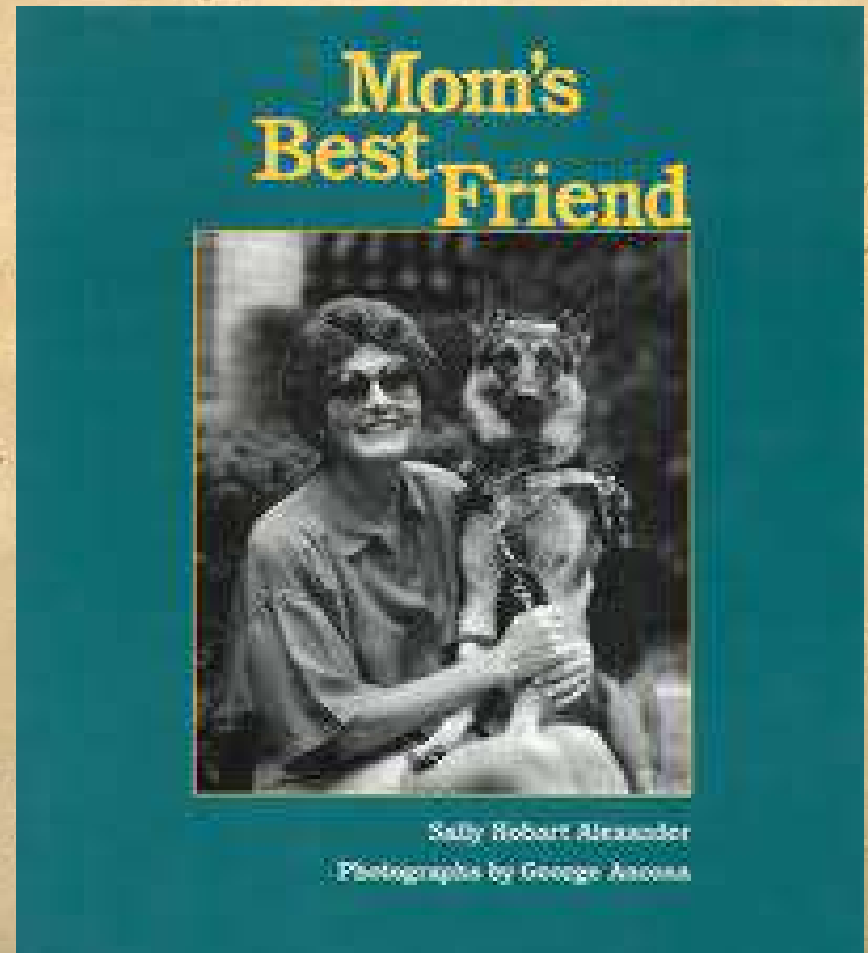


Mom's Best Friend

- Author: Sally Hobart Alexander
- Photographer: George Ancona
- Genre: nonfiction ~the true account of one family and their dog guide
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5



Day 1 Schedule

- Reading
 - Vocabulary
 - Noting Details
 - Practice Book pg. 218
 - Read segment 1 (369-379)
- Word Work
 - Spelling pretest (391g)
- Writing and Language
 - Daily Language Practice
 - Commas in a Series

Vocabulary

- **Objective**: we will define new vocabulary words.
- Attachment: a feeling of fond connection between two beings
- Braille: a system of writing in raised dots used by people without sight
- Dog guide: a dog especially trained to lead people who are blind
- Instinct: a natural feeling that guides one to act in a certain way
- Layout: the arrangement of something
- Mastered: became expert in a skill or art
- Mature: full grown
- Memorizing: learning by heart
- Obedience: the condition of being ready to follow orders
- Obstacles: things that get in one's way

We will insert words where they best fit the context.

attachment

braille

dog guide

instinct

layout

mastered

mature

memorizing

obedience

obstacles

- Hi! My name is Suki. I'm a golden retriever in training to become a _____. It's not easy to learn how! It's my _____ to play with other dogs and show affection to strangers who pet me. In dog training, however, I must learn _____. Just as _____ allows blind people to read and enjoy books, dog guides help blind people live independent lives. I'll be responsible for helping my owner avoid _____ and dangers whenever she walks outside. I might also have to help her figure out how to move safely around the _____ of unfamiliar shops. Luckily, I am good at _____ things! By the time I'm _____, I will have _____ all the skills I need to be a good dog guide.

Noting Details

Objective: We will identify details that will help us visualize story elements.

- **Prior Knowledge:**
 - In “Mariah Keeps Cool,” what were some of the items that needed to be taken care of for the party?
 - These are the **details** of the story.

Concept:

- **Details:** provide specific information about the characters and events in a story.
- **Importance:** Details are used to help readers visualize characters, places, and events; to create a mood; or to help readers understand a character’s emotions.

Skill

1. Read with a purpose.
For example, finding details about Marit.
2. Ask questions:
 1. How is the character doing, thinking, feeling?
 2. What important information has the author given us?
3. What do these details tell us?

I do:

- Let's read the 2nd paragraph on pg. 371.
- Detail 1: Marit has been with the family since before the narrator was born.
 - This tells me why the family loved her so much.
- Detail 2: "Her death left a big hole in our family."
 - They must miss her a lot.
- Detail 3: Marit used to whimper when she wanted to play catch, or sneak pizza off the counter.
 - This helps me imagine how Marit looked and acted.

We do

- Let's read pg. 371 to identify details about Mom and the Narrator.
- Record the details on pg. 218 of your practice book.

Closure

- What word means specific information about the characters and events in a story?
- How do we find important details in a story?
- Read the first section on page 374 and note details about what Mom did, and how Mom felt.
- **Practice**
 - Continue filling in the chart on practice book pg. 218.

Daily Language Practice

- The gyant was huge hairy, and loud.
- We listened to the raydeo on the trip from Arizona to new Mexico.
- Rachel and i were quiete during the concert.

Commas in a Series

Objective: We will place commas between items in a series.

Concept

- Series: a list of three or more items.

Skill

- Use commas to separate the items in a series.
- Put a comma after each item in the series except the last one.
- Use *and* or *or* before the last item in a series.

Edwin needs to go to the dentist , the shoe store , the library , and the bank.

Commas

Skill

- Use commas to separate the items in a series.
- Put a comma after each item in the series except the last one.
- Use *and* or *or* before the last item in a series.

We do

- His dog guide is smart patient and friendly.
- **Closure:**
 - How many items make up a series?
 - What words do we use before the last item in a series?
 - Edwin grabs his cane his raincoat and his tape recorder.

Independent Practice

- The weather report calls for rain sleet snow or hail.
- Should he walk take the bus or hail a cab?
- No precipitation falls, so he and his dog walk to the dentist's office the shoe store and the library.
- At the library, Edwin borrows braille books on Norway Sweden Finland and Estonia.
- He plans to visit those countries with his sister nephew niece and cousin.

Day 2 Schedule

- Reading

- Segment 2 (380-385)
- Noting Details chart
 - Practice book pg. 218
- Comprehension questions (386)
 - Practice book pg. 219
- Vocabulary
 - Practice book pg. 217

- Word Work

- Spelling
 - Practice book pg. 223

- Writing and Language

- Daily Language Practice
- Comma practice: practice book pg. 227

Daily Language Practice

- The rain will ruen the memorial Day parade.
- The rodeeo was exciting, hot and dusty.

[Back to Day 2 Schedule](#)

Day 3 Schedule

- Reading
 - Partner Read
 - Noting Details
 - Practice book pg. 220-221
- Word Work
 - Spelling
 - Practice book pg. 224
- Writing and Language
 - Daily Language Practice
 - More uses for commas

Daily Language Practice

- Greg have you seen the film about the injured Lyon?
- The artists was asked to create a stone sculpture.
- Meg please show us your scyense project.

More Uses for Commas

Objective

- We will use commas to set off nouns in direct address and words at the beginning of a sentence

Prior Knowledge

- Correctly place the commas in the following sentence:
 - On his way to the bank, he walks past the copy shop the insurance agency and the grocery store.

Commas

Skill

- Use a comma to set off the words *yes*, *no* and *well* when they appear as introductory words at the beginning of a sentence.
- Use commas to set off names of people who are addressed directly.
- Use commas to set off appositives.

I do

- Marina, bring the leash over here.
- Yes, this will be our puppy to raise.
- Ursula, Mom's new dog guide, was skittish at first.

Commas

We do

- Bud would you give Marina a training manual?
- No I cannot find a copy.
- Well Bud you might look in the white cabinet.

Closure

- When do we use commas?
- Place commas in the following sentences:
 - June have you seen the training manual?
 - Rocky could you lend Marina your training manual?
 - Yes I don't need it right now.

Day 4 Schedule

- Reading
 - Creating an outline
 - “Monkeys with a Mission” (388-391)
- Word Work
 - Spelling
 - Practice book pg. 225
 - Multiple-Meaning words (391i)
- Writing and Language
 - Daily Language Practice
 - Grammar
 - Practice book pg. 228

Creating an Outline

Prior Knowledge

- We already know how to take notes and record details.
- **Objective**: We will record notes in outline format.

Concept

- **Outline**: a set pattern for recording important information and details.
- **Importance**:
 - Creating an outline can help us understand and remember facts and details in a nonfiction article.

Skill

Before you read

- Record title: what the selection is about
- Use Roman numerals to identify main topics
 - I. **Main topic:** tells a main idea
- Use capital letters to identify subtopics.
 - A. **Subtopic:** gives key details about the main topic

While you read

- Make an outline by turning each heading into a main topic.
- Look for key details to list as subtopics.

We do

- Open your textbook to page 388.
- How many sections are in the article?
- Each section will become a main topic in our outline.
- We will fill in details as we read the selection.

Monkeys with a Mission

I. Family First

A.

B.

II. Learning to Help

A.

B.

C.

III. Working

A.

B.

Multiple-Meaning words

Prior Knowledge

- What is a **synonym** for cold?
- What is an **antonym** for cold?
- What are the meanings of the word **miss**?

Objective

- We will identify words with multiple meanings.
- We will use context clues to identify the intended meaning of a word with multiple meanings.

Multiple-Meaning Words

Concept

- Multiple-meaning: a word with more than one meaning.
- Context clues: words and sentences surrounding an unknown word that give hints about the meaning of the word.

Example

- Mom missed the dog even more.
- She missed the opposite curb and kept walking toward the traffic.

Multiple-Meaning words

Skill

- Think of all the possible meanings for the word.
- Use context clues to determine which meaning is correct.

I do

- She also wrote letters and sent pictures.
- Possible meanings:
 - Pieces of paper that you write on and send to someone
 - The symbols in the alphabet.
- Correct meaning:
 - Piece of paper that you write on and send to someone.

Multiple-Meaning words

Skill

- Think of all the possible meanings for the word.
- Use context clues to determine which meaning is correct.

We do

- I carried loose change in my coat pocket.
- Possible meanings:
 - To do something different
 - Money
- Correct meaning:
 - Money

Closure

- What do we call words with more than one meaning?
- How do we determine the correct meaning of a word?
- What is the correct meaning of the underlined word?
 - Mom said we had to be patient.
 - The dog is a patient at the veterinarian's office.
- Independent Practice: practice book 226

Daily Language Practice

- Phillip wrote a pome ate a snack, and called his friend.
- Henry write in his dairy every night.

[Back to Day 4 Schedule](#)

Day 5 Schedule

- Reading
 - Comprehension Test
 - Vocabulary Test
- Word Work
 - Spelling Test
- Writing and Language
 - Practice book pg. 229