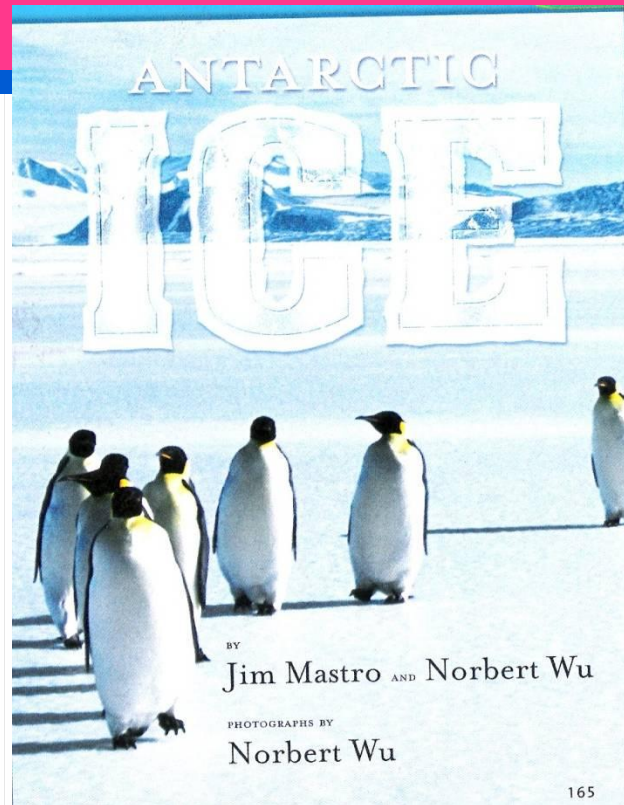


# Lesson 21 Day 4



# Question of the Day

- How would your life be different if you lived in a place with extreme weather all year long?
- If I lived in an extreme climate, I \_\_\_\_\_.

# What Is a Zamboni?

Say the word *Zamboni*. “What is it?” you may ask. “Is it some kind of food? Or is it a game?” In fact, *Zamboni* is the name of both an inventor and his invention.

In the late 1940s, Frank J. Zamboni built a huge ice-skating rink in California. Up to 800 skaters went out on the ice at a time, and the ice surface quickly became mushy and difficult to use. Several times a day, skaters had to come off the ice so the surface could be reconditioned. This was not an easy job. First, a tractor had to drive out onto the ice rink, dragging a large scraper to shave off the old ice. Then workers scooped away the loose bits of ice. Next, workers sprayed water over the surface and cleaned it with a rubber squeegee. Finally, everyone waited for the water to freeze. The whole process took over an hour.

In 1949, Frank Zamboni’s invention changed all that. Now, in a matter of minutes, one Zamboni machine and its driver can scrape and clean the surface and put down a layer of perfect, new ice. The whole process is fast and efficient. Now, waiting skaters have something to do—watch the machine and wish *they* could drive a Zamboni, too!

Purpose:

- for enjoyment
- to learn what a Zamboni is

What did you learn about a Zamboni?

It is named after its inventor, Frank Zamboni. It was invented in California.

What is the connection between a Zamboni and an ice-skating rink?

Zamboni cleans and smooths the ice on the rink.



# Vowel Variants: /oo/, /oọ/

- Can you look for a book soon?
- The word **soon** has the /oo/ sound.
- The words **look** and **book** have the /oọ/ sound.
- What vowel sound do you hear in these words?
- redrew    untrue    reglue  
soon
- hook    took    noodle  
crook    noon
- Let's find the words with the /oo/ and /oọ/ sounds.
- How soon can I look at the new nook in your room?
- Do you know what the crook took?
- A girl named Brook shook her right leg.
- The moon shone brightly, and the wind shook the leaves on the trees.
- Be careful not to lose the loose pages in that cookbook.

# Fluency: Reading Rate

- **Good Readers...**
- take their time and read at their own rate.
- not skip words and punctuation.
- ask for help with pronunciation, if needed.
- correct any mistakes they make while reading.
- Turn to pages 174-175.
- I am going to read part of “Antarctic Ice” aloud. I am going to read at a comfortable rate so I don’t skip any words or punctuation marks. If I make a mistake, I will correct it and continue reading at my own pace. Listen to see if you think that makes my reading easier to understand.

Let’s choral read these pages in groups.  
Turn to a partner and reread these pages.

# Sequence: Comprehension

- **Sequence** is the order in which events happen.
- **Time-order words, dates, and times** are clues to when events happen in a selection.
- I am going to read "Blizzards" on the next slide aloud.
- Pay attention to time-order words and the order of events.

# Blizzards

A blizzard is a severe winter storm-dangerous, harsh, and terrible. Winds howl at 35 miles per hour or more, and the temperature drops. To make it worse, wind whips the snow around so rapidly that it becomes almost impossible to see more than a few yards in any direction.

How does a blizzard get started? First, a mass of cold air moves south from the Arctic. Next, this cold air meets the warmer air around it and forces that warmer air to rise. Then, as the warmer air rises it creates a cold front. Finally, when all this has happened, heavy snowfall begins.

The most violent form of a blizzard is a whiteout. It is called this because snow is blowing around so much that people cannot tell the difference between the ground and the sky. Everything is white with snow. It is this combination of wind, cold and blinding snow that makes blizzards so dangerous. They can cause car accidents, trap people inside vehicles and buildings, and even crush homes under the weight of heavy snow. It is no wonder that people listen carefully when blizzard warnings are given.



# Sequence

- What is the first step in forming of a blizzard?
- A mass of cold air moves south from the Arctic.
- What else happens before snow begins to fall?
- Cold air forces the warm air to rise, and this creates a cold front.
- Now revisit “Antarctic Ice” and see if you can answer these questions.
- What are the animals doing in the beginning of “Antarctic Ice”?
- They are waiting for summer to arrive.
- What are the animal doing at the end of “Antarctic Ice”?
- Some of the animals have gone north for the winter while others have stayed behind.
- How did the authors use sequence to organize their writing?
- They began the selection in winter and ended in winter. They told what happened throughout the year.



# Compare and Contrast

- When you **compare** people, things or even ideas, you tell how they are **alike**.
- When you **contrast**, you tell how people, things, or ideas are **different**.
- **Clue words**, such as *same* and *both* signal that things are **alike**.
- Words such as *unlike* or *but* signal that things are **different**.
- **Comparing and contrasting** can help readers better understand expository nonfiction.
- Look at pg. 171.
- As I read, I ask myself, “What do the penguins do in winter and summer?” How is it alike and different?
- In winter and summer the penguins take care of their young. In winter the mother penguin lays one egg and the father penguin keeps it warm. In summer the chick is too big to sit on her father’s feet.

# Compare and Contrast

- Often authors make comparisons, but the reader has to put the pieces together.
- Let's revisit the story and compare and contrast winter and summer in Antarctica.

Winter	Summer

# Speaking and Listening

## Speaking Strategies

Practice giving your presentation.

Make sure the graphic aid is big enough so that people can see it

Point to each part of your graphic aid as you talk about it.

## • Organizing Content

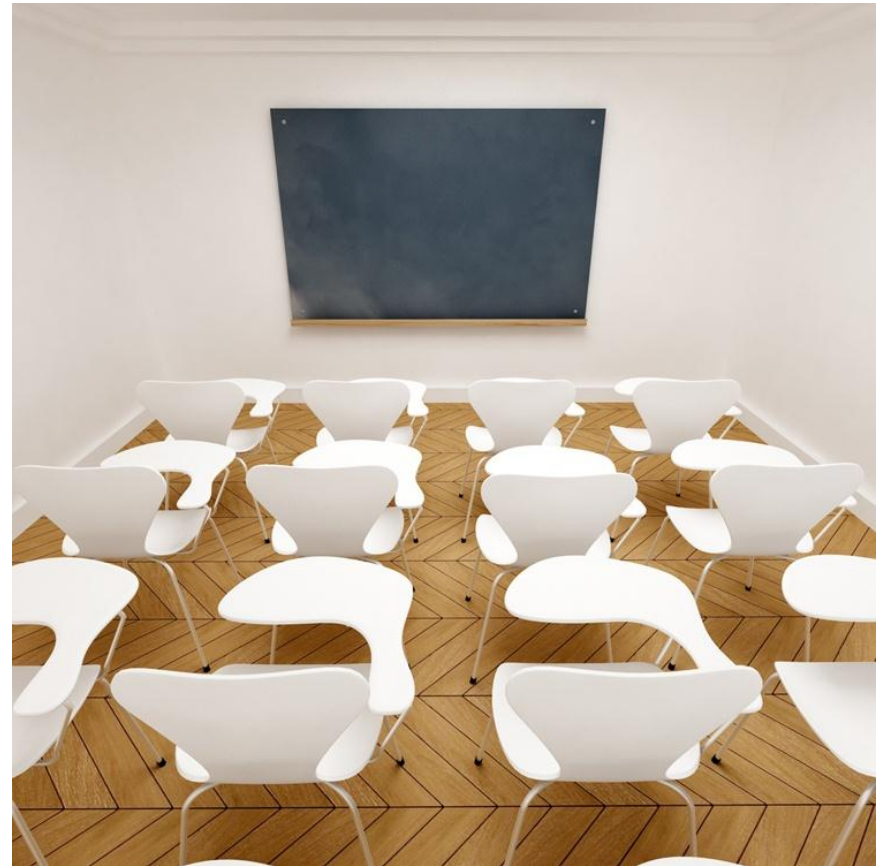
- Read through your poem or memorize it to become familiar with the words.
- Decide where to use facial expressions, body language, and changes in your tone of voice to express ideas in the poem.
- Follow the rhythm and rhyme of the poem

## • Listening Strategies

- Listen to hear how the speaker explains his or her topic.
- Save questions until the presentation is over.
- Ask questions one at a time and wait for an answer.

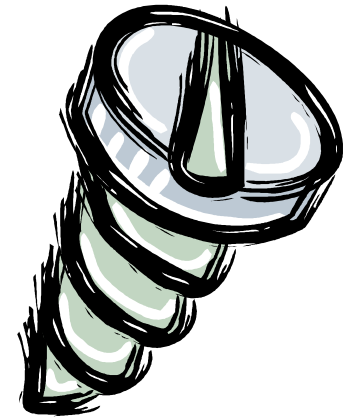
# absence

- An **absence** means that something or someone is not present.
- The word is...
- **absence**
- What is the word?
- **absence**
  
- Who's **absence** would you notice the most at school?



# permanently

- If something stays one way forever, it stays that way **permanently**.
- The word is...
- **permanently**
- What is the word?
- **permanently**
- I will name some ways to attach things together. If the things might stay together permanently if they are attached that way, then lock your hands together. If they might not stay together, move your hands far apart.



# scarce

- Something that is **scarce** if there is not much of it to be found.
- The word is..
- **scarce**
- What is the word?
- **scarce**
- When might milk be **scarce** in the refrigerator?



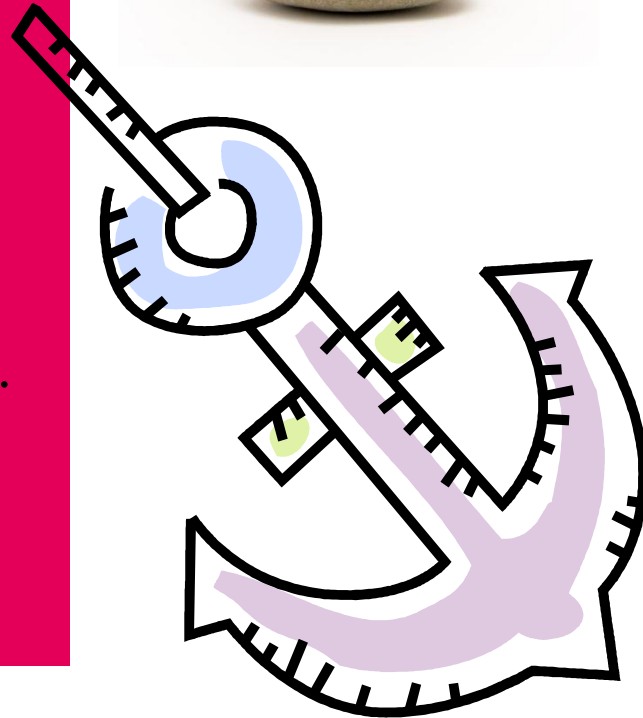
# shelters

- Something that **shelters** you protects you and keeps you safe.
- The word is...
- **shelters**
- What is the word?
- **shelters**
- What kind of building **shelters** animals?



# drifts

- When something **drifts**, it moves along without direction.
- The word is ...
- **drifts**
- What is the word?
- **drifts**
- If I name something that might **drift**, clap your hand. If it would not drift, keep quiet.





# dim

- It is **dim** when there is not much light.
- The word is...
- **dim**
- What is the word?
- **dim**
- Is it hard to read in a **dim** light?
- How would you fix a **dim** flashlight?



# bleak

- A brutal wind blows along Antarctica's **bleak** coast.
- If something is cold and gloomy, it is **bleak**.
- The word is..
- **bleak**
- What is the word?
- **bleak**
- If someone told you that some land looked **bleak**, how might it look?



# harsh

- Antarctica is a **harsh** continent because it is covered with ice and mountain peaks.
- If something is hard to stand up to, like a blizzard, it is **harsh**.
- The word is...
- **harsh**
- What is the word?
- **harsh**
- What kind of **harsh** weather have you experienced recently?



# conserved

- Scientists at Palmer Station **conserved** fresh water.
- If something is rare and important, it should be **conserved**, or kept carefully.
- The word is...
- **conserved**
- What is the word?
- **conserved**
- I will name some things that might or might not need to be **conserved**. If it should be **conserved**, nod your heads “yes”. If not, nod “No”.



# strict

- There are **strict** rules to protect animals in Antarctica.
- If you are stern and demand obedience, you are **strict**.
- The word is...
- **strict**
- What is the word?
- **strict**
- I will name several jobs. If a job requires that someone follow **strict** rules, give thumbs up. If not, give thumbs down.



# Grammar: The Verb Be

- The **verb *be*** is a **special verb** that tells what or where the subject of a sentence is.
- **The subject of a sentence must agree.**
- A **singular subject** must have a singular verb, and a **plural subject** must have a plural verb.
- Compound subjects joined by *and* need a plural verb.
- Compound subjects joined by *or* need a singular verb.
- What is the correct form of the verb *be* for these incomplete sentences?
  - The boy \_\_\_\_\_ sick yesterday.
  - was
  - The leaves \_\_\_\_\_ green last month.
  - were
  - **What's wrong?**
  - Beach volley ball are a competitive sport.
  - is
  - Tracy and Christie is yawning.
  - are

# Grammar: The Verb Be

- The verb *be* tells *what* or *where* about the subject of a sentence.
- Different subjects use different forms of *be*.
- There are also different forms of *be* to show present tense and past tense.
- **Present Tense**
- Singular: I am at school. You are happy. He is hungry. She is tired. It is on the table.
- Plural: We are in the car. You are in the play. They are late.
- Past Tense
- Singular: I was at school. You were happy. He was hungry. She was tired. It was on the table.
- Plural: We were in the car. You were in the play. They were late.

# Grammar: the Verb Be

- Complete each sentence.
- I \_\_\_\_\_ here now.
- After we played football, we \_\_\_\_\_ tired.
- Today it is cloudy. Yesterday it \_\_\_\_\_ sunny.
- That girl is my friend. She \_\_\_\_\_ ten years old.
- I went to your house, but you \_\_\_\_\_ not there.



# DOL

M  
9. my friends <sup>are</sup> is Rosa and Tim .

T  
10. the ~~S~~ School holiday <sup>was</sup> am last Monday .

# Writing: Explanation

- Turn to page 172 and listen as I read.
- The Orca whale is the topic of this page.
- Name some facts and details about the Orca whale to your partner.
- **It makes a Whoosh! Sound; the whale hunts big fish that live deep under the ice.**
- Facts and details give information about a topic and help readers understand what is being explained.

## Explanation

Tells information about a topic

Includes a main idea sentence, facts, and details

Tells the details in order

Often uses time-order words such as *first, next, then, or last*

## Writer's Evaluation of an Explanation

- The writer clearly told the topic.
- The writer explained each event.
- The writer used time-order words.
- The writer included only information that explains the topic.