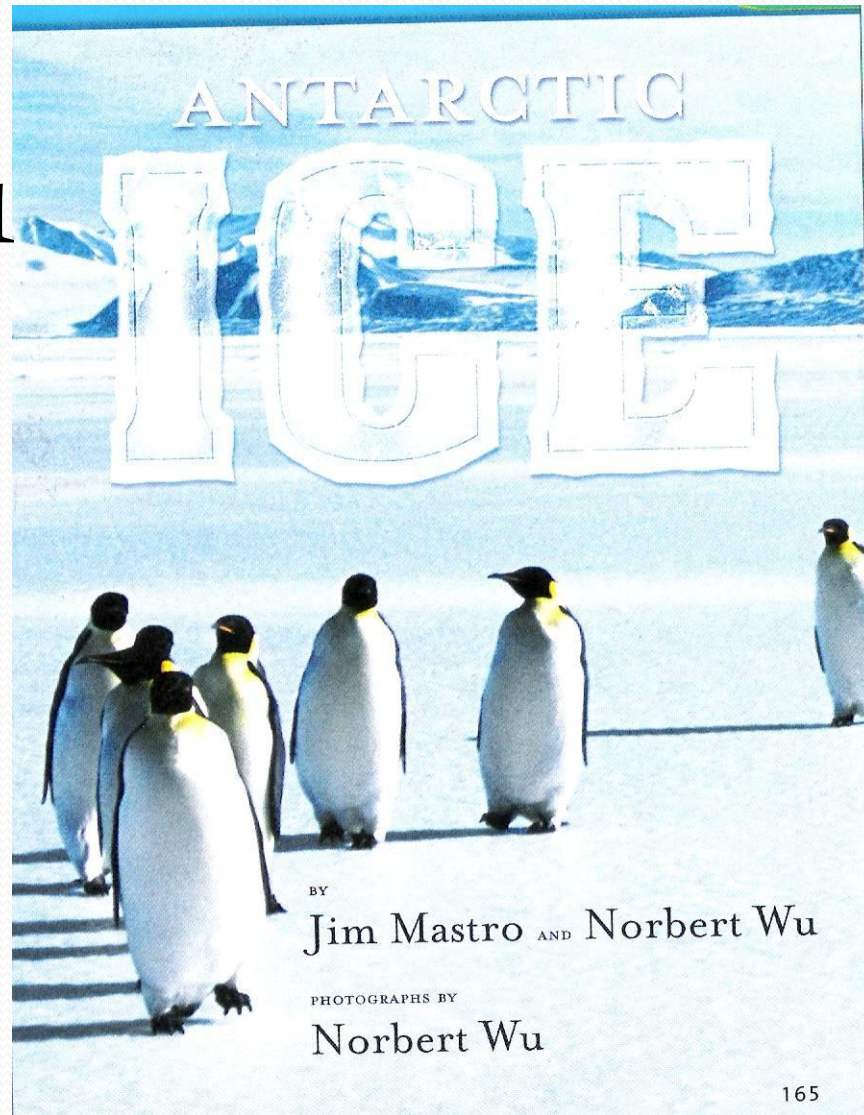


# Lesson 21

## Day 3



# Question of the Day

- What things does the wind blow?

## The Wind

I can get through a doorway without any key,  
And strip the leaves from the great oak tree.  
I can drive storm-clouds and shake tall towers,  
Or steal through a garden and not wake the flowers.

Seas I can move and ships I can sink;  
I can carry a house-to or the scent of pink.

When I am angry I can rave and riot;  
And when I am spent, I lie quiet as quiet.



# Vowel Variants: /oo/, /oo/

- A **cool** wind **blew** across the water.
- What sound do *oo* and *ew* stand for?
- **glue**    **blue**    **true**  
**clue**    **due**
- The letters ue makes the /oo/ sound
- **cruise**    **suit**  
**fruit**    **bruise**  
**juice**
- The ui letters makes the /oo/ sound too.
- Find the words with the /oo/ sound.
- Sandra painted her bedroom a deep blue.
- **blue**
- The moon is full tonight.
- **moon**
- Ms. Hamilton wrote the clues for the scavenger hunt.
- **clues**
- Isaiah hate wearing his suit.
- **suit**
- Mike blew up the balloon.
- **blew, balloon**

# Vowel Variants: /oo/, /oo/

- There is a way to remember when to use *ue* or *ui* to spell the /oo/ sound.
- The letter combination *ue* is often used when spelling the /oo/ sound at the end of a word.
- glue due
- The letter combination *ui* is often used to spell the /oo/ sound in the middle of a word.
- bruise suitcase

# Fluency: Reading Rate

- Good readers...
- read at a comfortable rate
- read more slowly if they are reading nonfiction
- correctly pronounce any proper or scientific names
- Turn to page 172 of "Antarctic Ice".
- I am going to read aloud. While I read, I will read at my own pace. I will read carefully and notice important facts. I will take my time to pronounce correctly any proper names or scientific names that I come across. If I am not sure of how to pronounce them, I will look in a dictionary or ask someone who might know.
- Let's echo read this page.
- Now turn with a partner and reread your favorite part of the story.

# Focus Skill: Comprehension Sequence

- Promethean Flipchart Time Sequences

## 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.
- Turn to page 171 and reread.
- What happens first when an emperor penguin is ready to lay an egg?
- The mother penguin lays one egg on the sea ice.
- What happens next?
- The father quickly places the egg on his feet and covers it with a flap of skin.
- What happens when the egg hatches?
- The baby penguin has its own movable nest.



# Sequence: Comprehension

Turn to page 170 and think about what happens first, next, then, and last.

**First:** The sun returns from its long absence.

**Next:** A mother Weddell seal finds a crack in the ice and pulls herself out of the water.

**Then:** She inches across the frozen surface like a caterpillar.

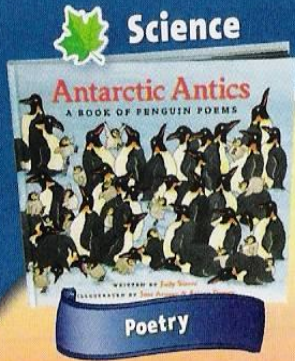
**Finally:** The mother Weddell seal has her pup on the ice.

# Author's Message: Comprehension

- An author's message is the **main idea** that he or she wants the reader to learn.
- An author may use **facts, details, or descriptions** to explain that message.
- Asking yourself, "**What have I learned?**", can help you determine the author's message.



- What is the topic of "Antarctic Ice"?
- **The topic is the animals that live in the Antarctic.**
- How do the authors tell readers about Antarctica?
- **Antarctica is the coldest place on Earth. Lots of animals live there.**
- How do the authors feel about the Antarctic? How can you tell?
- **They love the Antarctic. Jim Mastro has visited several times. Norbert Wu loves all oceans.**
- What is the authors' message in "Antarctic Ice"?
- **The authors' message is that we should appreciate the creatures that live in Antarctica.**



# Diary of a Very Short Winter Day

by  
Judy Sierra  
illustrated by  
Jose Aruego and Ariane Dewey

Most poems have certain features that are different from fiction and nonfiction.

- Poem features:**
- rhyming words
  - descriptions that appeal to readers' feelings
  - words to paint pictures that express the writer's ideas
  - rhythm or musical sounds

*At the first hint of dawn  
I awake with a yawn  
And follow my cousins  
(All thirty-three dozen)  
To the end of the land,  
Where we stand and we stand,  
Playing who'll-dive-in-first,  
And, fearing the worst,  
We listen for seals  
Who want us for meals.  
  
I see one penguin lunge,  
Then in we all plunge,  
Take a bath, gulp a snack,  
And climb out in a pack. . . .  
  
Hurry back to our home  
For a quick preen and comb  
So our feathers aren't wet  
As we watch the sun set.*

- What do penguins fear the most?
- **Seals who want to eat them.**
- What do penguins do in the water?
- **They take a bath, snack, and then climb out as a pack.**
- What tells you that this is a poem?
- **It has rhyming words and rhythm. The poet used words to create vivid images.**

- Turn to page 186-187 in your book.
- Read the poem title and look at the illustration.
- A diary is a type of notebook in which a person writes what happened on a particular day.
- This poem is written as though by a penguin.



# Author's Craft: Imagery

- **Imagery** is the word pictures, or images, found in writing, especially in poetry. These images are snapshots of a writer's ideas. For example, *take a bath, gulp a snack*, helps readers "**see**" what the penguins are doing in "Diary of a Very Short Winter Day."
- Reread the poem and look for other word pictures.

# Connections

- Turn to page 188-189.
- How is the author's purpose for writing "Antarctic Ice" different from the author's purpose for writing "Diary of a Very Short Winter Day"?
- "Antarctic Ice" was written to inform; "Diary of a Very Short Winter Day" was written to entertain.
- **TT-Text to Text Connection**
- What surprised you about Antarctica? Why?
- I was surprised at how many creatures live in Antarctica.
- **TS-Text to Self Connection**
- What make it difficult to survive in Antarctica?
- The very cold temperatures, the lack of food during the winter, and predators make it hard to survive in the Antarctic.
- **TW- Text to the World Connection**

# Robust Vocabulary

- **conserved**
- If something is rare and important, it should be **conserved**, or kept carefully.
- What natural resources need to be **conserved**? Explain why.
- How could that resource be **conserved**?
- **strict**
- If you are stern and demand obedience, you are **strict**.
- Why do schools have **strict** rules about certain activities?
- What **strict** rule would you add?
- **absence**
- An **absence** means that something or someone is not present.
- Would your **absence** be noticed at a family reunion?
- What problems does an **absence** from school cause?
- **shelters**
- Something that **shelters** you protects you and keeps you safe.
- What **shelters** people from the cold weather?
- **bleak**
- If something is cold and gloomy, it is **bleak**.
- What kind of weather is the most **bleak**? Why do you think that?
- What is the **bleakest** place you have seen? Describe it.

# Robust Vocabulary

- **permanently**
- If something stays one way forever, it stays that way **permanently**.
- Would you want to stay indoors **permanently**? Why or why not?
- Would you want to live **permanently** on another planet? Why or why not?
- **drifts**
- When something **drifts**, it moves along without direction.
- If a snowflake **drifts** to the ground, does it fall slowly or quickly?
- What else could be something that **drifts**?
- **scarce**
- Something is **scarce** if there is not much of it to be found.
- What might happen if pencils and pens were **scarce**?
- **dim**
- It is **dim** when there is not much light.
- If you were peeking into a cave with **dim** lighting, what might you see?
- **harsh**
- If something is hard to stand up to, like a blizzard, it is **harsh**.
- Would **harsh** words be more likely to cheer you up or make you feel bad?

# Grammar: The Verb Be

- Diana and Emma are at the movies.
- Diana and Emma – compound subject
- Sam or Jesse is home.
- Sam or Jesse – compound subject
- A compound subject must agree with its verb.
- A compound subject joined with and is plural and takes a plural verb.
- A compound subject joined with or is singular and takes a singular verb.
- Balloons and kites were on sale.
- What is the subject?
- Balloons and kites
- Is it singular or plural?
- plural
- Does the verb agree with the subject?
- Yes, were is plural.



# Grammar: The Verb Be

- In your journal copy and correct these sentences.
- Skydiving and dirt-bike racing is extreme sports.
- Singing or dancing am amazing.
- Skydiving and dirt-bike racing **are** extreme sports.
- Singing or dancing **is** amazing.
- Daily Proofreading:
- lily and denise is skating around the park.
- The band and choir was waiting for the bus
- Lily and Denise are skating around the park.
- The band and choir were waiting for the bus.

# Writing: Explanation

- Turn to page 167 and reread.
- *Under the ice, animals are waiting for summer to arrive* is the main idea sentence.
- What is one fact about these sea animals?
- **A jellyfish drifts through the dim light.**

## **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.

# Parts of an Explanation

- An explanation should start with a **topic sentence** that gives the main idea.
- The **supporting sentences** give details and information in a clear order.
- Here is a draft of an explanation by a third grader. As you read, think about how the student organized it.

# Student Model: Explanation

## What Happens at a Jelly Factory by Theo

My dad works at a jelly factory, so I am going to explain how jelly is made. First, orchards deliver truckloads of fruit. The factory workers gently wash all the fruit. They cut the fruit into pieces and boil it with sugar. The fruit and sugar become a bubbling, hot, thick pot of jelly. Machines squeeze the hot jelly into freshly cleaned jars. Then, the jelly cools. Another machine puts labels on the jars. Every Sunday, mom takes cans and bottles to the recycling center. Workers pack the jars of jelly in boxes. Finally, they are shipped to stores everywhere!

Which sentence tells the topic? Circle it.

Which sentence does not explain the topic? Draw a line through it.

Which time-order words tell you what happened first, next, and last?

- Clearly tell readers your **topic**.
- **Explain each event** that happens.
- Use **time-order words** to tell the sequence of events.
- **Include** only information that explains the topic.
- Use the correct form of **the verb be**.

# DOL

6. The band and choir <sup>were</sup> was waiting for the bus  
○
7. The moon <sup>is</sup> are bright tonight  
○ ○
8. <sup>M</sup> mr. Ramos <sup>was</sup> am my teacher last year.  
≡ ○