myLexia®

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

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		Total	**45**

Description

This lesson is designed to help students practice drawing inferences and conclusions and supporting them with evidence from the text or from their own experiences. Inferential thinking is a critical reading skill needed to fully comprehend both narrative and informational texts.

TEACHER TIPS

You can adapt and use this lesson for older students by using narrative and informational texts that are better suited to their independent reading levels.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of the Conclusion Chart at the end of the lesson (for display and for students)
- Copies of the 6 passages at the end of the lesson (for display and for students)

Direct Instruction

say *Today we are going to learn how to make inferences when we read. Authors can't tell you everything when they write; it would take too long. Instead, an author expects readers to use clues in the text, like words and pictures, along with their own experiences, to understand everything that is happening, even if it is not written in the story or passage. Using these clues to figure out what is happening (or what might happen next) is called making inferences or drawing conclusions.*

I'm going to show you how to be a good text detective. I'm going to read a selection to you. Then I'm going to tell you what the character did and how the character felt, even though the author never tells me! Listen to this story.

Display and read Passage 1 to students. Display the story and the Conclusion Chart for students to see.

What did Rita do? I'm going to use clues from the text to help me figure that out.

Write **Why is the boy crying?** in the first box of the chart under Questions to Answer.

This passage doesn't tell me why the boy is crying, but it gives me clues to figure it out.

In Passage 1, red balloon stuck in the branches and holding a piece of string.

I will write these two clues in the second box on my chart.

Write **red balloon stuck in the branches** and **holding a piece of string** in the box under Clues to Use.

The piece of string that the boy is holding makes me think that it had been tied to something. When I read that there was a balloon in the tree, it makes me think that the balloon had been tied to the string. I know that a small child might cry if he lost something that was important to him. Now, I can write my conclusion in the last box: ***The boy is crying because he lost his balloon.***

Write the conclusion sentence in the last box on the chart.

Whether you're reading stories or informational texts, look for clues the author gives you, and use your own experience to figure out things the author does not tell you. This can help you understand what you are reading.

Guided Practice

say *Let's work together as text detectives to make inferences and figure out what the author isn't telling us in another story.*

Display Passage 2 and a Conclusion Chart. You may want to read each column heading aloud.

Now let's read the passage.

Have a student read Passage 2 aloud while the rest follow along.

Let's ask ourselves a question about the text, something we want to figure out. How about this: ***What is the "show" Dad and Kay watch?*** *What should I do with the question we want to ask?* (write it in the chart)

Write this question in the first row under Questions to Answer.

So let's look at some of the details in the text that are clues we can use to answer our question.

As students name things, underline the relevant text in Passage 2. Responses should include late in the day, sun was low in the sky, and sky turned red, pink, and purple.

We have a lot of clues here. What should we do with them? (write them in the chart)

Write the underlined phrases in the second box on the chart.

So, using these clues, what conclusion can we draw about the show that Dad and Kay watch?

When the group, with your guidance, has arrived at a conclusion, fill in the last box on the chart with the sentence **Dad and Kay watch the sunset.**

Remember to ask yourself questions as you read. We just asked a question about what was happening in the story. When you read informational text, the questions you ask yourself may be different. You can always use clues the author gives you and your own experience to draw the right conclusions or figure out what will may happen next?

If students need more practice before moving to Independent Application, you can use the additional text selections and repeat the above procedure. You may also choose to provide text selections from classroom reading material at their independent reading level.

Independent Application

Give each student one Conclusion Chart and a copy of one of the passages that was not used in Guided Practice. Have them work in pairs or independently to read the text and complete the Conclusion Chart.

Circulate and make sure students have chosen appropriate questions to answer. If students are unsure or have chosen incorrectly, you can use the list below to pose some possible questions.

Sample questions:

Passage 3: What is the "giant dark cloud" outside the cave?

Passage 4: Why is a blobfish well named?

Passage 5: What is happening? How does Arjun feel?

Passage 6: How do skateboards solve a problem for surfers?

When they are done, have students use their charts to discuss their conclusions and what they filled in on their charts.

Wrap-up

Check students' understanding.

say *Why do you need to make inferences or draw conclusions when you are reading?* (Students should understand that authors leave some things out—they can't explain everything.)

What clues can you use to draw the right conclusions? (clues in the text, your own experience)

Use students' responses to guide your choice of activities in the Adaptations section.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Simplify the task by using situations that students are familiar with or have experienced. Point out to students that they draw conclusions all the time. Pose these situations and prompt students to draw conclusions.

Possible scenarios:

- A boy is going to school. He looks outside and sees that it's raining. What does he do before he leaves? (puts on a raincoat or rain poncho, takes an umbrella) How did you figure this out? (That's what we do if we're going out in the rain.)
- A girl falls down and really scrapes up her knees. How does she feel? (upset, hurt) How did you figure this out? If necessary, prompt further: How did you feel when you got a bad scrape?
- A girl sees her cat run into the den. There is a loud crash and the cat runs out again. The girl goes into the den and sees a broken lamp. What happened? (The cat knocked over the lamp.) How did you figure this out? (The text says the cat was the only one in the den when there was a crash. We know that when lamps fall to the ground and break, they make a crashing noise.)

FOR STUDENTS READY TO MOVE ON

Option 1: Have students use the Conclusion Chart they completed in the Guided Practice activity to create their own Conclusion Chart, with several rows. Have them fill in their charts as they revisit a story or informational article. Give them an opportunity to share and compare their completed charts.

Option 2: Use comic strips to encourage students to make inferences about what might happen next. For each comic strip, cut out the final panel. Have students read the remaining panels and fill out the Conclusion Chart to predict what might happen in the final panel. Then, display the missing panel and discuss what actually happened.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Introduce this comprehension skill through visual examples (e.g., Display a bag with sunglasses, flip flops, and sunscreen. Ask students, "What can you infer about the person who owns this bag?")
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *drift*, *inventions*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background knowledge and support students in accessing prior knowledge of passage topics (sunsets, bats, school plays, skateboards).
- Display and review sentence starters to support student contributions to group discussions:

  The clues in the text tell me…

  That makes me think that...

  I know that...

  I can infer that…

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading****.*

For further practice with these skills, provide students with Lexia Skill Builders.®

Conclusion Chart

Questions to Answer	Clues to Use	Your Conclusion

PASSAGE 1 (NARRATIVE)

Hibran looked out the window of his apartment and saw a red balloon stuck in the branches of a tall tree. Then, he heard a small boy crying. He looked down and saw the boy holding a piece of string.

PASSAGE 2 (NARRATIVE)

It was late in the day when Dad said to Kay, "Let's go to the beach to see a show." Many people were at the beach. The sun was low in the sky. The sky turned red, pink, and purple, and the water had a yellow glow.

PASSAGE 3 (INFORMATIONAL)

Bracken Bat Cave is home to twenty million bats. During the day, the furry, gray-brown bats hang upside down in the cave. At night, visitors can see a giant dark cloud outside the cave that spins and swirls, and then flies away.

PASSAGE 4 (INFORMATIONAL)

The blobfish has no skeleton and no muscles in its jelly-like body. These strange fish live on the ocean floor. Blobfish eat small crabs, but they do not hunt. They open their mouths and wait for dinner to drift in.

PASSAGE 5 (NARRATIVE)

Arjun walked quickly to the music room after school. He couldn't wait to find out if been given a part in the school play. He searched for his name on a piece of paper taped to the door. Suddenly, he grinned and jumped for joy.

PASSAGE 6 (INFORMATIONAL)

Some inventions, like chocolate-chip cookies, were the result of lucky mistakes. Other inventions were created to solve a problem. The skateboard, for example, was invented by surfers in California who couldn't surf when the waves were flat.

Description

This lesson is designed to help students attend to both words and illustrations in a fictional work and make connections between them.

TEACHER TIPS

You can adapt and use this lesson for older students by providing a variety of illustrated works of fiction, including fantasy, realistic fiction, and folklore. As students read the text, they may identify elements in the illustration that support or enhance information about the characters, setting, and plot.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of Passage 1 (for display)
- Copies of Passages 2 and 3 (for students)

Direct Instruction

say *Today we'll be making connections between the words and the illustrations—or pictures—in a story. Listen as I read aloud part of a story. As you listen, try to form pictures in your mind about who is in the story, where they are, and what they are doing.*

Read aloud Passage 1. After you have finished the passage, display the page so that students can see the illustration. Briefly talk about whether the illustration matches what students pictured.

The paragraphs in the story tell about two characters—Riley and Weezie. The illustration helps me understand that Riley is a cat and Weezie is a dog. I can make other connections between the text and the illustration. When I read Weezie's words, "Come down from there! Come down! Come! Down! Down! Down!" the illustration helps me understand that Weezie has her paws on the tree and is barking noisily.

Have students read aloud Riley's words in paragraph 2.

What does the illustration help you understand about Riley? (Sample responses: He is smiling in a way that shows that he is enjoying being up on the branch. He isn't going to obey Weezie. He likes being tricky.)

Have students read aloud the last paragraph.

The plot of a story is what happens in it. The plot often begins with a problem. What problem in this story gets the plot started? (Weezie wants Riley to come down out of the tree.)

How does the illustration help you understand the problem? (Riley is too high up for Weezie to get him.)

Give students an opportunity to note other details in the illustration and tell about the information the details provide.

Guided Practice

Distribute Passage 2. Tell students to read the passage and look closely at the illustration. Then, ask questions to focus on the connections between the words and the picture.

say *What do you learn from the paragraph about the characters?* (They are identical twin brothers named Davis and Nick. Because Nick broke off a chip from his front tooth when he was eight, people can tell the brothers apart by their smiles.)

What do you learn from the illustration about the characters? (They look exactly alike, though they wear different clothes. The boy with the open-mouth smile must be Davis because he doesn't have a chip in his tooth.)

What might be important in the plot of this story? (Students should note that the brothers' identical appearance and the information about how their friends "had trouble deciding who was who," point to events involving a mix-up. Maybe the brothers change places for fun, or maybe a friend thinks one brother is the other.)

Independent Application

Distribute Passage 3, the beginning of the fable "The Boy Who Cried Wolf." Have students read the passage and look closely at the illustration.

Display these three questions, and read them aloud with students. Tell students to answer the questions by labeling elements in the illustration.

1. Where does the story take place?

2. Who is the main character?

3. What does the main character want?

Provide time for students to share their picture labels and point to details in the text that helped them decide what to write.

Wrap-up

Check students' understanding.

say *Why is it helpful to look closely at the illustrations in a story?* (Sample responses: You can understand what the characters look like and where they are. You can understand how characters feel and what they might want to do. You can tell whether the story is imaginary or realistic. You can match the information in the story with details in the picture. There might be things in the illustration that aren't explained in the sentences, so you get added information.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Use an illustrated print or digital version of "The Boy Who Cried Wolf" as an alternative to the passage in Independent Application. Read the text with students, and prompt them to tell what information in the sentences is shown in the accompanying illustration. Then ask them to retell the fable by turning or scrolling through the pages and describing what each illustration shows.

FOR STUDENTS READY TO MOVE ON

Provide three or four picture-book versions of the same fable, folktale, or fairy tale. Have students work in groups to read the stories and examine the illustrations. Tell group members to choose two or more illustrations that they especially like and tell (a) what part of the story is shown, (b) what they can tell about the character(s) and setting from the illustration, and (c) what is most appealing to them.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *tattletale, tending, flock*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

  The illustration helps me understand…

  The story takes place...

  The main character is...

  The main character wants...

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading****.*

For further practice with these skills, provide students with Lexia Skill Builders.®

PASSAGE 1

Weezie stood at the base of the tree and looked up. She saw Riley sitting on a branch. She shouted at him, "Come down from there! Come down! Come! Down! Down! Down!" Weezie's voice grew hoarse from shouting.

But Riley just sat there. "Ha, ha, you can shout all you want, but I'm staying up here," he told Weezie.

"Then I'm going to tell Daddy," Weezie said. Weezie dashed back to the house to find their father.

"Weezie is such a tattletale," Riley said, annoyed. He crept to the end of the branch and looked down at the ground. What a big drop! It had been easy enough to climb up here. But how was he going to get down?

PASSAGE 2

Davis and Nick were brothers. Davis was five minutes older than Nick. They looked exactly alike, except when they smiled. Nick had a little chip in his front tooth. It had broken off when he fell from a swing when he was eight. But if the brothers weren't smiling, even their friends had trouble deciding who was who.

PASSAGE 3

Long ago, a boy was tending a flock of sheep. The job bored him. Just for fun, he decided to play a trick on the villagers who lived nearby. He cried loudly, "Wolf! Wolf!" The boy was pretending that a wolf had come to attack the sheep. Soon, people came running up the hill to save the sheep from the wolf. But they saw no wolf. All they saw was a laughing boy.

Description

This lesson is designed to help students identify the storyteller in a written story as a **narrator**, and to understand that the actions and words of story characters show their qualities and **points of view.**

TEACHER TIPS

In this lesson, students read short passages after following along as you read aloud. Preview the passages to make judgments about students' ability to read them independently. You may prefer to have students read silently first; then choose a volunteer to read aloud.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Highlighters in two shades
- Copies of Passages 1 and 2 at the end of this lesson (for display and for students)

Direct Instruction

say *Today we'll be thinking about stories. We'll ask and answer questions about who is in a story, what they say, and what they are like. Let's start by listening to the beginning of a story.*

Before reading the beginning of the fable "The Fox and the Stork," make sure that students know what a fox and a stork look like. Then, read aloud the following passage, changing your voice to show the parts of the narrator and each character.

> Long ago, a fox and a stork were friends. Well, the fox wasn't such a good friend because he was a tricky fellow and liked to play jokes on others.
>
> One day, Fox said to Stork, "Would you like to come to my house for dinner? I'm having delicious homemade soup."
>
> "Why, thank you," replied Stork. "I love tasty soup."
>
> Fox did serve soup for dinner. But Stork couldn't eat it. Why not? Fox served the soup in a shallow dish. He lapped up the soup easily with his tongue. But Stork had a long narrow bill, and she couldn't even get a mouthful from that dish.
>
> "You're not eating," said Fox, pretending to be disappointed. "I so hoped you would like my soup."
>
> Stork did not reply.

*The animals or people in a story are called **characters**. One character in this story is the fox. Who is the other character?* (a stork)

The characters speak. Which character says, "I so hoped you would like my soup"? (Fox)

Why does Fox say that? (He's pretending to be disappointed that Stork isn't enjoying his homemade soup.)

What is Fox like? (He's tricky and not a good friend. He plays a joke on Stork.)

*I read what Fox and Stork say in the story. But I also read other words. Those words belong to the storyteller. The storyteller in a written story is called the **narrator**.*

Reread the first paragraph.

The narrator gives us important information about the story. What does the narrator help us predict will happen? (Fox is going to play a trick on Stork.)

Guided Practice

Display and distribute the first passage, a continuation of the fable. Read aloud the passage as students follow along.

Point out and circle the opening and closing quotation marks in Stork's first speech.

say *These are called quotation marks. They enclose the character's spoken words. They help us tell which words the character says and which words the narrator says. These are the words that Stork says.*

Highlight Stork's spoken words in one shade and have students do the same. Read aloud Stork's words as she might say them, and have students echo-read. Then, highlight Fox's spoken words in a different shade and have students do the same. Read aloud Fox's words and have students echo-read.

Who is saying the words that are not inside the quotation marks? (the narrator)

Have students take turns reading the sentences in the voices of the narrator, Stork, and Fox.

Display and distribute the passage at the top of the second page, which shows part of the story from Stork's point of view. Read it aloud to students as they follow along.

What do you notice about this part of a story?

Encourage students to express their understanding that Stork is telling what happened to her.

When we read, "Fox says he is my friend. But true friends don't trick each other!" we can tell that Stork is telling her side of the story. She is a character in the story, and she is also the narrator. What can you tell about Stork from what she says and does? (She doesn't like being tricked. She can be tricky, too. She decides to teach Fox a lesson.)

*Whenever the narrator of a story uses pronouns like **I**, **me**, **my**, and **mine**, we can tell that the narrator is also a character in the story. We say that the story is told from the **first-person point of view**. We can understand how the character feels, based on what he or she tells us.*

Independent Application

Have students suggest sentences that might follow in Stork's version of the story. Write and display a few of their suggestions. Point out that they are using first-person pronouns that show the point of view of the narrator.

Sample response: **I invited Fox to my house for dinner. I made delicious fish stew. Then I poured it into tall, narrow jars. I could eat it easily with my long bill. But Fox could only lick the rim. I paid him back for his trick!**

Wrap-up

Check students' understanding.

say *Why does a story need a narrator?* (The narrator is the storyteller who tells what is happening and how the characters sound when they talk.)

How can you tell that story characters are speaking? (Look for quotation marks. The words inside are the characters' speeches.)

How can you tell that the narrator of a story is also a character in the story? (The narrator will say I and me to show that he or she is telling the story.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

To give students practice with reading dialogue, present them with short scripts with three speakers: Narrator, Character 1, Character 2. Assign roles to students, and have them read aloud the different parts until they can give a fluent performance. An example of a script:

NARRATOR: A boy named Jack and a girl named Jill were playing outside.

JACK: Let's climb that hill.

JILL: OK. Let's race to the top!

JACK: Ready, set, go!

NARRATOR: Jack and Jill ran up the hill as fast as they could. Jill got to the top first.

JILL: I win! Hey, Jack? Jack? Where are you, Jack?

NARRATOR: Jill could not find Jack. Where was he?

JACK: Help! I fell down. Help!

NARRATOR: Jill started to race down the hill. She tripped and tumbled. She landed right beside Jack.

JACK and JILL: Ouch! That hurts!

FOR STUDENTS READY TO MOVE ON

Ask students to choose a page that includes characters' conversations from a story they are reading independently. Tell them to practice reading the words that the narrator says and the words that the characters say, changing their voices to show how the speakers feel. Have them read aloud when ready. Listeners may tell what they think the characters are like, based on what they heard.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *shallow, narrow, puzzled*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Provide background information and help students access prior knowledge of passage topics (fables, talking animals).
- Display and review sentence starters to support student contributions to group discussions:

  The characters are...

  This story is told from the point of view of...

  The narrator helps me predict...

  A story needs a narrator because...

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading.***

For further practice with these skills, provide students with Lexia Skill Builders.®

PASSAGE 1

As Stork was leaving Fox's home, she spoke to him. "Thank you for inviting me to share your dinner. I hope you will let me return the kindness. Please come to dinner at my home tomorrow. I will be serving fish stew."

"I'll be there!" Fox said happily. He loved fish stew!

The next evening, Fox came to Stork's home. "The fish stew smells delicious!" said Fox.

Stork served the stew in tall, narrow jars. With her long bill, she had no trouble reaching into her jar. But Fox could not get a single bite. All he could do was lick the rim of his jar.

"Well, I suppose I'll be going," Fox said after a while. He felt hungry. But he couldn't blame Stork. After all, she had played the same trick he had.

PASSAGE 2

Fox says he is my friend. But true friends don't trick each other!

Fox invited me to dinner. He served soup. It smelled so good!

But I couldn't eat any of it. The soup was in a shallow dish. My bill is long. I couldn't fit it into the dish.

I was so hungry! But then I thought of a way to get even.

Description

This lesson is designed to help students understand that sound and meaning are combined in a poem and that **rhythm**, **rhyme**, and **repetition** are features found in poetry.

TEACHER TIPS

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of the poem excerpt "Rain in Summer" (for display)
- Copies of the poem "The Wind" (for display and for students)

Direct Instruction

say *Today we'll be learning about poems and what makes a poem different from other kinds of writing. We'll be listening carefully to the sounds of poetry.*

When we say a poem, we can hear its rhythm. The rhythm is like drumbeats that go with the groups of words. The first poem I'll read aloud is a silly kind of poem called a limerick. A limerick's rhythm is a regular beat. Listen once, and then when I read it again, clap along with the beats. First, just listen.

Give a playful oral reading of this limerick by Edward Lear (1812–1888):

> There was an Old Man with a beard,
> Who said, "It is just as I feared!—
> Two Owls and a Hen,
> four Larks and a Wren,
> Have all built their nests in my beard!"

Tell students to clap along as you reread the limerick. Then demonstrate clapping with the singsong stresses as you repeat each line, in this pattern: 3-3-2-2-3.

This poem also has rhyme. Words that rhyme have the same ending sounds.

Reread aloud the first two lines, putting emphasis on the last word in each.

*The words **beard** and **feared** rhyme. Are there other words in the poem that rhyme?*

Repeat lines 3 and 4 so that students can identify the end-of-line rhymes **Hen** and **Wren**.

Listeners form pictures in their mind when they hear a poem. What did you imagine as you listened to the poem about the old man's beard?

Encourage students to describe specific images, and offer support with any unfamiliar vocabulary.

Guided Practice

Display the poem excerpt "Rain in Summer" by Henry Wadsworth Longfellow (1807 -1882).

say *Listen as I read aloud another poem that also has rhythm and rhyme. As you listen, try to form pictures in your mind.*

Read the poem aloud expressively as students follow along.

What were you picturing and feeling when you heard this poem?

As students respond, guide them to tell why the poet chose the words **beautiful** and **welcome** to describe the rain.

This poem has words that help us use our senses to imagine the cooling rain.

Repeat lines and words to help students appreciate word choices that appeal to the senses, using questions like these:

*What do the words **dust, heat,** and **fiery** help you understand?* (how dry and hot the day is; how uncomfortable you feel on a very hot summer day)

Which words help you hear the sounds of heavy rain on the roof? (clatters, like the tramp of hoofs)

Which word helps you hear the sound of the water in the street gutter? (roars)

Which words help you see, hear, and feel how hard the rain is falling? (gushes and struggles out, overflowing spout, swift and wide, like a river, roars)

Poets may decide to use rhyme to tie the lines of the poem together.

Repeat lines so that students can identify end rhymes: **rain**/**lane**, **heat**/**street**, **roofs**/**hoofs**, **out**/**spout**, **pours**/**roars**, **wide**/**tide**, **pane**/**rain**.

Poets may decide to repeat words and sounds to help give the poem its meaning and feeling. Saying something more than once can show that it is important. Did you notice any repeated words?

Reread aloud to draw students' attention to the repeated lines 1 and 5 and to the repetition in line 11, "It pours and pours." Have students listen closely to the last two lines of the poem; direct them to say the lines out loud and tell what they notice about repeated sounds and syllables. Point out the alliteration–the repeated sounds /r/ in **river**, **roars**, **rain**, **rain**.

Independent Application

Display and distribute the poem "The Wind" by Robert Louis Stevenson (1850–1894). Read it aloud expressively as students follow along.

Point out the pronouns **I**, **me**, **you**, and **yourself**, and clarify that, in this poem, a child is asking questions of the wind. Continue to reread parts of the poem as you prompt discussion of its central message and students' observations of word use. Examples of questions:

say *What does the child wonder about the wind?* (The child can see, hear, and feel what the wind does but can't tell what the wind is because it can't be seen.)

There are six lines in each stanza of this poem.

Point to each stanza and its lines.

Which pairs of words rhyme in each stanza? (The end rhymes appear at the ends of each pair of lines: **high/sky**, **pass/grass**, **long/song**; **did/hid**, **call/all**, **long/song**; **cold/old**, **tree/me**; **long/song**.)

You've seen that poets sometimes repeat sounds, words, and lines. What is repeated in this poem? (Encourage close observations. Students should note that each stanza ends with the same two lines. They may also observe that different lines begin with **O**, that the phrases **I saw**, **I heard**, **I felt** all begin with **I**, and more.)

This poem was written more than 130 years ago, when women wore long skirts that touched the ground. Listen as I reread the third and fourth lines of the poem:

And all around I heard you pass,
Like ladies' skirts across the grass—

What is compared to ladies' skirts? (The sound of the wind is like the bottom of a skirt brushing against the grass.)

What does that comparison help you imagine? (The wind is making a brushing, whooshing sound.)

What are some other words in the poem that describe the wind? (It **sings so loud a song**. It can **push** and **call**. It is **so strong and cold**.)

Wrap-up

Check students' understanding.

say *How can you tell that you are reading a poem?* (Encourage a variety of responses, such as these: The words are arranged in lines. There might be rhyming words at the ends of lines. You can listen for the rhythm. You think about why words are repeated. The sounds of the words are important. The words can help you form sharp pictures and imagine sights, sounds, and feelings. Reading a poem is like singing a song.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide a simple poem or nursery rhyme of two to four lines for students to read with you and to practice until they can repeat it from memory. Then, draw attention to rhyming words, rhythm, and repeated words and sounds. Examples:

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

To market, to market, to buy a fat pig,
Home again, home again, jiggety-jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety-jog.

FOR STUDENTS READY TO MOVE ON

Option 1: Provide a poem for students to illustrate. Use one of the poems from this lesson or another from an age-appropriate anthology. Prompt students to tell what part or idea in the poem they are illustrating.

Option 2: One poem from this lesson ("The Wind") features a speaker (using first-person pronouns such as *I* and *me*) talking to a thing (using second-person pronouns such as *you* and *yourself*). Encourage students to write their own poem in which they speak to something in the natural world.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *broad, clatters, swift*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

  The end rhymes in this stanza are…

  The rhythm I hear is…

  As I listen to the poem, I imagine…

  The words that help me imagine what is happening are…

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading****.*

For further practice with these skills, provide students with Lexia Skill Builders.®

from Rain in Summer

by Henry Wadsworth Longfellow

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

The Wind

by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass–
    O wind, a-blowing all day long,
    O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all–
    O wind, a-blowing all day long,
    O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
    O wind, a-blowing all day long,
    O wind, that sings so loud a song!

Description

This lesson is designed to focus students' attention on the sequence of events in informational and narrative text. Students will develop strategies to clarify the time order in which things occur. The lesson will focus on helping students identify clues to sequence in the text and interpret and use signal words.

TEACHER TIPS

The following steps show a lesson in which students use sequence signal words with written procedures (informational text) and with narratives. You can adapt and use this lesson for older students by using examples from their classroom reading that are better suited to their independent reading levels.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Write these signal words on index cards: **first**, **next**, **after**, **then**, **finally**, **when**, **now**, **last month**, **until**, **before**, **as soon as**, **later**. (for display and for students)
- A copy of the Recipe for Ants on a Log (for display)
- Copies of the Sentence Sets at the end of this lesson (for display and students)

Direct Instruction

say *Today we are going to learn how to understand the sequence of events in a story or passage. The sequence tells us the order in which things happen. A good example is when we read to follow a procedure. We pay attention to the order of steps. We ask ourselves, "What should I do first? Next? After that? Finally, what is the last thing I do?"*

Display the Recipe for Ants on a Log (or provide your own). Read the steps aloud as students follow along. Use the words below (in bold) to signal sequence.

*To make this snack, the **first** thing I should do is gather the ingredients. **Next,** I must wash the celery. **After** that, I fill a spoon with peanut butter. **Then,** I spread peanut butter into the curved part of each celery stick. **Finally,** I push raisins into the peanut butter.*

Use sequence **signal words** to draw attention to the sequence of events as you ask and answer questions that restate the order of the steps you need to follow.

*What do I do **before** I wash the celery? I gather the ingredients. I need to remember what I do **after** I spread peanut butter on the celery ... I know, I put raisins on top! So, which of these steps comes **first:** washing the celery or spooning peanut butter? I have to wash the celery first.*

Display the sequence word cards, and have students read them aloud.

*These are some words that can help us answer the question **When?** We can use these sequence words to make sure we understand the steps in a recipe or other kinds of procedures. We can also look for these words as we read because authors include them to help us understand when events are taking place.*

Now listen as I read this story. Pay attention and listen for all of the words that tell us about sequence.

When** Alicia was a little girl, she wished she could have a dog. **Now** that Alicia is a teenager, she has dozens of them! Alicia's job as a dog walker began **last month.

Think aloud about shifts in time.

*To understand the story, I have to pay attention to when events are taking place. This author takes us back to the past—**when** Alicia was a little girl. Then the author takes us to the present time—**now** that Alicia is a teenager. Then the author takes us back into the past again—Alicia's job began **last month.***

Sum up the strategic behavior.

*To understand sequence when I read, I ask myself **when** questions. I can look in the sentences for words that signal a sequence, and I can use sequence signal words to check my understanding of when events occur.*

Guided Practice

Cut out the sentence strips from Sentence Set 1. Display them out of order, and read each sentence with the students.

say *Let's work together to figure out the sequence of steps in a procedure. We are going to put these four events in order. First, let's look at the underlined word in each sentence that signals time. What are these words that give us clues to help us decide when?* (first, next, after, finally)

Now we know the words that can help us put these events in the correct sequence. Remember, there is a word or phrase in each sentence that tells us when it happens.

Have a student select the correct first sentence and place it at the top of the display. Continue by asking students to identify sentences in order, using the signal words in your question to prompt them if needed. Students can take turns selecting sentences and placing them in order.

When the sentences are in sequential order, work with students to orally restate the information using different signal words. Possible paraphrase:

To start, gather a plastic container and some rubber bands. After stretching the rubber bands over the opening of the container, pluck them to hear different sounds. Then, explain how the sound changes depending on the how thick the rubber band is.

Repeat the activity with Sentence Set 2. Possible paraphrase:

The father bird began by helping the mother build a nest. Then, the mother sat on the eggs. After the eggs hatched, the parents took turns feeding the baby birds. Ten days later, the young birds left the nest.

Independent Application

Have students work in pairs or independently. Provide students with Sentence Set 3. Have them read each sentence and underline the sequence signal word. Then, students should arrange the sentences into the appropriate order, using the signal words as clues.

After students have put the sentences in order, have them orally paraphrase the sequence. The goal is not for students to make one-to-one substitutions of the signal words, but rather to identify words or phrases that are clues to the sequence of steps or events, and then restate the information. Explain that there is more than one correct way to restate the information.

Together, check that the restatement has the same meaning as the original. Possible paraphrase:

At first, Manny lived in Florida. Then, he moved north and saw snow for the first time. Manny tried to catch snowflakes, but they melted when he touched them. After it stopped snowing, Manny made a snowman.

Wrap-up

Check students' understanding.

say *What do we call the order in which events happen in a story or passage?* (sequence)

What clues help us determine the sequence of events? (words that tell about time)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Have students read simple sentences with sequence signal words, underline the signal word, and tell what happened **first**, **after**, or **at the same time**. For example,

Before we marched, we sang songs.

Students should underline **before**.

say *What happens first?* (singing)

We danced on the grass after we sang songs.

Students should underline **after**.

What happens after singing songs? (dancing)

While we danced, the rain started falling.

Students should underline **while**.

What happens at the same time? (dancing and raining)

FOR STUDENTS READY TO MOVE ON

Option 1: Have students locate a how-to article on a topic of interest: how to play a game, how to do a crafts project, or how to improve a skill. Display the sequence signal word cards. Have students select words to explain the steps in the instructions. Then, have them work together, following the written multi-step directions, to play the game, make the craft, or improve the skill.

Option 2: Have students create a timeline after reading a biography or an informational text about a historical event. Encourage students to use sequence signal words to determine the order of events. Alternatively, have students create an oral or written summary that uses signal words to describe events on a timeline.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

  Some words that signal time order are...

  The first event/step is…

  The next event/step is…

  The last event/step is...
- Provide students with written, oral, and visual representations of sequential events. Photographs, illustrations, and objects can be helpful in reinforcing the meaning of sequence signal words.
- Have students work in pairs to act out and narrate a sequence of events using sequence signal words. Encourage students to practice with each other before presenting their "play" to the class.

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading****.*

For further practice with these skills, provide students with Lexia Skill Builders.®

Recipe for Ants on a Log

Ingredients

6 stalks of celery (trimmed)
½ cup of peanut butter
¼ cup of raisins

Directions

- Wash and dry celery.
- Use a spoon to scoop peanut butter from the jar.
- Spread a spoonful of peanut butter onto each stalk of celery.
- Place raisins on top of the peanut butter.

Eat and enjoy!

Sentence Set 1

Next, wrap each rubber band around the container so that the band stretches across the opening.

First, find a plastic container and four or five rubber bands of different thicknesses.

Finally, tell how the thickness of the band changes the sound that is heard.

After stretching the rubber bands, pluck them to hear different sounds.

Sentence Set 2

The mother and father <u>then</u> took turns feeding the tiny hatchlings.

<u>After</u> ten days, the young birds were big enough to leave the nest.

<u>First</u>, the father bird helped the mother bird build a nest of twigs.

The mother bird laid the eggs and sat on them <u>until</u> they hatched.

Sentence Set 3

A few weeks after the move, Manny saw white flakes falling from the sky.

Before he moved north, Manny lived in Florida, where it was warm.

Later in the day, it stopped snowing, and Manny made a snowman.

Manny reached out to catch the falling snowflakes, but they melted as soon as he touched them.

Description

This lesson is designed to help students identify and understand the purposes of common features found in informational text, such as a table of contents, an index, a glossary, captioned illustrations, headings, subheadings, and bold print. Students practice using these features to locate informational details in print and digital sources.

TEACHER TIPS

The Direct Instruction and Guided Practice sections of this lesson are based on the use of an informational book you have selected (see Preparation/Materials below). The examples in those sections show the topic of seasonal changes. You may want to select a book relevant to a topic or concept students are learning in content areas.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- An informational book on a topic of interest to students (should have a table of contents, an index, a glossary, captioned illustrations, headings, subheadings, and bold print)
- An approved website or multimedia encyclopedia with information on the same topic as your chosen book
- Copies of the Student Activity Sheet: Parts A through C (for students)

Direct Instruction

say *Whenever we want to find answers to questions, we can learn answers by reading. Maybe we want to know why mosquito bites itch, or what kinds of animals live at the bottom of the ocean, or how tunnels are built—or anything else. The answers to our questions are in informational sources. Today we'll be learning how to locate information in texts.*

Display the informational book you have chosen. Have students use the title (and subtitle, if present) to identify the topic of the whole book.

Then, display each of the following text features, and point to the elements as you explain how to use the feature.

*At the front of the book, we find the **table of contents**. The contents are what the book contains. A table of contents is a list that tells us all the parts of the book in order. Each listing in the table of contents is the title of a different chapter or section of the book. The listing is followed by a page number showing where in the book that chapter or section begins. If we turn to that page, we see the **heading** that matches the listing. We can use the table of contents to find out which chapter and pages might have the answers we're looking for.*

Choose one of the listings in the table of contents, formulate a general question based on the title, and show students the relevant pages. For example, if "Moving Around the Sun" is listed in the table of contents, you might ask, "What does moving around the sun have to do with the seasons?" Then, turn to the listed page to find answers.

*In the table of contents, we find a listing for the **index** of the book. The index is at the back of the book. Suppose we're looking for a particular fact or explanation in the book. The index points us to all the pages we should look at. The entries in an index are arranged in alphabetical order. Sometimes, just one page has the information we need. Sometimes more than one page has the information. If we see a comma between numbers, we should look on each listed page. If we see a dash between numbers, we should look at the listed pages and all the pages in between.*

Choose two or more index entries to demonstrate how to turn to the relevant pages to find details of information.

*When we are reading information, we find special words, or terms, that we need to learn. In many texts, these terms are in **bold print**. We can find out what a term means by checking the glossary at the back of the book. A **glossary** lists the words in alphabetical order.*

Choose a technical term from one of the pages of the book, and show how to find the word and its definition in the glossary.

*Often, the pages of an informational book have other features. For example, there may be photos or illustrations with **captions**. A caption tells us what's in the picture and also connects to information in the text on the page. There may be **subheadings** above smaller sections of text. Subheadings are shown below the headings. A subheading tells us what a smaller section is about.*

Choose a page or section that has a heading, subheadings, and captioned illustrations. Read aloud from the body of the text, pausing to have students identify each feature. Talk with students about what the feature helps them understand.

Display the first screen of the website or the first page of the article in the multimedia encyclopedia you are using.

*We find information in printed books. We also find information on the screens of computers and other digital devices. Some of the features in a printed book are also found in digital sources. We can find **headings** and **subheadings**, **captioned illustrations**, and words in **bold print** that are defined. But instead of turning pages, we **navigate** by scrolling and selecting.*

Demonstrate navigating through the site or article to locate text and illustrations. Prompt students to point out any icons for audio or video. Discuss hyperlinks and explain where they lead. Encourage students to tell how the presentation of digital information is like and different from the information in the printed book.

Guided Practice

Give students the informational book you have used for Direct Instruction. Challenge them to work together to use text features to locate answers to questions. Have them write responses. You may want to use a timer to make the activity more like a game.

Examples of questions to use with a book on the topic of seasons:

- In which chapter would you learn what animals do as spring arrives?
- What is the definition of **hemisphere**?
- On which pages will you find information about sunlight?
- What can you learn by reading the caption on page 10?
- On page 16, what is the subheading that leads to information about leaves on trees?

You may want to expand the activity by having student partners come up with similar questions to challenge you and the rest of the group.

Independent Application

Distribute the pages with sample text features. Read the directions with students, and have them use their own words to tell what they are supposed to do. If needed, offer support with reading the questions and answer choices.

After students have completed the activity, review their responses. Prompt students to explain how they decided on the correct answer.

Answers: **1** 15; **2** different kinds of doctors; **3** Workplaces; **4** Sample questions: What is a checkup? What does a doctor do during a checkup? What happens when you get a checkup?; **5** Meet a Doctor; **6** bulls; **7** 28; **8** 14 and 15; **9** 9, 10, and 11; **10** 5, 6, 7, 21, 22, and 28; **11** b; **12** c; **13** c

Wrap-up

Check students' understanding.

say *Where in a book do you find the index?* (in the back)

What are three important differences between a table of contents and an index? (The table of contents is in the front of the book. The index is in the back. The listings in the table of contents are in the same order as in the book. The listings in an index are alphabetical. You use a table of contents to see all the chapters in the book. You use an index to find the pages where particular facts are located.)

How is a glossary helpful? (A glossary gives definitions of terms in the text. You can use a glossary to check what the words mean.)

How do headings and subheadings help you when you're reading text in a book or on a screen? (A heading shows what all the text on that page or section is about. Subheadings show smaller topics related to the big one. You can use headings and subheadings to think about how the big and small ideas are connected.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Focus on one text feature at a time, giving students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to show how to use that feature to learn about the text.

Option 2: Complete the Student Activity Sheet as a group, prompting students to explain what the item requires them to do and how to think about answers.

FOR STUDENTS READY TO MOVE ON

Give students an opportunity to explore text features. Provide an array of informational books and magazines. Name a text feature, and have partners find examples in more than one text. Prompt them to give a short talk to show how the examples are similar and different. Text features to name include **table of contents**, **index**, **glossary**, **heading**, **subheading**, and **caption**.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *cattle, veterinarian, particular*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

  The caption gives information about...

  The difference between a table of contents and an index is...

  A glossary is helpful because...

  Headings and subheadings are helpful because...

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading.***

For further practice with these skills, provide students with Lexia Skill Builders.®

STUDENT ACTIVITY SHEET

Part A: Table of Contents

Directions: This table of contents is from a book about doctors. Read each question. Use the table of contents to write the answer.

Contents

1 On which page does the chapter "Instruments and Machines" begin?

_____

2 What will you learn about beginning on page 9?

_____

3 In which chapter will you probably learn about hospitals?

_____

4 What question will probably be answered beginning on page 21?

_____

5 If you turn to page 5, what heading will you see?

_____

Part B: Index

Directions: This is part of an index from a book about cows. Read each question. Use the index to write the answer.

6 What can you learn about by reading page 8?

_____

7 On which page can you learn what a veterinarian is?

_____

8 On which pages can you learn about farmers?

_____

9 On which pages can you find information about what cows eat?

_____

10 The milk we drink comes from dairy cows. What are all the pages with information about dairy cows and milk?

_____

Part C: Glossary

Directions: Read each sentence. Then, use the glossary to find the meaning of the word in bold print. Choose the correct answer to the question.

11 Kangaroos are animals that are **native** to Australia. What can you tell about kangaroos?

ⓐ They live only in zoos in Australia.
ⓑ Australia is their natural home.
ⓒ They do not live in Australia anymore.

12 Insects are a common **prey** of birds. What can you tell about insects and birds?

ⓐ Many insects hunt birds.
ⓑ Many insects bite birds.
ⓒ Birds often eat insects.

13 A pond is a **habitat** with many living things. What is another example of a habitat?

ⓐ flower
ⓑ rain
ⓒ forest

extinct not having any living members

habitat a place where a plant, animal, or other living thing usually makes its home in nature

native living and growing in a particular place

predator an animal that hunts and eats other animals

prey an animal that becomes food for another animal

survive to live

Description

This lesson is designed to help students understand how words and visual elements work together in informational texts to provide facts, reasons, evidence, and other details in support of an author's main point(s). As students think about the connections between visual and written information, they become more strategic readers and are better equipped to understand and remember what they read.

TEACHER TIPS

Students are introduced to each text in this lesson by following along as it is read aloud. Preview the texts to determine if your students are likely to be able to read them to you instead, with some support.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of "Millions of Bats" (for display)
- Copies of "A Blanket of Snow" (for display and for students)
- Copies of "Yo-yos Around the World" (for students)

Direct Instruction

say *Today we'll be reading informational texts that include visual information, such as a photograph, a diagram, or a map. When you read, you can learn information from the words. You can also learn information from the pictures. Informational texts often include visual information to help readers understand what is written.*

Display the informational text "Millions of Bats." Read aloud the title and the names of the author and the photographer. Then ask,

What is the title? (Millions of Bats)

What did Maria Cortez do? (She wrote the words. She is the author.)

What did Jorge Torres do? (He drew the picture. He is the illustrator.)

What does the picture show? (bats flying in the sky at sunset)

Read aloud the caption below the picture. Tell students that a **caption** describes or explains a picture or photograph.

What do you think this informational text will be about? What clues can you use?

Encourage varied predictions, and explain that pictures and captions, along with the title of the passage, can help readers predict what a text will be about.

Have students follow along as you read the text aloud. Then ask,

What do you see in the picture that matches the information in the text? (bats leaving the cave at sunset)

Now let's think about which words in the text tell about the picture.

Reread the last paragraph, and think aloud about the information in it. Underline phrases and sentences that describe the photograph:

As the sun goes down, bats start to leave the cave to hunt for insects. At first, a few bats circle outside the cave entrance. Then more bats fly out, and more. They pour out by the millions.

How do the picture and the caption help you understand what is written in the text? (The photograph shows how many bats there are. The photograph shows what the sky looks like at sunset. The caption describes the photograph and tells readers what the bats are doing.)

Guided Practice

Display the informational text "A Blanket of Snow," and distribute copies to students. Read aloud the title and the author/illustrator's name.

say *Like the last informational text we read, this text also has a picture that supports the written information. This picture is different from the one we saw earlier. What do you notice about the picture in this text?* (It is a drawing with a title and labels.)

*This kind of drawing with a title and labels is called a **diagram**. A diagram can help you make predictions about a text and understand the written information.*

Have a student read aloud the title of the diagram and the labels. Give students an opportunity to note other details in the diagram and tell about the information the details provide.

What can you predict about this text by looking at the diagram? (It will tell about animals that make tunnels. It will describe how animals survive in the winter.)

Have students read the passage. Then, ask questions to focus on the connections between the written information and the diagram:

What do you learn from the words in the text? (what a "blanket" of snow is; how snow can keep the ground warm; how mice survive in the winter)

What do you see in the diagram that matches the information in the text? (a "blanket" of snow covering the ground, tunnels that have been dug by mice)

What sentences in the text describe the diagram? Let's underline this written information. (from Paragraph 1: **A blanket of snow is covering the ground**.... from Paragraph 3: **Mice and other small mammals dig tunnels through the snow. They stay warm under their snow blanket all winter long.**)

How does the diagram help you understand what is written in the text? (The diagram shows the tunnels made by mice under the snow, and the passage explains how mice stay warm in the winter.)

Independent Application

Distribute copies of the informational text "The World of Yo-yos." Explain that a map is another source of visual information, like a photograph or a diagram. Have students read the passage and look closely at the map. Students should underline phrases or sentences in the passage that describe information in the map. Then, display these discussion prompts and read them aloud with students:

When I read the text, I learned ____

When I looked at the map, I learned ____

The map helped me understand what was written because ____

Have students work with a partner to look back at what they underlined in the passage and discuss how to complete each sentence. Then, provide time for student pairs to share their responses with the group, pointing out details in the text and the map to support their thinking.

Wrap-up

Check students' understanding. Have them refer to any of the informational texts from the lesson and point out these features:

- a caption, a diagram label, or a map title
- a sentence that connects to information in a picture, a diagram, or a map

say *Why should you read the words and look at the pictures, too?* (The words and pictures go together. The words tell you facts and other information, and the pictures help you understand it. The pictures show what something looks like, its parts, or where it is located. Pictures can support written information in the text. The words can describe or explain the pictures.)

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Focus on one type of visual information at a time: pictures with captions, labeled diagrams, or maps. Give students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to explain how to use the visual element to better understand the written information.

FOR STUDENTS READY TO MOVE ON

Option 1: Provide students with an informational paragraph. Ask them to create a labeled diagram or map that supports the written information. Then, have students share their visual information and explain how it connects to the text.

Option 2: Have students research a topic of their choice. They should prepare a presentation that includes both written and visual information.

Option 3: Display the map that accompanies the passage "The World of Yo-yos." Explain the purpose of each feature: title, key (or legend), compass rose, and scale. Then, have students create and share their own maps of a familiar location.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *mammals, nursery, pottery*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background information and help students access prior knowledge of passage topics (snow cover, bat migration, yo-yos).
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

  The picture shows...

  The caption describes...

  The title of the diagram is...

  The map shows...

Students who complete this lesson should return to the online activities in ***Lexia® Core5® Reading.***

For further practice with these skills, provide students with Lexia Skill Builders.®

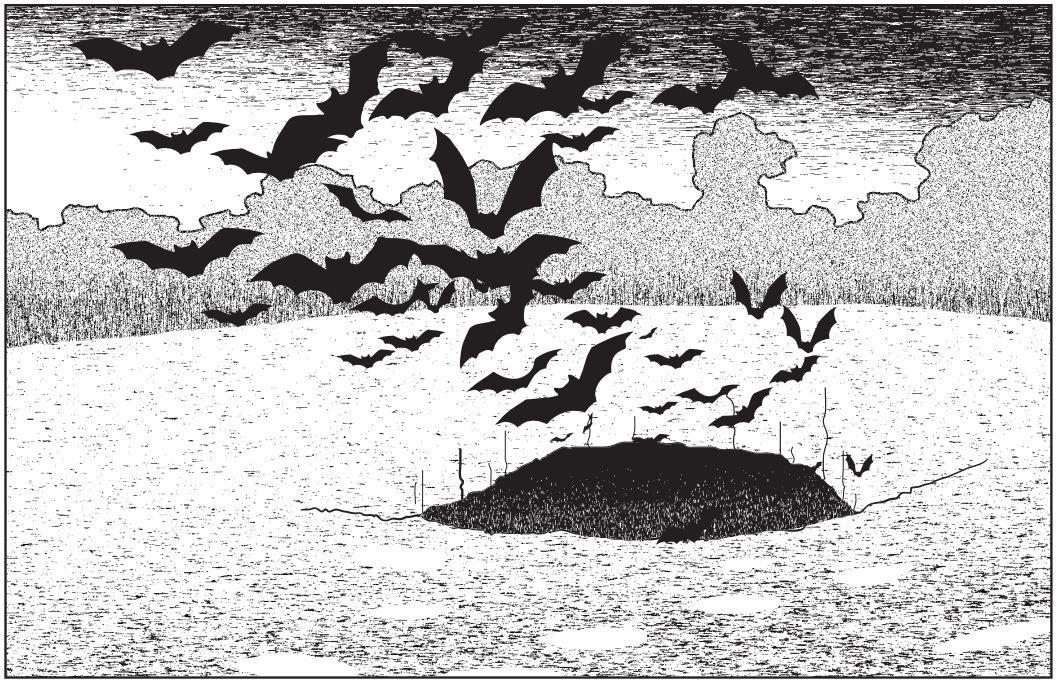
Millions of Bats

written by Maria Cortez, illustrated by Jorge Torres

Every spring, many bats fly north from Mexico. They travel to caves in the United States. There, they give birth to babies called pups. They stay to take care of them.

One cave in Texas is a remarkable bat nursery. Bracken Bat Cave is home to twenty million bats! During the day, these furry, gray-brown bats hang upside down in the cave. Sleeping bats cover the cave walls and ceiling.

As the sun goes down, bats start to leave the cave to hunt for insects. At first, a few bats circle outside the cave entrance. Then more bats fly out, and more. They pour out by the millions.



Millions of bats fly out of Bracken Bat Cave to hunt for dinner at sunset.

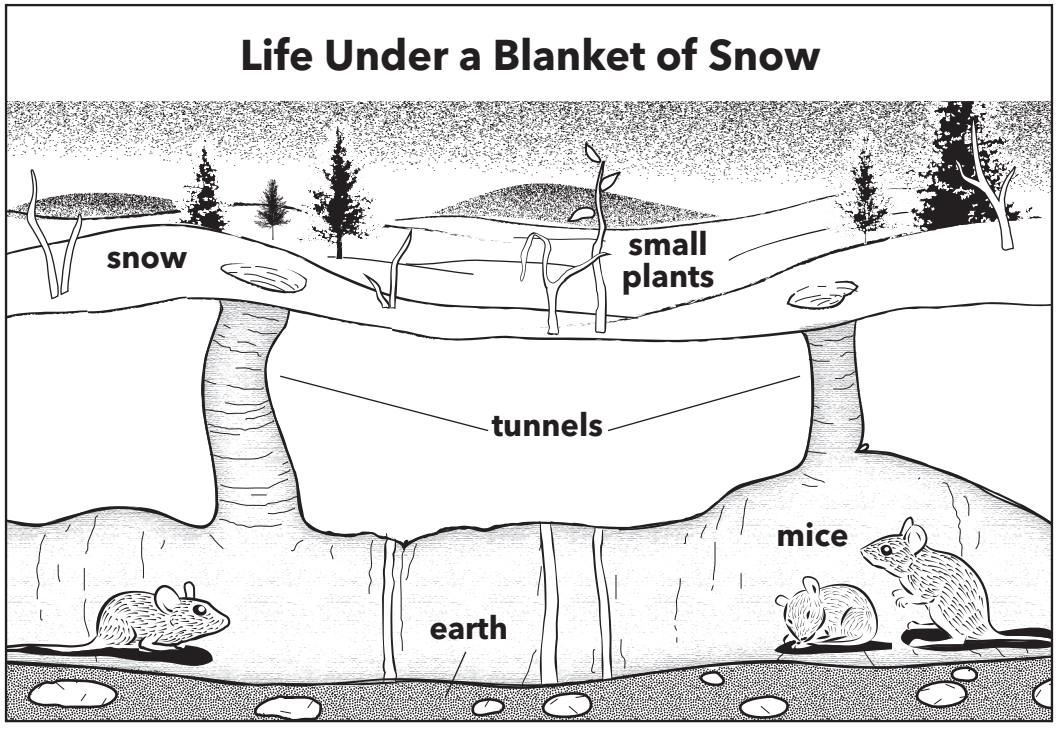
A Blanket of Snow

written and illustrated by Sasha Arons

"A blanket of snow is covering the ground," says the weather reporter. People often compare snow to a blanket. Both are thick covers. A blanket is warm, though, and snow seems cold.

In fact, snow is more like a warm blanket than you might think. Layers of snow trap air. Air is very good at holding onto heat. The temperature outside may be below freezing. But the temperature under a snow blanket is warmer. It's just about 32 degrees Fahrenheit (0 degrees Celsius).

Mice and other small mammals dig tunnels through the snow. They stay warm under their snow blanket all winter long.



The World of Yo-yos

written by Jay Stone

A yo-yo is a toy that spins at the end of a string. It is one of the oldest toys in the world. When and where were yo-yos invented? No one knows for sure.

The yo-yo may have come from China or Greece thousands of years ago. Very old Greek pottery shows pictures of people playing with yo-yos. Over 200 years ago, adults in France owned yo-yos made of glass. Children in England played with yo-yos every day.

In 1928, a man named Pedro Flores started a business selling yo-yos in the United States. Pedro had grown up in the Philippines. There, he had enjoyed playing with a yo-yo. Pedro thought that American children might like the toy, too. He was right. Now, yo-yos are popular all around the world.

Yo-yos Around the World