell cracks. I see feet!  
I see a beak! A **duckling** can get  
**out** of its shell.

13

## Understand Text Structure

**Questions and Answers** Explain to children that authors sometimes ask and answer questions in their writing. Explain that this can make a story more fun and interesting to read. Tell children that usually when they see a question in a story, they should carefully read on, because they will probably find the answer in the very next sentence.

**Sight Words** Have children turn back and read aloud the Sight Words printed on page 8. Then have children find the words on pages 12–13. Ask volunteers to read aloud the sentences in which the Sight Words appear.

**Story Words** Direct children's attention to the Story Word *duckling* on page 13. Then point to the photo on page 13 and ask children what is going to come out of the egg. **a duckling**

**Check Up** Ask children to point to the picture that shows how a duck is born. Then have children list words that describe the picture. Write them on the board. Have pairs of children use the words in sentences.

## Accelerate Language Development

**Question Marks** In Spanish, questions are denoted with two question marks: ¿ at the beginning of a question and ? at the end. Tell children to look closely at the end punctuation of an English sentence to help them recognize what kind of sentence they are reading.

### Differentiated Instruction

<b>Beginning</b>	Have children make the sound a duckling makes. Then have them point to the words in the text that name that sound.
<b>Early Intermediate</b>	Have children find the Story Word that means "baby duck" on page 13. Have them read the sentence.
<b>Intermediate</b>	Read aloud the words <i>peep peep peep</i> in the text. Have volunteers take turns making other animal sounds. Have children guess the animal.
<b>Early Advanced/Advanced</b>	Say the word <i>peep</i> . Have children say the vowel sound they hear. Then have children find and say the other words that have the same vowel sound.



Comprehension Check

**Sequence** Discuss with children how writers usually tell their stories in the order in which each event happened.

**SAY:** *So far, we have read about how ducklings are born.*

- *What happens first?* The baby duck cracks its shell.
- *What happens next?* The duckling comes out of its shell.
- *Then what happens?* The duckling walks and waddles.

Story Words

**Waddle** Direct attention to the Story Word *waddle* on page 15. Have children write the word and practice saying it aloud. Then have children read aloud the sentence that contains the word.

Scaffolding

**Idea Web** Draw an idea web on the board. In the center circle, write *ducks*. Ask children to tell what ducks can do. Encourage children to use action words. Record their ideas in the outer circles.

**Accelerate Language Development**

**Exclamation Points and Quotation Marks** Draw attention to the last sentence on page 15. Explain that punctuation at the end of a sentence can tell you how to read the sentence. An exclamation point indicates that a sentence should be read with excitement. Point to the quotation marks in the sentence. Explain that all the words between the quotation marks are the actual words or sounds made by ducklings. Say the sentence with emphasis. Then have children repeat after you.



A duckling came out of an egg.  
It is a cute duckling. But it can  
not stand up yet.

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Differentiated Support	
Beginning	Ask children the following questions. Have them respond by finding the answer in the text and reading the word or words aloud. <i>What is a baby duck called? What did the duckling come out of? What can ducks do?</i>
Early Intermediate	Have children find the action words in the text and write each word on paper.
Intermediate	Have children look at the picture on page 15 and predict where the duck is going.
Early Advanced/Advanced	Have children find the action words in the text and use them to write a caption for each of the photos.





Ducks can walk. Ducks **waddle** and sway to walk. A duck says, “Peep! Peep! Peep!”

15

Build Vocabulary

**Synonyms** Use examples from the reading to review synonyms with children.


**SAY:** *Look at the word waddle.*

- *What other word on page 15 has almost the same meaning?* **walk**
- *Now look at the word cute on page 14. Can you think of any other words that have almost the same meaning?*

Write the following sentence frame on the board:  
*A duckling \_\_\_\_\_ .*

Have children copy the sentence, filling in the blank with a word or words that tell something about a duckling, such as what it looks like, how it is born, or what it can do. Have children read aloud their completed sentences in class.

Activity

 **Drawing** Have children brainstorm other animals that hatch from shells. Children’s ideas might include seagulls, ostriches, alligators, snakes, and lizards. Have children choose one animal and draw a picture of it. Encourage children to write captions for their pictures.

Differentiated Instruction

Beginning	Ask children the following questions. Have them respond by finding the answer in the text and reading the word or words aloud. <i>What is a baby duck called? What did the duckling come out of? What can ducks do?</i>
Early Intermediate	Have children find the action words in the text and write each word on paper.
Intermediate	Have children look at the picture on page 15 and predict where the duck is going.
Early Advanced/Advanced	Have children find the action words in the text and use them to write a caption for each of the photos.



# Reading 1

## Comprehension Check

**Predict** Have children use the photo on page 16 to make a prediction.

**SAY:** Look at the photo on page 16.

- Where is the duck? in the water
- What is the duck doing? swimming
- What do you think the duck might do next? look for a plant or bug to eat

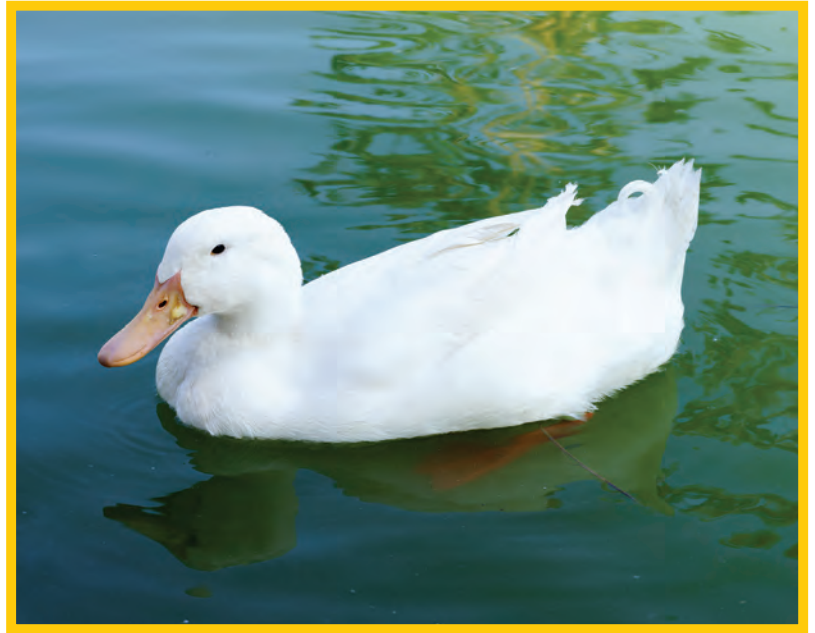
**Scaffolding** Discuss the photos on pages 16–17 with children.

**SAY:** Look at the duck. It kicks its flat feet to swim.

- What does a fish use to swim? its fins
- Now think about an alligator. What body part does this big animal use to move through water? its tail
- What body parts do you see the ducklings using to swim? their feet
- How are all these living things alike? They move a body part to swim.

## Linguistic Note

Spanish speakers might not know all of the English words for the numbers *one* to *ten*, or they might not know the words in the correct order. To help these children, take the time to review each English number word and its Spanish counterpart with children: 1-one-*uno*, 2-two-*dos*, 3-three-*tres*, 4-four-*cuatro*, 5-five-*cinco*, 6-six-*seis*, 7-seven-*siete*, 8-eight-*ocho*, 9-nine-*nueve*, 10-ten-*diez*.



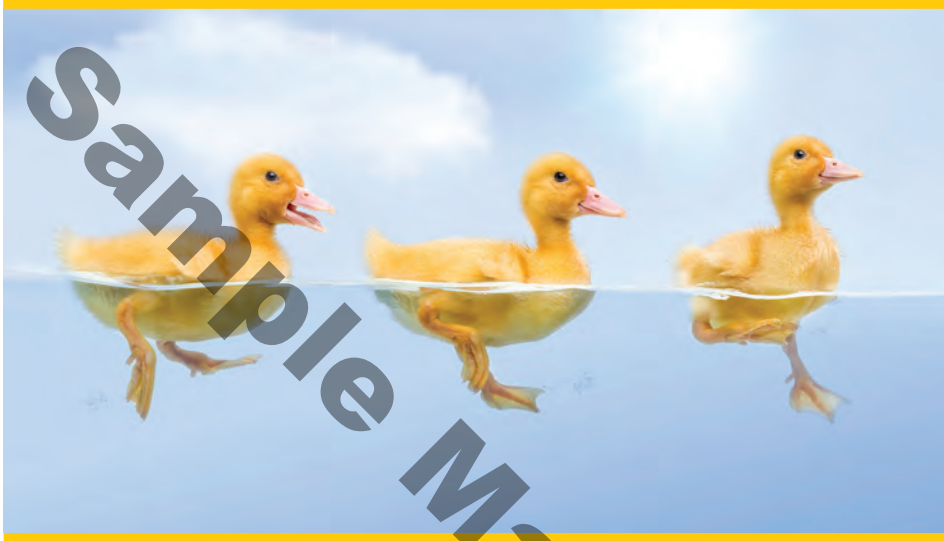
Ducks check for bugs. Why?  
Ducks check for bugs because  
ducks like to eat bugs.

16

## Phonics ch

Have children point to their chin. Tell children to listen for the /tʃ/ sound as you read aloud page 16. Tell children to point to their chin when they hear a word that begins with the /tʃ/ sound.





Three ducks swim in a big pond.  
Ducks can swim. Ducks kick big,  
flat feet to swim.

17

## Build Vocabulary

**Check** Explain to children that the word *check* can be used as both a verb (action word) and a noun. Have children read aloud the sentences in the book that contain the word *check*. Ask children if the word describes an action or a thing. Then have children use the word *check* as a verb in a sentence. Next, draw a checkmark on the board. Ask children to identify the symbol and tell where they have seen this mark before, such as on their homework or other assignments or on a parent's to-do list.

**Plurals** Say *duck* and *ducks*. Have children write each word as you say it. Then have them circle the word that names one thing, and underline the word that names more than one thing. Use the example to explain that writers and speakers show "more than one thing" by adding an *s* to the word. **SAY:** *egg, bug, and shell*. Have children add an *s* to each word to form the plural. Then explain that some words are "irregular"; they don't follow this rule. Write *foot* and *feet*. Have children tell which word is singular and which is plural. Have children use *foot* and *feet* in a sentence.

Have children identify the action words in the text and work with partners to use each word in a sentence.

## Activity

**Flashcards** Have children work in pairs to make flashcards for the words *bug* and *pond*. They can either draw their pictures or cut pictures from magazines. Then have them write the name of each picture on the back of the flashcard.

### Differentiated Instruction

<b>Beginning</b>	Have children find words in the text that begin with the letters <i>b</i> , <i>c</i> , and <i>d</i> . Have children read aloud the words.
<b>Early Intermediate</b>	Have children find the action words in the text and say them aloud. Then have them pantomime the actions.
<b>Intermediate</b>	Have children use the word <i>three</i> to write a sentence about the three ducks shown in the photo on page 17.
<b>Early Advanced/Advanced</b>	Have each child use the question word <i>why</i> to ask a partner a question about ducks. Have partners answer the question. Then have children switch roles.



## Comprehension Check

**Summarize** Explain to children that one way to remember what they read is to look for the most important information. Explain that readers sometimes use this information to summarize a story after they have finished reading it. Work with children to identify the most important pieces of information from this story.

**SAY:** *Let's look back at what we've read so far.*

- *How are ducklings born?* They hatch from a shell.
- *What sound do ducks make?* peep, peep, peep
- *How do ducks move?* They waddle.
- *How do ducks swim?* by kicking their big, flat feet

## Story Word

**Feathers** Direct attention to the Story Word *feathers* on page 18. Read aloud the word as children track the print. Then have children spell and say the word aloud. Have children point to the feathers in the photo on page 18. Ask children to tell what color the duck's feathers are.

## Build Vocabulary

**Antonyms** Turn children's attention to the word *big* on page 18. Show children a big piece of paper. **SAY:** *This is a big piece of paper.* Then show children a small piece of paper. **SAY:** *Is this a big piece of paper?* no *What is it?* a small piece of paper

Guide children to recognize that *big* and *small* have opposite meanings. Introduce the term *antonyms*. Explain that antonyms are words that have opposite meanings. **SAY:** *Big and small are antonyms.*

Direct children's attention to the words *cold*, *little*, and *fast* on page 18. Have children think of antonyms for each word. Write the antonym pairs on the board. Lead children in saying *cold is an antonym of hot*, *slow is an antonym of fast*, and so on.



A duck has **feathers** so it will not get cold.

Little ducks get big fast!

18

## Fluency

**Activity 3** Have children turn to *Little Duck* on pages 11–18. Read the story two or three times, as the children listen. Read each sentence of the story and have the children echo-read.



Read the questions. Say the answers.  
Use Sight Words and Story Words.

1. What does the duckling say?
2. Why is the duckling so small?
3. How do ducks swim?
4. Compare a duck to a chicken.



**Reading Tip**

To help you understand the story, ask a partner a question about it.

**Reading Strategy**

**Predict**

How does predicting help you understand the story?

WB  
83-84

19

These comprehension questions follow Marzano taxonomy: 1. Remember (*recall*), 2. Understand (*comprehend*), 3. Break It Down (*analyze*), and 4. Apply (*connect*). To help children expand and internalize English vocabulary, encourage them to use Sight Words and Story Words to answer questions and describe people, places, and objects.



If you have a puppet, use it to ask the questions. Then have children work together to answer the questions.

**Answer Key**

1. The duckling says, "Peep! Peep! Peep!"
2. The duckling is small because it just hatched.
3. Ducks kick their big, flat feet to swim.
4. Answers will vary.

**Reading Strategy**

**Predict** Children can demonstrate English comprehension and expand reading skills by using inferential skills such as predicting. Have children complete the Prediction Chart they started on page T12 with what really happened.

Read the Reading Strategy question aloud. Encourage children to exchange ideas.

**Differentiated Instruction**

<b>Beginning</b>	Have children use pantomime and gestures to show the different things that ducks can do. Have children say the word that names each action.
<b>Early Intermediate</b>	Have children write the words on page 19 that describe the size of a duck and what ducks can do. Lead children in reading them aloud.
<b>Intermediate</b>	Have each child tell which fact they found most interesting or surprising about ducks.
<b>Early Advanced/Advanced</b>	Have children write a response to the Big Question and share it with partners.



## Teaching Resources

- Workbook, pp. 85–86
- Assessment, pp. 55–58

For extra practice, use the various worksheets on Pearson English Portal.

## Simple Present Tense: Questions

Explain the rule and examples on page 20.

Point to the first question.

**SAY:** *What are the subjects in these questions?*  
*you, Julio*  
*What helping verbs are used in the questions?*  
*do, does*

Point to *does* on the board.

**SAY** *What helping verb do we use with Annie?* *does*

Explain the rule for using *does* with a third-person singular subject (such as *he, she, or it*) and *do* with other subjects, such as *I, we, you, and they*. Have children notice the order of the words in a question: start with the question word, next is *do* or *does*, then the subject, and finally the main verb.

Point out the proper word order in *Wh-* questions: Question (*Wh-*) word + *do* or *does* + subject + base form of main verb + the rest of the sentence.

Write several questions on the board using *where, what, and when*, such as *When do you go to bed? Where do you play? What do you do after school? What does Julio do on weekends? When does Julio play on weekends? Where do you go on weekends?*

Explain the verb form: **do** + the base form of a verb is used for **plural subjects**; **does** + the base form of a verb is used for **singular subjects**.

### Practice A

Model how to do the example. On the board write: *What \_\_\_\_\_ she do at home?* Have a volunteer write the correct word in the blank. Then have children fill in the blanks for items 2 to 5 in their books. Check the answers as a class.

### Answer Key

2. does 3. do 4. do 5. does

## Reading 1

# Grammar and Writing

## Simple Present Tense: Questions

To make questions with the simple present tense, use **what, when, and where** + **do/does** + subject + **verb**.

**Where do** you go on the weekend?

I go to the store with my parents.

**What do** you ask them to buy?

I ask for my favorite food and drinks.

**When does** Julio spend time with his grandpa?

After school.

**What does** Julio do with his grandpa after school?

He reads and plays video games with his grandpa.

### Practice A

Use **do** or **does** to fill in the blanks.

1. What does she do at home?
2. What \_\_\_\_\_ he do after school?
3. When \_\_\_\_\_ you do your homework?
4. Where \_\_\_\_\_ they go on the weekend?
5. When \_\_\_\_\_ she spend time with her mom?

20



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T20–T21.

**Teaching the standards:** L.1.1, L.1.1.e, L.1.1.j, L.1.2

**Practicing the standards:** W.1.2, W.1.5, L.1.1.a, L.1.2.b

Go to the **Pearson English Portal** for additional standards correlations.



## Practice B

Circle *do* or *does* to make the sentences correct.

1. What do / does she do / does on the weekend?
2. When do / does you do / does your practices?
3. Where do / does you do / does your homework?
4. What do / does they do / does for lunch?

## Apply

Choose a question from the box to ask your partner. Then have your partner answer you.

**Example:** A: What do you do after school?

B: I watch TV.

- When do you do your homework?
- What does your family do on the weekends?

## Write

Write about the things you do after school.

First, I do my homework. Next, I play soccer. Then I have dinner.

WB  
85-86

21

**Scaffolding** Write the following sentence frames on the board. Have children fill in the blanks with *Where*, *What*, or *When*.

\_\_\_\_\_ do you do at home?

\_\_\_\_\_ do you go to school?

\_\_\_\_\_ do you spend time with your friends?

## Practice B

Model how to do the activity by doing the first item with them.

Write the sentence on the board, and ask volunteers to circle *do* or *does* on the blanks.

Have children continue the activity, completing the sentences in their books. Check the answers with the class.

## Answer Key

1. does, do; 2. do, do; 3. do, do; 4. do, do

## Apply

Tell children that they will ask and answer questions using the question words *When* and *Where*. Direct their attention to the questions in the box, and read them aloud. Have partners listen carefully to each other and correct their mistakes to monitor understanding.

## Write

Have children complete the Write activity on page 21. You may wish to have children work in pairs or in small groups. Invite them to draw pictures of the things they do after school and talk about them before they write. Remind them to use the simple present to tell about the things they do after school. Encourage them to use time-order words like *first*, *next*, and *then*.

## Differentiated Instruction

<b>Beginning</b>	Read the dialogue on page 20 and have children raise their hand when you read a question.
<b>Early Intermediate/ Intermediate</b>	<i>What do you do on the weekend?</i> Remind children that they do not always use the word <i>do</i> in their answer.
<b>Early Advanced/ Advanced</b>	Have partners take turns asking each other questions using <i>What</i> , <i>When</i> , and <i>Where</i> .



# Vocabulary

## Teaching Resources

- Workbook, p. 87
- Picture Cards
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Words to Know

### Sight Words

Write the word *grow* on the board. Point as you read it aloud. Have children say the word. Point to a plant. Repeat this process with the words *before* and *after*.

### Story Words

Have children listen to the audio and say the words. Next, read through the **Oral Vocabulary Routine**.

#### Oral Vocabulary Routine

**Define:** the liquid found in oceans, rivers, and lakes

**Expand:** You should drink several glasses of **water** each day.

**Ask:** How much **water** do you drink each day?

**Define:** the flower of a plant

**Expand:** A pumpkin **blossom** will turn into a pumpkin.

**Ask:** What do you think an apple **blossom** will turn into?

**Define:** a large, round, orange fruit

**Expand:** A large, orange, **pumpkin** grew in the field.

**Ask:** What is your favorite thing to make with **pumpkin**?

### Your Turn

If you have a puppet, use it to repeat children's sentences, revising to model correct language. Guide children to use learning strategies.

## Reading 2 Prepare to Read

These words will help you understand the reading.

### Sight Words

before  
grow  
after

### Story Words

water  
blossom  
pumpkin



87

22

## Vocabulary

### Words to Know

1. **Before** a plant can **grow**, it needs sunlight.



2. **After** sunlight, a plant needs water, too.



3. The boy adds **water** to his plant. Then a **blossom** will bloom.



4. I like picking pumpkins in a **pumpkin** patch.



### Your Turn

Pick one word from either box.  
Use the word in a sentence.



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T22–T23.

**Teaching the standards:** RL.1.4, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, L.1.4

**Practicing the standards:** L.1.4.a, L.1.5.c, L.1.6, SL.1.6

Go to the **Pearson English Portal** for additional standards correlations.

### Fluency

**Activity 4** Hold up one picture of a child eating breakfast and repeat the sentences as children listen.

**SAY:** *Before you go to school, what do you do?*  
*I eat breakfast. How about you?*

Write the sentences on the board. Read the verse smoothly and move your finger underneath as you do so. Have children echo-read the verse several times. You may wish to continue, substituting other expressions for *eat breakfast*.



## Phonics

### Long a; th, y

Look at each picture and word. Listen to the letter sounds. Say the word.



yak



bath



gray



train

### Your Turn

Sound out the words. Point to the word for the picture.



snail snake



play pail



yam yak



23

### Phonics

a



th



y



### Teaching Resources

- Workbook, p. 88
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

### Long a; th, y

Remind children that words are made up of sounds and that they can listen for sounds in words. To reinforce the idea, read aloud each of the Story Words on page 22. Have children repeat some of the sounds they hear and identify the letter that stands for that sound.

### Phonemic Awareness

**Model** Tell children you are going to say a word aloud to show them how to isolate a sound.

**SAY:** *Listen as I say yak. Which of these words have the same beginning sound as yak?* yellow, silly, year, yodel, player

*Now listen as I say bath. Which of these words have the same th sound as bath? The th sound can be anywhere in the word.* thin, with, top, star, thick

**Blending** Write yak on the board. Run your hand from letter to letter, enunciating each sound. Then blend the whole word: yak. Have children blend the word with you.

y → a → k

Repeat with the following words: bath, gray, train.

Develop an Awareness of Cognates		
English	Spanish	Haitian Creole
bath	baño	benyen
gray	gris	gri
train	tren	tren



# Story Preview

## Teaching Resources

- Teacher's Resource Book, p. 98
- Workbook, pp. 89–90
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Tell children they will read about plants and how they grow. Point out that what they will read is a nonfiction, or true, story.

## More About the Big Question

The Big Question for this reading focuses on the different ways plants help people.

**ASK:** *Do any of the foods you eat come from a garden? What are they? As you read, think about what kinds of help plants need.*

## Reading Strategy

**Use Prior Knowledge** Using prior knowledge is a prereading support that helps children enhance comprehension of text. If you have a puppet, use it to remind children about the reading strategy. Explain that readers use what they read and what they already know to predict or guess what might happen.

**Academic Vocabulary** To build academic language proficiency, help children learn and use academic words such as *prior knowledge*, which they hear during classroom instruction.

**Take Notes** Children can demonstrate comprehension of increasingly complex English by taking notes. Explain that taking notes about facts and clues as they read will help them predict.

## Read Aloud

If you have a puppet, use it to read the questions: *What is in the story? What is the story about?* Ask children to repeat: *The story is about all kinds of plants.*

## Story Preview



seeds



peaches



leaves



carrot



watermelon



pumpkin



flowers

### What is in the story?

### What is the story about?

The story is about all kinds of plants.

#### Reading Strategy

#### Use Prior Knowledge

To improve your understanding of a story, use what you already know. As you read, think of what you already know about the topics in the story.

24



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T24–T35.

**Teaching the standards:** RI.1.1, RI.1.2, RI.1.10, SL.2.4, SL.2.6

**Practicing the standards:** RI.1.7

Go to the **Pearson English Portal** for additional standards correlations.

## Differentiated Instruction

### Beginning

Read aloud each of the picture labels on page 24 as children track the print. Then have children say the word for each picture aloud.

### Early Intermediate/Intermediate

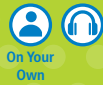
Have children draw and label pictures of fruits and vegetables.

### Early Advanced/Advanced

Have children work in small groups to create a list of different fruits and write the name for each.

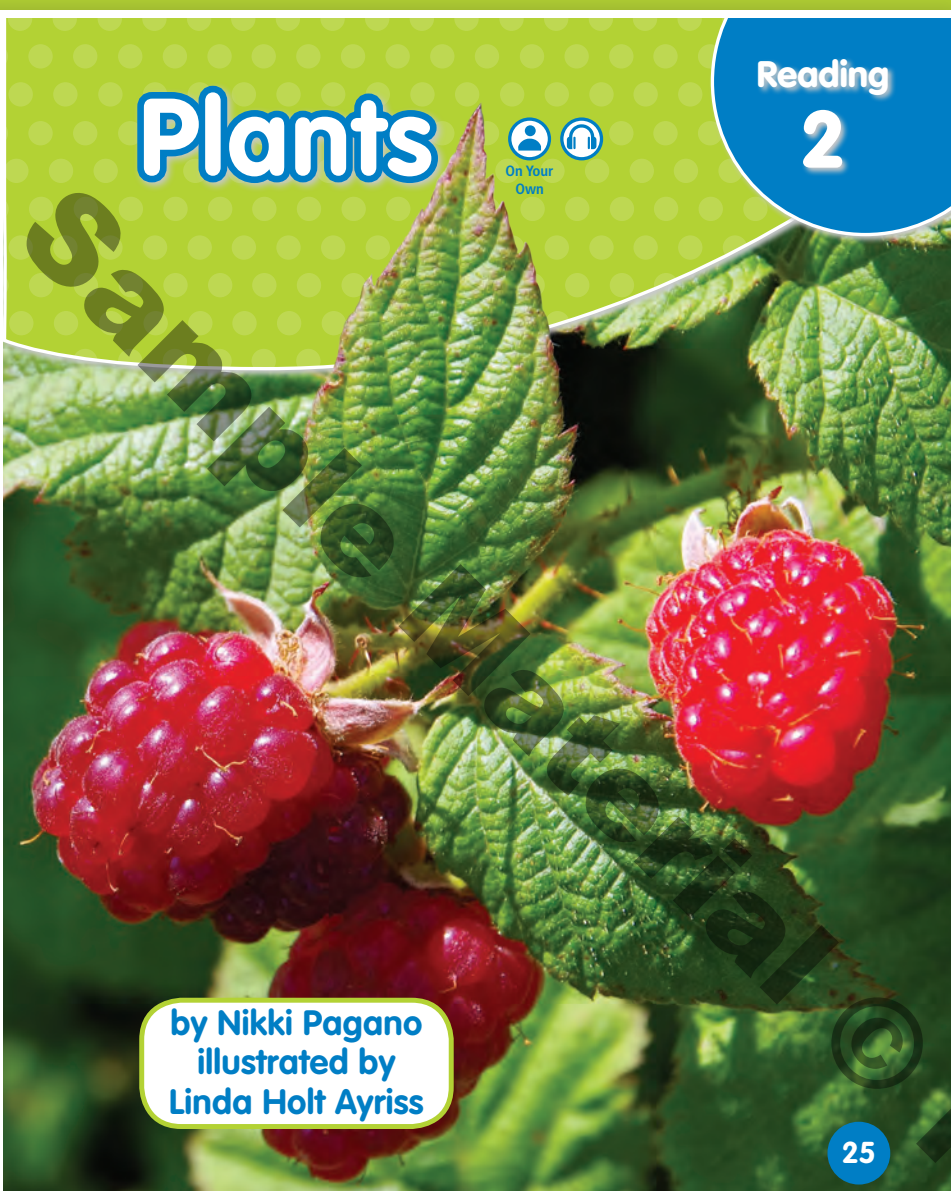


# Plants



On Your  
Own

Reading  
2



by Nikki Pagano  
illustrated by  
Linda Holt Ayriss

25

## Plants

### Preview

**Title** Read aloud the title of the story as you track the print. Have children repeat the title after you. Then have children use the title and the photos to predict what they might learn about in the story.

**Author** Point to the author's name and read it aloud. Explain to children that Nikki Pagano is the person who wrote the story.

**Photographs** Draw children's attention to the pictures on the title page.

**SAY:** *What do you see in the photographs?*

- *Are they related to animals or plants?*
- *What can you do with them?*

The *On Your Own* icon indicates that the readings are fully decodable. Should you wish to use these readings in class, some suitable reading techniques would include:

- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for children to jump in

**Play the Audio** Another option is to have children listen to the audio. Pause the audio occasionally to ask comprehension questions.



# Reading 2

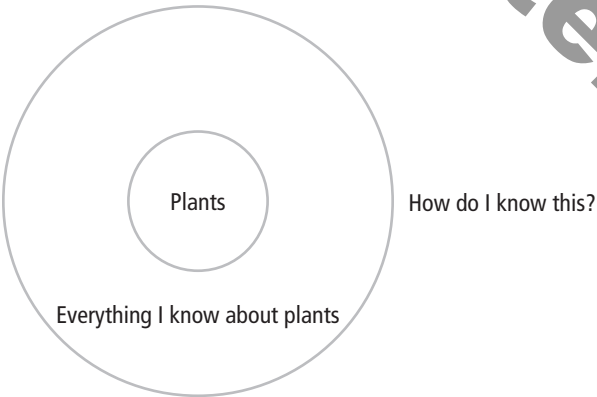
**Build Discussion** Ask children to look at the pictures on pages 26–27. Tell children that this story is about how plants help people. Have children look at the pictures.

**SAY:** *We will read about the different plants that help people. Look at the photo on page 26. What do you see?* seeds

## Reading Strategy

**Use Prior Knowledge** Explain that prior knowledge is what you already know. You can use what you know to understand the text better.

**SAY:** *How can you use what you read and what you know to understand the text better?* Have children use a circle map. Before they read, help them complete the circle map to show what they already know.



Seeds make plants. A seed needs a lot of rain and a lot of sun **before** it can **grow** big and strong.





You may plant this black seed in wet dirt. **After** about six days, vines will pop out. Next, a **blossom** may bloom. Then watermelons may grow.



A watermelon is red and green. If you wait, it will get big and sweet. Yum! Yum! Yum!

27

## Sight Words

**Grow** Have children find the word *grow* on page 26. Have children say the word aloud. Then lead the class in reading aloud the sentence.

### ASK:

- *Were you always as big as you are now? no*
- *What happened? How did you grow?*

**Possible Answers** I ate healthy food and got plenty of sleep.

## Story Words

**Blossom** Guide children to recognize that *blossom* can be used both as a noun (to name a thing) and as a verb (an action word). Write *blossom* twice on the board. Below one, write the word a *flower*; under the other, write *bloom*. Introduce both synonyms to illustrate the multiple meanings of the word.

## Understand Text Structure

**Picture Clues** Ask children to look at the pictures on pages 26–27.

**SAY:** *Pictures can give clues that can tell you what a story is about. Suppose there were no words on these pages. What story do these pictures tell you?* Seeds grow into plants. Some of the plants have fruits.

**Check Up** Have children write a caption for each of the photos on these pages. Have children share their captions with the class. Guide them to recognize that their captions help to tell the story of how plants grow.

## Differentiated Instruction

<b>Beginning</b>	Ask children to find and pronounce the words in the text that begin with these sounds: <i>gr</i> , <i>pl</i> , <i>bl</i> , and <i>sw</i> .
<b>Early Intermediate</b>	Point to the pictures on pages 26–27. Have children find the words in the text that name each thing and say the word aloud.
<b>Intermediate</b>	Have children find and say the words from the text that answer these questions: <i>What do seeds do? What do blossoms do? What colors are a watermelon? How does the watermelon taste?</i>
<b>Early Advanced/Advanced</b>	Have children use the pictures to tell what happens first, next, and last.



Comprehension Check

**Use Prior Knowledge** Have children practice the skill of using prior knowledge using the photos on page 28.

**SAY:** *Look at the photo on page 28.*

- *Point to the seed. Find the word in the text that names it.*
- *What may happen to the seed?*
- *What will the seed need?*

**Possible Responses** The seed will grow into a plant. The seed will need water and sun.

Story Words

**Water** Have children find the word *water* in the text. Tell children the word can be used as both a noun and a verb. Read aloud the sentence as children follow along in their Student Edition. Ask: *How is water used in the sentence?* **as a noun** Then have volunteers share sentences that use *water* as a verb.

**Possible Responses** I will water the plant. Did you water your garden today?

**Scaffolding** Use the following questions to help children recognize that plants have life cycles.

**SAY:** *Let's look at the picture on page 29.*

- *What is growing on the tree?* **peaches**
- *What is left when you eat a peach?* **the pit, or stone**
- *What happens if you plant the pit?* **It may grow into a tree.**
- *What will the tree do when it grows big?* **It will grow peaches.**



This seed is named a pit or a stone. It may grow to be a peach. It will need a lot of **water** and sun to help it grow.

Differentiated Instruction

<b>Beginning</b>	Have children use pantomime to show how they plant a peach pit, water the seed, pick the fruit, and enjoy how the peach tastes.
<b>Early Intermediate</b>	Have children find the words that describe how a peach tastes and say them aloud. ( <i>sweet, Yum! Yum! Yum!</i> ) Lead children in saying the words aloud.
<b>Intermediate</b>	Have children point to the appropriate picture to respond to these questions: <i>What do you plant in the ground? What does a peach seed grow into?</i>
<b>Early Advanced/Advanced</b>	Have children write the words on these pages that name a thing. Then have children use three of the nouns in sentences.





A peach grows on a tree. Can you see big, green leaves on this peach tree? Pick a peach off a tree. A peach is a sweet treat that tastes fine. Yum! Yum! Yum! Yum!

29

## Phonics y

Model the y sound by saying *yum!* and rubbing your stomach. Read aloud page 29 and ask children to rub a circle on their tummy when they hear the words that begin with y.

## Build Vocabulary

**Stone** Have children locate the word in the text and read aloud the sentence. Have them point to the stone in the photograph and find the words in the text that have the same meaning. *seed, pit*

**SAY:** *Many words in English have more than one meaning.*

- *What's another meaning for stone?*  
*rock, boulder*
- *Let's think of sentences for this meaning of stone.*

**Possible Responses** *The stone was gray. We found some pretty stones along the water's edge.*

Organize children into groups. Have each child write a question for what he or she learned on these pages. The questions can be based on what children read or saw in the photographs. Ask children to place the questions face down in a pile. Then have children take turns choosing a question and answering it in words or by pointing to the correct photo or part of the photo.

## Adapt the Activity

**Drawing** Have children draw crisscrossing lines on a sheet of art paper to create four frames. Have them label their frames 1, 2, 3, and 4. Then have them draw four pictures to show the life cycle of a peach tree from seed to full-grown tree. The pictures should show a seed, a seedling, a tree with no fruit, then a tree full of peaches. Invite children to share their pictures.

**Reteach** Have children work with partners to write a summary of what happens to a peach pit when it is put in dirt. Remind children that a summary includes only the most important information. Have volunteers read aloud their summaries in class.



## Reading 2

### Comprehension Check

**Preview** Explain to children that previewing helps to give you a better understanding of what the story will be about. Explain that sometimes the pictures show details that are not explained in the story.

**SAY:** *Previewing the pictures in a story can help you to understand what the story is about. Look at the photographs.*

- *What do you see on page 30? seeds*
- *What do you see on page 31? pumpkins; a large orange fruit on the ground*
- *What will you read about on these pages? how pumpkins grow*

### Story Words

**Pumpkin** Direct children's attention to the word *pumpkin*. Slowly sound out the word as children track the letters. Have children repeat the word with you. Then have children draw a picture of a pumpkin and write the word below it.

**Make Connections** Use the following questions to help children make connections to the text:

- *What seeds have you planted?*
- *Where did you plant them?*
- *What did you do once they were planted?*
- *How long did it take for the seeds to sprout into little plants?*
- *Did your plant grow leaves? Blossoms? Fruit? Vegetables? Describe how the plant changed as it grew bigger.*

### Link to Social Studies

**Culture** Pumpkins are often used for decoration. People carve them or use them to decorate their holiday tables. Certain types of pumpkins are edible. The inside section of pumpkins is spooned out and used to make such foods as pumpkin pie, pumpkin muffins, pumpkin cheesecake, and even warm pumpkin soup. The seeds from a pumpkin are also edible. After being roasted, pumpkin seeds make a great snack.



Do you see the thin seeds? First you add water and sun to these seeds.





Then a big orange **pumpkin** will grow.  
It will lay on the soft ground.

31

## Build Vocabulary

**Orange** Review the different meanings for the word *orange*.

**SAY:** *Many words in English have more than one meaning. An orange is a fruit that people eat.*

- *How else do we use the word orange?*  
*It is also a color.*
- *What color is the orange we eat?* **orange**

**Homophones** Write the word *homophones* on the board. Explain that homophones are words that sound alike, but have different meanings and different spellings.

**SAY:** *Look at the word see on page 30.*

- *Can you think of another word that sounds the same? I'll give you a hint. The word means the same thing as ocean.* **sea**
- *Now look at the words sun and to. Can you think of any homophones for these words? What are they?* **son, two, too**

Write the words *thin*, *big*, and *soft* on the board. Have children work with partners to think of a synonym or an antonym for each word.

## Accelerate Language Development

**Ground** The word *ground* is used to describe the soil or earth beneath our feet. The word is also the past tense of the verb *grind*, which means "to mash something into smaller pieces." Use the following sentences to help children understand how to use both words:  
*The ground was covered with leaves. She ground the cheese and sprinkled it on her chili.*

### Differentiated Instruction

<b>Beginning</b>	Have children use pantomime and gestures to show what they do in water or how hot (or cold) water feels on their skin.
<b>Early Intermediate/ Intermediate</b>	Have children point to an object in the classroom that is thin or soft and introduce it in a sentence.
<b>Early Advanced/ Advanced</b>	Have partners practice reading aloud sentences from the page.



## Reading 2

### Comprehension Check

**Fact and Opinion** Guide children to distinguish between facts and opinions.

**SAY:** *Some of the information on this page is true. True information is called fact. Other words on the page tell what someone believes about something. This information is called opinion.*

- Which sentences tell facts about pumpkins? the first three sentences
- Which sentences tell someone's opinion about pumpkins? the last sentences

**Sound Words** Tell children that some words in English name sounds that people make. Have children look for the word on page 32 that names the sound people make when something tastes good. **Mmmmm** Then have children think of other words that name sounds that people make.

**Possible Responses** ooooh, aaaah, eeeek, ugh

### Build Vocabulary

**Inside** Read aloud the word *inside*. Have children point to the inside of the pumpkin. **SAY:** *We are inside the school.*

Point outside your classroom window. **SAY:** *Those trees are outside the school.*

Have children use your model to identify other things that are inside and outside the school. You may want to point out to children that *inside* and *outside* are antonyms.



Pumpkins have thin lines and thick stems. Pumpkins have seeds inside. You may make pumpkins into pie. Mmmmm. Yum! Yum! Yum! Yum!

32

### Fluency

**Activity 5** Have children turn to *Plants* on pages 25–32. Read the story two or three times, pointing to pictures, words, and phrases, as the children listen. Read each sentence of the story and have the children echo-read.



Read the questions. Say the answers.

Use Sight Words and Story Words.

1. What does a seed need to grow?
2. What happens to the watermelon seed after six days?
3. What do we call the seed of a peach?
4. Why are plants important?

**Speaking Tip**

Speak slowly and clearly.



**Reading Strategy**

**Use Prior Knowledge**

Did you understand the story better because you already knew something about the topics in the story?

WB  
89-90

33

These comprehension questions are based on Marzano taxonomy: 1. Remember (*recall*), 2. Understand (*comprehend*), 3. Break It Down (*analyze*), and 4. Apply (*connect*). By using analytical skills to answer these questions, children can demonstrate comprehension of increasingly complex English.

If you have a puppet, use it to ask the questions. Have children work as a class, with partners, or in groups to answer the questions.

**Answer Key**

1. A seed needs lots of water and sun.
2. After six days, it begins to grow vines.
3. It is named a pit or a stone.
4. Plants are important because we eat many of them, and some of them provide shelter for people and animals.

**Reading Strategy**

**Use Prior Knowledge** Have children refer to their circle charts. Read the Reading Strategy question aloud. Have children share ideas.

**Differentiated Instruction**

<b>Beginning</b>	Review with children how to pronounce the Sight and Story Words.
<b>Early Intermediate</b>	Have children name the three fruits they learned about in the lesson.
<b>Intermediate</b>	Have children share the most interesting thing they learned in this lesson with partners.
<b>Early Advanced/Advanced</b>	Have children write out a response to the Big Question. Invite volunteers to share their responses.



## Plants

Use visual and contextual support to help children enhance and confirm understanding. The illustrations on these pages are designed to expand children's vocabulary related to plants.

### More About the Big Question

Remind children of the Big Question.

**SAY:** *The Big Question was What kind of help do plants need to grow?*

- *What did you learn about plants?*
- *What do they need to grow?*
- *Now we are going to read about the parts of a plant.*

### Comprehension Check

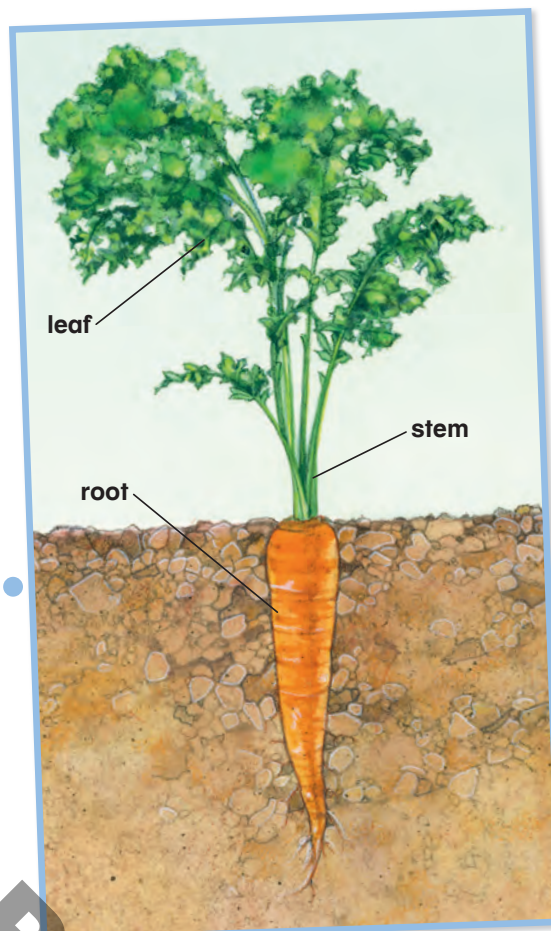
**Relate to Prior Knowledge** If you have a puppet, use it to tell children that using what they already know can help them understand new information. Tell children that as they read about the parts of a plant, they should think about what they already know about plants from the reading and from their own lives.

**Build Discussion** Invite a discussion about the fruits and vegetables children ate this week.

- Ask them to think about products they ate or used that contained fruits and vegetables, such as orange juice, jam, peanut butter, cocoa butter (for their skin), or soy milk.
- Have them discuss why eating fruits and vegetables is important to a person's health and well-being.
- Guide children to recognize that plants and the fruits and vegetables that come from these plants are necessary for people to survive. Point out that we must protect the environment to help grow food.
- Point out that plants also give us wood for building and paper products.

## A CLOSER LOOK AT...

## Plants



**Carrot** .....  
Can you see the parts of a carrot?  
Name all of its parts.





## Daisy

This plant is a daisy. The blossom is white and yellow. Name all of its parts.

## Activity to Do

What is your favorite plant?

- Draw a picture of it.
- Color it.
- Label all of its parts.

35

## Link to Science

**Carrots** Carrots are known as a root vegetable. Most people think of carrots as being only orange. But in fact, carrots come in several different colors including white, red, and purple. Carrots are crisp when fresh and are often used in salads. Carrots have some close relatives, including the white-flowered wild carrot known as "Queen Anne's Lace," parsley (which is used as a garnish in food, but can be eaten), and turnips (which look like carrots, but are thicker, white, and sometimes slightly knotty).

## Visual Literacy

**Diagrams** Say the word *diagram* and have children repeat the word after you. Explain that a diagram is a picture with labeled parts. Then point to the pictures on these pages and tell children they are diagrams.

**SAY:** *Look at the pictures on these pages. These are diagrams of plants. They show the parts of a plant that we normally don't see. Why are the labels helpful? The labels tell the names of the different parts of the plants.*

## Activity to Do

Help children expand and internalize English vocabulary by retelling information supported by pictures. If you have a puppet, use it to read the text in Activity to Do. Have children complete the activity independently or with partners.

**Oral Presentation** Invite children to share their drawings with the class. As each child presents, ask questions to encourage the presenter's communication skills. Invite other children to also ask questions of the presenter.

## Differentiated Instruction

<b>Beginning</b>	Lead children in reading aloud the labels for each diagram.
<b>Early Intermediate</b>	Have children respond to the following questions by pointing to the appropriate plant and saying its name aloud: <i>Which plant has a nice smell? Which plant does not have flowers? Which plant can you eat? Which plant has white and yellow blossoms?</i>
<b>Intermediate</b>	Say the label names out of order. Have children point to the word, say it aloud, then name the plant it is part of.
<b>Early Advanced/Advanced</b>	Have children work with partners to write a short paragraph that names the plant that helps people and describes how the plant helps them.



## Teaching Resources

- Workbook, pp. 91–92

For extra practice, use the various worksheets on Pearson English Portal.

## Time Order Words

Write the following sentences on the board:

First, the chicken lays an egg.

Next, the chicken sits on the egg.

Then, the egg begins to crack.

After that, the chick hatches.

Finally, the chick is warm and fuzzy!

Underline the first word of each sentence as you read it aloud. Tell children that these words tell the steps to do something or to tell the time order.

You may wish to explain that the time order word *then* may appear with or without a comma when it is at the beginning of a sentence.

## Reading 2

# Grammar and Writing

## Time Order Words

We use words such as **first**, **next**, **then**, **after**, **after that**, and **finally** to tell the steps to do something or to tell the time order.

### The Story of a Horse

**First**, the baby horse is born.

**Next**, he tries to stand.

**Then** the baby horse eats.

**After that**, he grows.

**Finally**, he is a big horse.



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T36–T37.

Teaching the standards: L.1.1, L.1.2

Practicing the standards: W.1.2, W.1.5, L.1.1.a, L.1.2.b, L.1.6

Go to the **Pearson English Portal** for additional standards correlations.



## Practice

Write a time order word from the box to complete the sentence.

next then finally

1. First, there is an egg.
2. \_\_\_\_\_, it becomes a caterpillar.
3. \_\_\_\_\_, it makes a cocoon.
4. \_\_\_\_\_, it becomes a moth.

## Apply

Talk about how watermelons grow.

**Example:** First, you can plant a seed.

## Write

Draw a picture of a plant. How does it grow?

First, plant a seed and give  
it water. Then you wait  
to see green leaves. Finally, you  
will see a flower.

WB  
91-92

37

## Differentiated Instruction

<b>Beginning</b>	Point to the number of each picture as you read aloud the captions on page 36.
<b>Early Intermediate/Intermediate</b>	Have children find the word in each caption that tells the time order. Have children say the words aloud.
<b>Early Advanced/Advanced</b>	Have children write about their morning routine using the words <i>first</i> , <i>next</i> , <i>then</i> , <i>after that</i> , or <i>finally</i> .

## Practice

Read aloud the rule, or explanation, for the time order words on page 36. Discuss the photos and dialogue boxes with children. To help children understand language structures such as time-order words, guide them to connect the photos to their own experiences. Ask children to say sentences about their experiences using time-order words.

Model for children how to do the activity by doing the example with them. On the board write \_\_\_\_\_, *there is an egg*.

**ASK:** Which word tells what happens in the picture, *first* or *next*? Once you elicit the correct response, write *First* in the blank.

Have children continue to write their answers in the blanks for items 2 to 4. Have them work individually or in pairs. Check the answers with the class.

## Answer Key

2. Next 3. Then 4. Finally

**Scaffolding** Have groups copy the following sentence frames on a piece of paper. Give each group a topic that includes steps in a process, such as how to wash your hands. Guide groups to complete each sentence so that they give steps for the given topic.

First, \_\_\_\_\_.  
Next, \_\_\_\_\_.  
Then, \_\_\_\_\_.  
After that, \_\_\_\_\_.

## Apply

Tell children that they will talk about how watermelons grow using time-order words like *first*, *next*, *after*, and *finally*. Have partners listen carefully to each other and correct their mistakes to monitor understanding.

## Write

Have children complete the activity on page 37 individually, in pairs, or in small groups. Invite them to talk about their pictures before they write. Ask each child or partners to write an expository or explaining sentence for each of the following words using newly acquired vocabulary: *leaves*, *stem*, *soil*, *sun*, *water*, *flower*, *seeds*.



# Vocabulary

## Teaching Resources

- Workbook, p. 93
- Picture Cards
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Words to Know

### Sight Words

Write the word *many* on the board. Point to the word as you read it aloud. Then have children say the word with you. Repeat this process with the words *they*, *all*, and *eat*.

### Story Words

Have children listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**.

**Oral Vocabulary Routine** Have children choral read the sentences. After each sentence, read the vocabulary routine.

**Define:** things that live and breathe, just like us humans

**Expand:** We saw many **animals** at the zoo.

**Ask:** Do you have any favorite **animals**?

**Define:** animals with feathers and wings that lay eggs

**Expand:** The **birds** flew across the sky.

**Ask:** Do you hear **birds** sing in the morning?

**Define:** this shows what everything eats

**Expand:** Plants and animals are part of the **food chain**.

**Ask:** What is one animal in the **food chain** that eats plants?

## Your Turn

If you have a puppet, use it to repeat children's sentences, revising to model correct language and enhance comprehension.

## Reading 3 Prepare to Read

These words will help you understand the reading.

### Sight Words

many  
they  
all  
eat

### Story Words

animals  
birds  
food chain



93

38

## Vocabulary

### Words to Know

1. **Many** **animals** live on our planet.
2. **They** **all** live together.



3. **Birds** **eat** seeds to grow.
4. Animals and plants are part of the **food chain**.



## Your Turn

Pick one word from either box.  
Use the word in a sentence.



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T38–T39.

**Teaching the standards:** RI.1.4, RF.1.1, RF.1.1.a, RF.1.2, RF.1.2.c, RF.1.3, RF.1.3.b, RF.1.3.c, L.1.4

**Practicing the standards:** L.1.4.a, L.1.5.c, L.1.6, SL.1.6

Go to **Pearson English Portal** for additional standards correlations.

## Fluency

**Activity 6** Hold up a large picture of children sitting at their desks in a classroom and repeat the following as children listen.

**SAY:** *I see many students in the class with me.  
They are all around me. One, two, three.*

Have children echo-read the verse several times.



# Phonics

## Long i

Look at each picture and word.

Listen to the letter sounds.

Say the word.



cry



night



child



fly



94

## Your Turn

Name the pictures. Which words have the same sound as the *i* in *ice*?



39

## Phonics

i



## Teaching Resources

- Workbook, p. 94
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Long i

Remind children that words are made up of sounds, and that they can listen for sounds in words. Write the following words on the board as you say them aloud: *shy, hi, right*. Ask children to identify the sound they hear in all three words. Circle the letters that make the long *i* sound.

## Phonemic Awareness

**Model** Tell children that you are going to say a word aloud to show them how to isolate a sound.

**SAY:** *Listen as I say cry. I hear the sound long i in the word. Which of these words have the same long i sound as cry? by, sight, fill, wide, inch*

**Blending** Write *cry* on the board.

Run your hands from letter to letter, enunciating each sound. Then blend the whole word: *cry*. Have children blend the word with you.

c → r → y

Repeat with the following words: *night, child, fly*.

## Your Turn

If you have a puppet, use it to identify all the images on the page before children attempt to complete the exercises.



# Story Preview

## Teaching Resources

- Teacher's Resource Book, p. 98
- Workbook, pp. 95–96
- Audio
- GO 7: Cause and Effect Chart
- GO 4: Sequence of Events Chart

For extra practice, use the various worksheets on Pearson English Portal.

Explain that this nonfiction selection is about animals and how they all need help to live.

## More About the Big Question

The Big Question for this reading focuses on how animals live.

**SAY:** *It will help you to get ready for the reading if you think about animals.*

- What helps these animals live?
- How do the animals find food?

As you read, think about this question: What helps animals live?

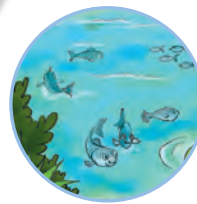
**Possible Responses** Plants and water provide food and shelter; Fish find food (plants) in lakes, bats find bugs to eat.

## Reading Strategy

**Cause and Effect** To help children achieve grade-level reading skills, guide them to develop and expand a repertoire of learning strategies, such as understanding causes and effects. If you have a puppet, use it to explain that events are things that happen. Sometimes one event causes another. The first event is called a *cause*. The event that happens because of a cause is called an *effect*.

**Read Aloud** If you have a puppet, use it to read the question: *What is the story about?* Have children repeat after you as you read: *The story is about animals.*

## Story Preview



fish



bird



bats



fox



trees

## What is the story about?

The story is about some animals that live on our planet.

### Reading Strategy

### Cause and Effect

The cause is the reason an effect happens. As you read, identify the causes and their effects.

40



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T40–T49.

**Teaching the standards:** RI.1.1, RI.1.2, RI.1.3, RI.1.10

**Practicing the standards:** RI.1.7

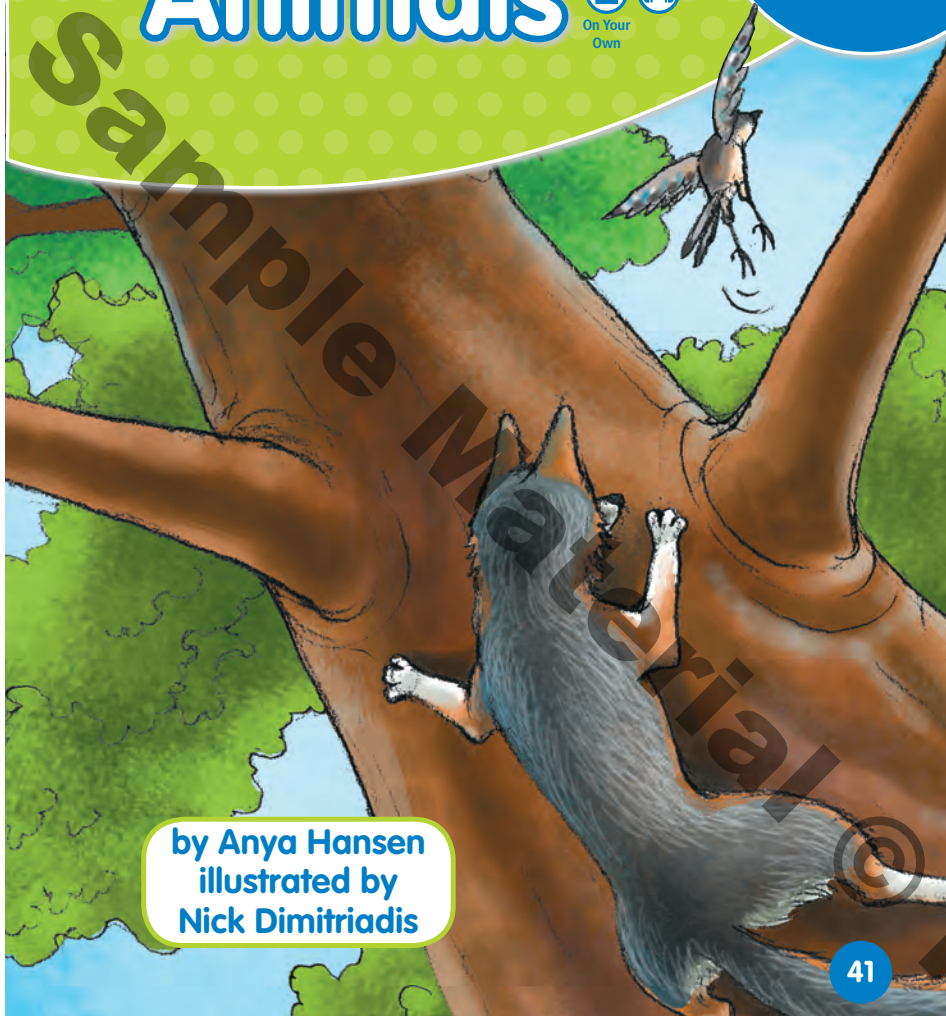
Go to the **Pearson English Portal** for additional standards correlations.



# Animals



Reading  
3



by Anya Hansen  
illustrated by  
Nick Dimitriadis

41

## Animals

### Preview

**Title** Read aloud the title of the story as you track the print. Have children repeat the title after you.

**SAY:** *There are many different kinds of animals. What kinds of animals do you think we will read about?*

**Author** Point to the author's name and read it aloud. Explain to children that Anya Hansen is the person who wrote the story.

**Illustration** Point to the illustrator's name and read it aloud. Explain that the illustrator drew the pictures for the story.

**SAY:** *What do you see in the pictures?*

The *On Your Own* icon indicates that the readings are fully decodable. Should you wish to use these readings in class, some suitable reading techniques would include:

- choral reading
- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for children to jump in

**Play the Audio** Another option is to have children listen to the audio. They may just listen, or listen and read along in the text. Pause the audio occasionally to ask comprehension questions.

### Differentiated Instruction

<b>Beginning</b>	Lead children in reading aloud the title on page 41.
<b>Early Intermediate</b>	Point to the pictures on page 40 out of order and have children repeat the words aloud.
<b>Intermediate</b>	Have children respond to questions such as the following: <i>Which animal flies? Which lives in the water? Which animal has four legs?</i>
<b>Early Advanced/Advanced</b>	Have children use their own words to describe what they see in each picture.



**Build Discussion** Tell children that this story is about animals and how they live. Before children begin reading, review with them what they learned about animals.

**SAY:** *Let's think about what we already know about animals.*

- *What are some animals you know?*
- *What do some of the animals eat?*
- *Where do the animals live?*

**Reading Strategy**

**Cause and Effect** Write the words *cause* and *effect* on the board. Tell children that looking for causes and effects as they read will help them understand the story. Provide a simple example of a cause and effect such as:

Cause: *It rained all day.*

Effect: *The streets were flooded.*

Have children create a cause and effect chart like the one below. As they read, have them complete the Cause and Effect Chart with the causes and effects they read throughout the story to enhance their comprehension.

Reread pages 42–43 with children.

CAUSE	EFFECT
Fish need to eat.	Fish eat plants.
Bats need to eat.	Bats eat bugs.



Many kinds of animals live on Earth. They all need food and water. This lake is where some fish live. Most fish eat plants in the water.

**Differentiated Instruction**

<b>Beginning</b>	Have children use pantomime and gestures to show how fish and how bats move.
<b>Early Intermediate</b>	Read aloud the words <i>fish</i> , <i>lake</i> , <i>bat</i> , and <i>cave</i> . Have children say each word, then point to their corresponding illustrations.
<b>Intermediate</b>	Have children read aloud words and sentences from the text that tell about the illustration.
<b>Early Advanced/Advanced</b>	Have children identify the effects of these causes: Fish live in the lake ( <i>fish eat plants in the lake</i> ); Bats live in caves ( <i>they fly out to look for food</i> ).





Many bats live in caves. At night, the bats fly out of the cave to look for food. Most bats eat bugs.

43

## Phonics y as long i

Remind children that the letter *y* can also make the long *i* sound. Ask children to raise their hand when they hear the words that have the long *i* sound as you read aloud page 43.

**Sight Words** Direct attention to the Sight Words on page 42. Lead children in reading them aloud. Use each word in a sentence. Then, have children practice using the word in a sentence of their own.

## Understanding Text Structure

**Informational Text** Guide children to recognize that these pages give the reader information about animals.

**SAY:** *What did you learn about animals and fish on these pages? Animals and fish need water and food. What did you learn about bats? Most bats eat bugs.*

**Visual Literacy** Tell children that authors use pictures to help them tell their stories.

**SAY:** *Let's look at the pictures on these pages. Where do the bats live? Bats live in dark caves.*

**Check Up** Have children list the facts they learned on these pages about animals. Ask children to share their facts with partners to enhance and confirm understanding.

**Activity** Have children draw a picture of an animal they see in their community. Have them label the various parts of the animal including mouth, tail, legs, claws, and eyes. Below their pictures, have them write the names of their animal. Display the pictures in class. Choose several of the pictures and review the parts of each animal by pointing to the body parts and reading the labels aloud. Have children repeat each word with you.



## Reading 3

### Comprehension Check

**Cause and Effect** Provide another opportunity for children to practice identifying cause and effect.

**SAY:** *Let's look closely at page 44.*

- *What sentence on this page is a cause? This blue jay eats seeds from a plant.*
- *What happens because of that? The seeds will help the blue jay grow.*

### Sight Words

**Eat** Have children locate the Sight Word *eat* on page 44. Then read aloud the sentences in which the word appears. Have children practice using the word *eat* by completing the sentence frame: *I like to eat \_\_\_\_\_.*

### Scaffolding

Use the following questions to relate the discussion of animals to the environment.

- *What do all animals need to live?*
- *What would happen if lakes began to dry up?*
- *What can you do to save water?*

**Possible Responses** water and food; Animals and plants would struggle; some would die; take shorter showers; only fill the bathtub halfway

### Build Vocabulary

**Help** Tell children that the word *help* can be used to name an action as well as a thing. Read aloud the sentence on page 44 as children follow along in their Student Edition: *The seeds will help the blue jay grow.*

**SAY:** *Read the sentence again.*

- *Is help used as an action word or a noun?*
- *How can you help a plant to grow?*



All **birds** must eat. They may eat bugs and seeds. This blue jay eats seeds from a plant. The seeds will help the blue jay grow.





When birds grow, they can fly! They look for food, like bugs. Most birds live in trees.

45

Have each child write two sentences using the vocabulary word *eat*. One of the sentences should relate to a picture from these pages; the other can be about a subject of their choosing.

## Activity

**Create Word Webs** Have children demonstrate comprehension and expand reading skills by helping them make connections between ideas. Work with children to create a web that shows the ways that seeds and birds help each other. The web should indicate that the seeds provide food for birds. Birds sometimes drop seeds and new plants grow. It should show that seeds help birds grow—then new birds can be born.

**Adapt the Activity** Have children draw a picture of a bird and plant. Children's drawings should show the bird using the plant, such as for food. Display children's drawings in class. Tell children the pictures will help them at the end of the reading when they formulate their responses to the Big Question.

## Differentiated Instruction

<b>Beginning</b>	Have children respond to questions such as the following by pointing to the appropriate part of the illustration: <i>Where is the bird? Where are the trees?</i>
<b>Early Intermediate/Intermediate</b>	Have children find and say the words from the text that answer these questions: <i>What do birds eat? What do the seeds do? Where do birds live?</i>
<b>Early Advanced/Advanced</b>	Have children draw pictures of other animals that fly. Have them label their pictures with the animal name.



Comprehension Check

**Preview** Use the pictures on these pages to help children practice the strategy of previewing before they read.

**SAY:** *Look at this picture.*

- *What sounds do you think of when you look at it?*
- *What do you think these pages will be about?*

**Possible Responses** birds chirping, fox walking through woods.

Story Words

**Birds** Have children locate the word *birds* in their Student Edition. Spell the word aloud as children track the print. Then have children repeat the word after you. Read aloud the Story Word *birds* as children track the print.

Adapt the Activity

**Pantomime** Have children take turns acting “like a bird.” Children can flap their wings to fly, peck at a piece of wood to find bugs, snatch a bug from a leaf, build a nest, hop on the ground, or even chirp. Encourage children to use words to describe each action.



A gray fox can live in the woods. Foxes eat small animals, like birds. Foxes are part of the **food chain**.

Differentiated Instruction

Beginning	Lead children in reading aloud the words <i>fox</i> , <i>woods</i> , and <i>food chain</i> .
Early Intermediate	Have children find and read aloud the words on pages 46–47 that name living things.
Intermediate	Have children think of possible effects for the following cause: <i>Gray foxes can climb trees</i> .
Early Advanced/Advanced	Have children write a short story about the fox in the illustration on page 46 using new vocabulary from the reading.





Gray foxes can climb trees. Then they can look for food. The birds fly away because the fox climbs the tree.

47

## Build Vocabulary

**Plural Nouns** Direct children's attention to the words *foxes*, *birds* and *trees* on pages 46 and 47. Guide children to recognize that each word ends with the letter *s*. Tell children that most nouns that end in *s* are plurals, that is, they name more than one. Point out that *foxes* means more than one fox, *birds* means more than one bird, and *trees* means more than one tree. Have children write each word. Then have them write the singular form of each word next to it.

Write or say *bat*, *seed*, *plant*, *wood*, and *animal*. Have children write each word. Then have them write the plural forms of each word alongside them. To help children build concept and language attainment, invite volunteers to say the words using this model: *A bat is one thing. Bats are more than one thing. A seed is one thing. Seeds are more than one thing.*

**Reteach** Have children work with partners to enhance and confirm understanding. Have each child use the pictures to explain how plants help bugs, how seeds help birds, and how birds help foxes.

## Phonics long i

Read aloud page 47. Ask children to put their thumb up when they hear the words that have the long *i* sound.

## Accelerate Language Development

**Signal Words** Signal words such as *so*, *because*, *when*, and *as a result of* are clues that help readers recognize a cause and effect relationship. Reread the sentence "The birds fly away because the fox climbs the tree." Guide children to recognize that "The birds fly away" is an effect and "the fox climbs the tree" is a cause. Point to the word *because*. Help children to recognize that it links the cause and effect. Tell children to look out for signal words as they read the story to help them identify causes and effects in the reading.



# Reading 3

## Comprehension Check

**Sequence** Help children recognize that a food chain can be described as a sequence of events.

**SAY:** *Let's reread what we learned about a food chain.*

- *What happens first?* Bugs eat plants.
- *What happens next?* Birds eat bugs.
- *What happens last?* Foxes eat birds.

## Adapt the Activity

**Sequence of Events Chart** Draw a Sequence of Events Chart on the board with three boxes. Label the boxes 1, 2, and 3 respectively. Have children use the chart to write about the food chain described on page 46. Ask volunteers to share their ideas with the class. Record them on the board in your Sequence of Events Chart.

## Story Word

**Food Chain** Guide children to recognize that the term is made from the words: *food* and *chain*. Demonstrate how to make a chain from three strips of paper by interlocking the strips and stapling each one closed to create three connecting rings.

**SAY:** *Think of each ring in my chain as part of the food chain. The first ring is bugs. It is connected to the next ring. This ring is birds. Birds need bugs. Look at the last ring. This ring is foxes. It's connected to the middle ring, because foxes need birds.*

**The Three Basic Needs** Say the word *needs*. Ask children what animals need. **Animals need food and water to live.** Tell children that people have three basic needs.

**SAY:** *All people need three things to live. What do you think they are?* **food, clothing, shelter**



All animals need food and water.  
Fish live in the water. Fish can swim.  
Most birds live in trees. A gray fox  
climbs trees to find food. There are  
many kinds of animals on planet Earth.

48

## Fluency

**Activity 7** Have children turn to *Animals* on pages 41–48. Read the story two or three times, pointing to pictures, words, and phrases, as the children listen. At different times during the day, have the children read the story in unison with you.



Read the questions. Say the answers.  
Use Sight Words and Story Words.

1. What animals did you meet in the story?
2. How do gray foxes find food?
3. What might cause a bird to fly away from the trees?
4. What do you need to live?



## Reading Strategy

## Cause and Effect

How does understanding cause and effect help you read better?

WB  
95-96

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## Differentiated Instruction

Beginning	Organize children into groups. Assign each group a sentence from page 48. Have children practice reading aloud their sentence with their groups.
Early Intermediate/Intermediate	Have children respond to the following questions: <i>What do all animals need? How does a gray fox find food?</i>
Early Advanced/Advanced	Work with the class to respond to the Big Question. Have children locate passages from the text that help to tell how plants and animals help each other.

These comprehension questions are based on Marzano taxonomy: 1. Remember (*recall*), 2. Understand (*comprehend*), 3. Break It Down (*analyze*), and 4. Apply (*connect*). Encourage children to answer questions using content area vocabulary to help internalize new English Words.

If you have a puppet, use it to ask the questions. Have children work as a class, with partners, or individually to answer the questions.

## Answer Key

1. fish, bats, birds (blue jays), and gray foxes
2. gray foxes look for birds to eat
3. a gray fox climbing up the tree
4. food, clothing, and shelter

## Reading Strategy

**Cause and Effect** Throughout the reading, children have been practicing identifying cause and effect relationships. Have children complete their Cause and Effect Chart.

**SAY:** *Looking for causes and effects as you read can help you follow the story. A cause is something that happens. An effect is something that happens because of the cause.*

## Activity

**Writing** Have children write a summary about Animals. **ASK:** *How would you summarize the cause and effect connection between animals?*

**Possible Response** Bats live in caves. Birds eat seeds. Fish live in lakes and eat plants. Gray foxes live in woods and eat birds.



## Teaching Resources

- Workbook, pp. 97–98

For extra practice, use the various worksheets on Pearson English Portal.

## Nouns: Singular and Plural

Write the following sentences on the board: *Ana has one cat. Pablo has two cats.*

Underline the words *one cat* and *two cats*. Explain to children that these words tell how many cats each person has. *Cat* is a singular noun. *Cats* is plural. Ask children what the difference is between the two words. *Cats has an s.*

Point to the example “an eagle.”

**ASK:** *Why do we use an before eagle? Because eagle starts with the vowel e.*

Have children read out loud the rule on page 50 of the book.

Read aloud and discuss the grammar points on page 50. Guide children to ask questions starting with *How many* . . .

### Practice A

Model how to do the first question. On the board, write this: *There is one* \_\_\_\_\_. (*frog/frogs*)

**SAY:** *Which word goes with one, frog or frogs?*

Once you elicit the correct response, write *frog* in the blank. Have children continue the activity, filling in the blanks in their books for items 2 to 3. Check answers as a class.

### Answer Key

1. frog 2. rabbits 3. tiger

## Reading 3

# Grammar and Writing

## Nouns: Singular and Plural

Singular nouns name one person, place, or thing. Plural nouns name more than one. Add **-s** or **-es** to make a noun plural.

a bat two bats two foxes

Use **an** before singular nouns that start with **a, e, i, o, u**.

an eagle

We can ask questions with **How many** . . .

**How many** dogs are there? There is one **dog**. There are two **dogs**.

### Practice A

Should the noun be singular or plural? Write the correct one.



1. There is one \_\_\_\_\_. (frog/frogs)



2. There are two \_\_\_\_\_. (rabbit/rabbits)



3. There is one \_\_\_\_\_. (tiger/tigers)

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## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T50–T51.

Teaching the standards: L.1.1, L.1.1.c, L.1.2

Practicing the standards: W.1.2, W.1.5, L.1.1.a, L.1.2.b

Go to the **Pearson English Portal** for additional standards correlations.



## Practice B

Write *a* or *an* on the line.

1. I see \_\_\_\_\_ *a* \_\_\_\_\_ lizard in the grass.
2. Do you see \_\_\_\_\_ ant on the ground?
3. She has \_\_\_\_\_ horse.
4. \_\_\_\_\_ duck is swimming in the pond.
5. \_\_\_\_\_ elephant has a trunk.

## Apply

Look at the pictures in the story. With a partner, take turns asking and answering the question:

How many \_\_\_\_\_ are on page \_\_\_\_\_?

**Example:** How many birds are on page 48?  
There are 5 birds.

## Write

Draw a picture of an animal you like. Write about it.

— An owl is a bird. It lives in trees.  
— An owl sleeps in the day. It hunts at  
— night.

WB  
97-98

51

## Differentiated Instruction

<b>Beginning</b>	Have children look around the classroom and point to an object or objects. Then have them say how many of the item there are.
<b>Early Intermediate/Intermediate</b>	On the board, write a list of singular nouns with blanks preceding them, and have children tell you whether <i>a</i> or <i>an</i> should come before them.
<b>Early Advanced/Advanced</b>	Read aloud the text on page 47 and have children point out the plural nouns. Ask them the rules for making nouns plural.

**Adapt the Activity** Write the following sentence frames on the board. Show children pictures of different numbers of animals from books or magazines. Have pairs fill in sentence frames for each picture.

How many \_\_\_\_\_?

There is \_\_\_\_\_.

There are \_\_\_\_\_.

## Practice B

Model for children how to do the activity by doing the example with them. On the board write: *I see a \_\_\_\_\_ in the grass.* Remind children that only words that begin with *a*, *e*, *i*, *o*, or *u*, use *an* before singular vowels. Once you elicit the correct response, write *a* in the blank.

Have children continue the activity, completing the sentences in their books.

## Answer Key

2. an 3. a 4. A 5. An

## Apply

Tell children that they will tell about their partner's pictures of animals using the phrases *There is* and *There are*. Have partners listen carefully to each other and correct their mistakes to monitor understanding.

## Write

Have children complete the Write activity on page 51 individually, in pairs, or in small groups. Invite them to talk about their pictures before they write. Remind children that expository writing tells about something. Model for children how to write expository sentences that describe an animal. Write the following sentences on the board: *A cat has fur.* *A cat has kittens.*

Develop an Awareness of Cognates		
Help children develop an awareness of cognates.		
English	Spanish	Haitian Creole
person	persona	
plural	plural	pliryèl
tiger	tigre	tig
turns	turnos	



# Put It All Together

## Teaching Resources

- Workbook, pp. 99–100

For extra practice, use the various worksheets on Pearson English Portal.

## Projects

### The Big Question

**Evidence of Understanding** Discuss the Big Question and encourage children to express ideas and give concrete examples from the readings or from their own lives. Then focus children's attention on this unit's theme in a way that can be assessed in a variety of modalities.

## Written



Work with children to brainstorm a list of plants and animals. Encourage children to choose one to write about. Have them find a picture of the plant or animal they chose and tell them to note the characteristics.

## Oral

Have children draw a picture of their favorite plant or animal. Invite children to express their feelings about the plants or animals and use their drawings to help explain the plants or animals with specificity and detail. Encourage children to ask the speaker questions.

## Visual/Active

Encourage children to share information in cooperative learning interactions. This activity can be completed as a whole class activity. Have each child use pantomime and gestures to act as a plant or animal. Have other children first identify whether the "actor" is showing a plant or animal. Then have children name it.

## Put It All Together



How can living things help each other?  
Talk about it.

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## Projects

Your teacher will help you choose one of these projects.

### Written

Write about a plant or an animal.

What does it look like?  
What do you like most about it? How does it help other things?



## Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T52–T59.

**Teaching the standards:** RF.1.4, RF.1.4.a, RF.1.4.b, W.1.2, W.1.5, L.1.1, L.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

**Practicing the standards:** RF.1.4.c

Go to the **Pearson English Portal** for additional standards correlations.



## Oral

### Introduce your favorite plant or animal.

Tell the class about your favorite plant or animal. Why do you like it so much?

## Visual/Active

### Be your favorite plant or animal.

Work with a partner. Move and make sounds like an animal, or move like a plant on a windy day.

WB  
99-100

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## Learning Checklist

Use the checklist as a reference of the key points learned in this unit as children do the activities in Put It All Together. This list is also provided for children on page 105 of the Workbook.

### Phonics

- ✓ Long e; *ch, sh*
- ✓ Long a; *th, y*
- ✓ Long i

### Reading Strategies

- ✓ Predict
- ✓ Use Prior Knowledge
- ✓ Cause and Effect

### Grammar

- ✓ Simple Present: Questions
- ✓ Time Order Words
- ✓ Nouns: Singular and Plural

### Writing

- ✓ Write about the things you do after school.
- ✓ Draw a picture of a plant. How does it grow?
- ✓ Draw a picture of an animal you like. Write about it.
- ✓ Writing Workshop: Write an Expository Paragraph

### Listening and Speaking

- ✓ Explain How to Do Something



## Teaching Resources

- GO 4: Sequence of Events Chart
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## Explain How to Do Something

Explain to children that they are going to act out a chore and explain how to do it.

### Prepare

Read aloud and explain the instructions on page 54. Have children think about a chore they do at home. Work with them to complete the Sequence of Events Chart. Then have children choose pictures to use in their presentation. Encourage them to make a poster or bring props to class.

### Practice and Present

Review and explain the directions on page 55. By collaborating with peers, children can demonstrate listening comprehension of increasingly complex spoken English. Encourage children to take turns listening and speaking in this activity. As children practice their presentations, guide them to explain processes with increasing specificity and detail as more English is acquired. Have them use their charts and props to support their presentations.

Read aloud and explain the points under *As you speak*. Explain to children that they should adapt their language for the formal purpose of making a presentation. Guide them to speak formally using the same rules as written English, including correct grammar, complete sentences, and appropriate vocabulary.

### Useful Language

Play the audio or say the phrases in the box aloud. Have children listen and repeat. Explain any phrases that children don't understand. Encourage children to use the phrases in the speaking task.

## Put It All Together

## Listening and Speaking Workshop

### Explain How to Do Something

Act out a chore and explain how to do it.

#### ① Prepare

Think of a chore you do at home.  
Use a chart like this one to list the steps.

#### HOW TO PLANT A SEED

1. Before you plant a seed, fill a flowerpot with soil.
2. Then make a small hole in the soil for the seed.
3. Put one seed in the hole. Cover the seed with soil.
4. Water the soil and put the flowerpot in a sunny place.



#### Useful Language

 Listen and repeat.

- I'll explain how to . . .
- First, you . . .
- Like this. (showing pic)
- What's next?
- Then you . . .
- After that, you . . .
- Finally, you . . .

Choose pictures to use in your presentation.  
Draw a poster or bring props to class.



## ② Practice and Present

Practice with a partner. Use your chart and props. Then act out the steps for your class. Explain how to do the chore. Answer people's questions.

**As you speak**, do this:

- Use words such as *before*, *then*, *after*, *first*, *next*, *after that*, and *finally*.
- Speak slowly and in complete sentences.

**As you listen**, do this:

- Listen for what you already know.
- Look at the visuals or props.
- Take notes or draw pictures.

## ③ Evaluate

- Did you listen for things you already knew?
- Did you understand the directions for each chore?

### More Practice

Think of a chore many people don't know how to do. Explain how to do it. Ask a partner to give the chore a title, such as "How to \_\_\_\_\_," summarize the most important thing, and explain a few steps.

55

Review the *As you listen* points on page 55. Children can demonstrate listening comprehension of increasingly complex spoken English by taking notes. Remind children to listen for the most important words, information, and ideas as they take notes. To help children understand spoken words, have them think about visuals, such as props or pictures that speakers present.

## Evaluate

Have children evaluate the presentations. Explain the *Evaluate* questions on page 55. To help children monitor oral language production and employ self-corrective techniques or other resources, guide them to ask themselves questions to reflect on their listening and speaking skills and how to improve. By following directions, children can demonstrate listening comprehension of increasingly complex spoken English. Discuss with children how they evaluated their ability to understand the direction for each chore.

Encourage them to offer constructive criticism to their peers. For example, *Erica had great props to show us vacuuming and dusting; Sara should have had props, but her acting was good; Tyler needs to talk louder when he speaks, then we can all hear about how he cleans his room.*

## More Practice

This activity will help children understand the general meaning, main points, and important details of spoken language. Help each child choose and explain a chore many people don't know how to do. Encourage children to listen carefully to each other. By guessing the title or name of something, children demonstrate that they understand the general meaning of the topic. Children can provide main points and important details to support their understanding of the general meaning. Children can also demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages.

Read aloud and explain the instructions for *More Practice*. Help children choose unfamiliar or unusual chores. Assign them to work in pairs.

### Differentiated Instruction

<b>Beginning</b>	Ask children to tell you the name of a chore they learned about from the presentations.
<b>Early Intermediate</b>	Have children look through their notes from the presentations. Ask them to tell something about 3–5 of their classmates' chores.
<b>Intermediate</b>	Have children choose a chore from the presentations and write their own steps for completing it. Have them also include the type of props they would use if they were to act it out for the class.
<b>Early Advanced/Advanced</b>	Have children work together to create a picture dictionary that shows different chores that you can do. Ask children to include labels and sentences for each chore.



# Writing Workshop

## Teaching Resources

- Workbook, pp. 101–102
- Worksheet, p. 46
- GO 9: Word Web

For extra practice, use the various worksheets on Pearson English Portal.

## Write an Expository Paragraph

In this workshop, children will review the characteristics of an expository paragraph and choose a topic to write about. To do this, they will again apply each of the steps of the writing process. Tell children that expository writing means to explain or to tell about something using facts and details. Remind them that they have been preparing to write an expository paragraph throughout the unit by writing and formatting sentences.

Read the writing prompt aloud to children. Help them brainstorm ideas for their paragraphs so that you're sure that they understand what to do.

### Prewrite

Read aloud and explain the instructions on page 56. Have children think of an animal they like. Draw a Word Web on the board. Work with the class to fill in the web on the board. Then help children find facts about their animal in books and on the Internet. Tell children that they will use these ideas to create their expository paragraph.

## Put It All Together

## Writing Workshop

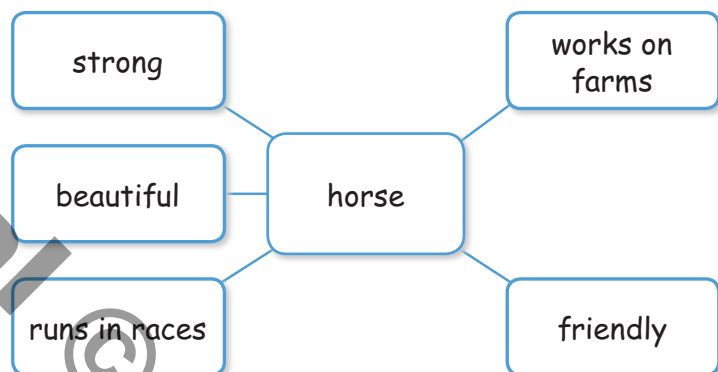
### Write an Expository Paragraph

Expository writing means explaining something by using facts and details.

- 1 **Prewrite** Think of an animal you like. Draw a web. Write facts about the animal in the web.



Saba wrote about a horse in her web.





**2 Draft** Write an expository paragraph. Use new words from the unit. Use the ideas in your chart.

**3 Revise** Read your paragraph. Use the Revising Checklist to correct errors.

## Revising Checklist

- ✓ Do I tell facts about the animal?
- ✓ Are all the sentences about the animal?

## Writing Tip

To make your writing clear, give facts and details about the subject.

## Draft

Review the instructions to write an expository paragraph. Remind children to write using content-based, grade-level vocabulary. This will help them internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. Guide children to explain ideas with increasing specificity and detail to fulfill content area writing needs as more English is acquired. Explain to children that a draft is a work in progress and that it does not have to be perfect. Have children use the ideas from their Word Web to write an expository paragraph about an animal.

## Revise

Tell children that revising is an important part of the writing process. This is the time to go back and improve the draft. Have children read their paragraphs. Work with them to use the Revising Checklist to correct errors.

## Revising Checklist

Read aloud the Revising Checklist to children. Go over each question and how it applies to revising their letter. Encourage children to read over their letter at least three times, answering each of the questions in the checklist.

## Writing Tip

Read aloud the Writing Tip. Discuss how using words such as *first*, *second*, and *finally* help improve writing.

## Differentiated Instruction

<b>Beginning</b>	Ask children to tell what animal Saba will write about in the example expository paragraph.
<b>Early Intermediate</b>	Have pairs create a list of the topics that Saba will write about in her expository paragraph.
<b>Intermediate</b>	Have children write a proposed first sentence for Saba's expository paragraph.
<b>Early Advanced/Advanced</b>	Have partners create an expository paragraph about something at school. They should create a web for the paragraph. Ask volunteers to share their web and paragraph with the class.



# Writing Workshop

Have children look over Saba's revised expository paragraph and compare their expository paragraph to the example.

**SAY:** *How well does Saba's expository paragraph answer the questions in the Revising Checklist?*

## Edit

Instruct children to edit their work for standard grammar and usage, including pronoun agreement and correct verb tenses. Tell children they can strengthen their writing by using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences.

## Editing Checklist

After children have revised their work have them trade their expository paragraph with a partner. The pairs should evaluate each other's expository paragraph using the Editing Checklist. Model how to provide constructive criticism and encouragement. Keep dictionaries nearby so children can check spelling.

## Publish

Have children write a clean copy of their paragraph. This is an opportunity to increase oral language proficiency by having some children read their paragraphs aloud. Allow time for questions following each reading. Encourage children to use correct intonation and correct them as needed after reading. Evaluate children's abilities to correct their own mistakes while reading aloud.

### Put It All Together

Here is Saba's paragraph.

My favorite animal is the horse. They are beautiful and very strong. Some horses work on farms. <sup>There</sup> ~~there~~ are also horses that run in races. My aunt has <sup>a</sup> ~~horse~~ ~~horses~~. It's a work horse. So it doesn't race. It's friendly, so I can pet it.

- ④ **Edit** Trade papers. Correct your partner's paragraph. Use the Editing Checklist.

- ⑤ **Publish** Make a clean copy of your paragraph. Share it with the class.

#### Editing Checklist

- ✓ Pronouns and verbs agree.
- ✓ Verb tenses are correct.
- ✓ Sentences have different lengths, patterns, and connecting words (and).

WB  
101-102

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# Fluency

## For Each Reading...

1. Listen to the sentences.
2. Listen and use your finger to follow the words.
3. Listen, use your finger, and say the words.

Ducks can swim. Ducks kick their big, flat feet to swim.

Little Duck



Seeds make plants. A seed needs a lot of rain and a lot of sun.

Plants



Fish, bats, birds, and foxes live on our planet. All animals need food and water.

Animals



WB  
103-104

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## Teaching Resources

- Workbook, pp. 103–104
- Assessment, pp. 117–124
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

## For Each Reading...

**Sound and Sight** Write the following unit Sight Words in large letters on different parts of the board: *why, because, so, out, before, grow, after, many, they, all, eat*. Point to one of the words and say it as children listen. Do this with all of the Sight Words a few times, repeating each word at least twice. Next, point to each word, say it, and have children repeat it. Finally, have children come up to the board, listen to the words you say, and point to the correct word each time.

**Tracking Print** Model an example of the procedure for children. Write the following on the board: *Ducks can swim*. First, have children listen as you say the sentence. Next, demonstrate tracking each word with your finger as you repeat the sentence. Finally, say the sentence, track print with your finger, and have children say the sentence after you.

For each of the three sentence selections, have children listen, then listen and track print, and finally listen, track print, and say the sentences.

**Sentence Building** Put children into pairs or small groups. Have ready for each group an envelope with paper slips containing words from the two sentences from one of the readings, one word per paper slip. Each envelope should contain all the words in both sentences. Have children empty their envelope and put all their words right side up. Say one of the sentences from one of the reading selections slowly and clearly a few times. Allow time for each pair or group to look through their word collections to see if they match what is being said. Those with the corresponding word sets should find the words in the sentence and arrange them in order. Repeat with the other sentences.