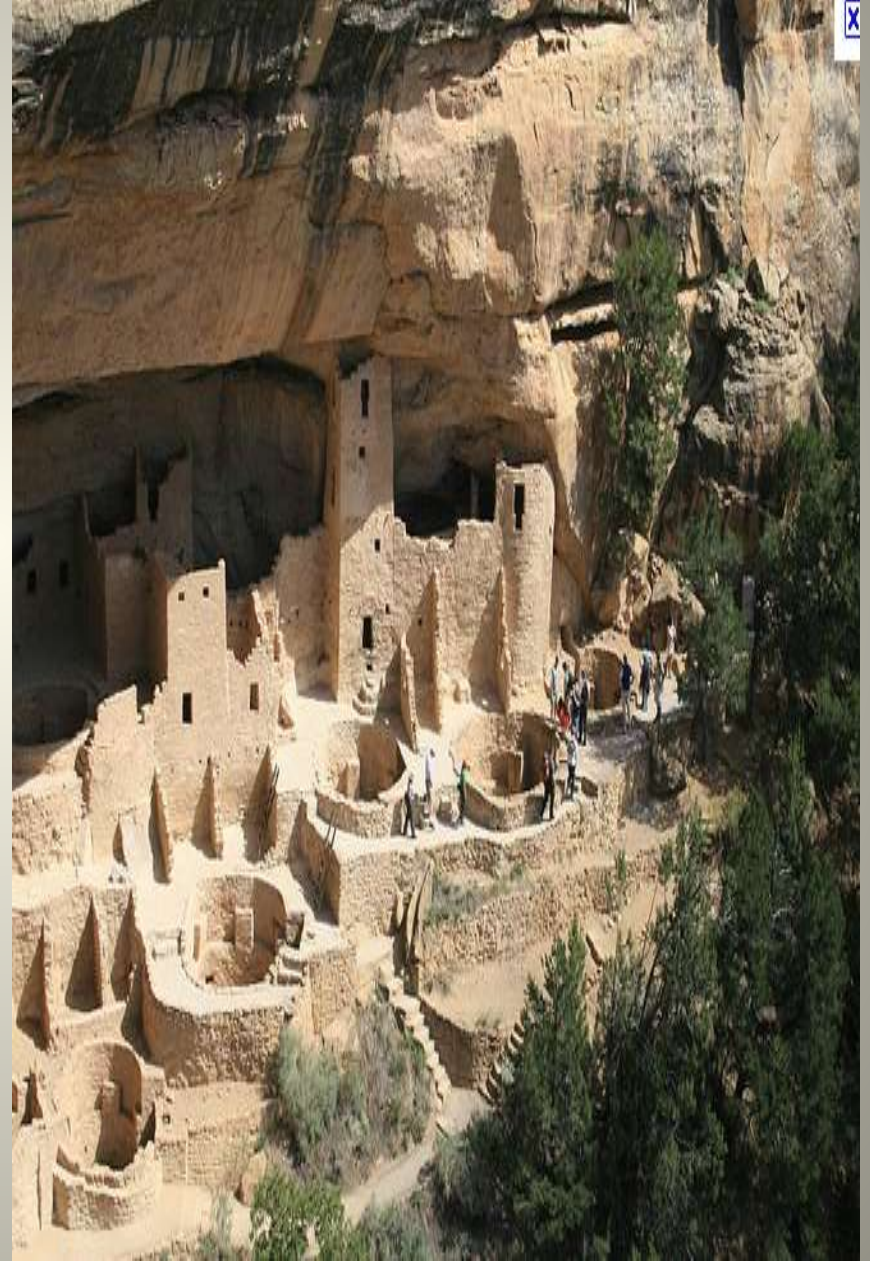


Journey to Discovery

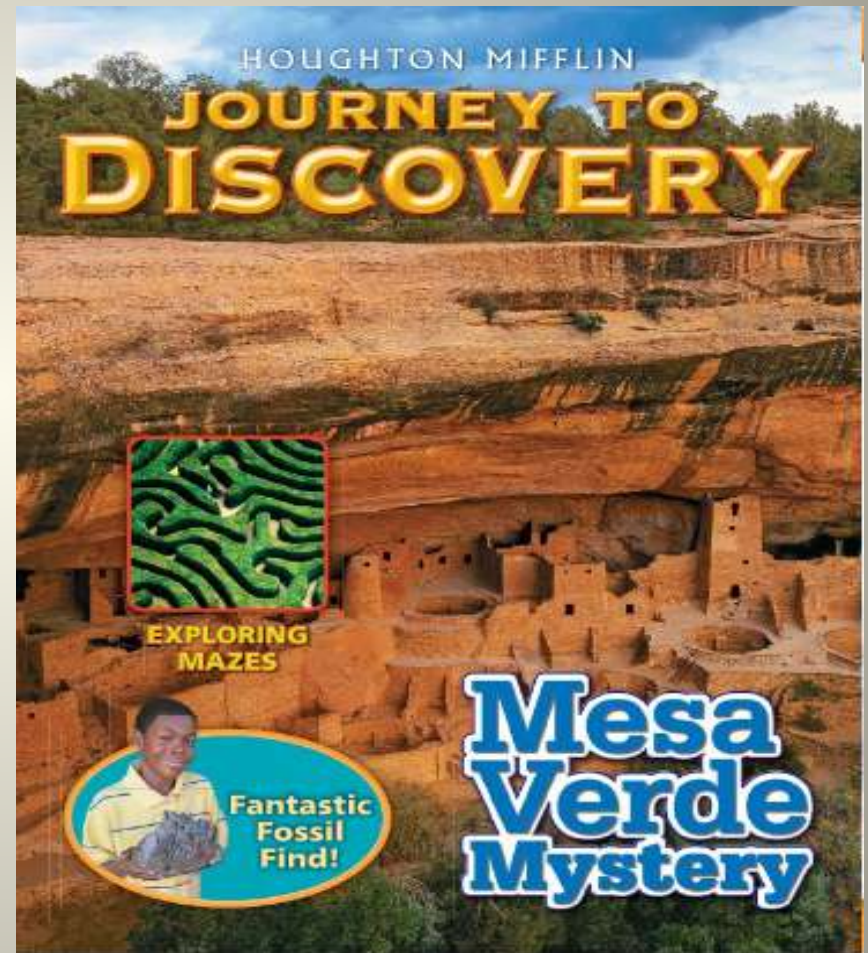
- The Big Idea
 - Discovery Takes Many Paths.
 - Why might there be many paths to discovery?
 - Is the journey to discovery a straight path or one that takes many turns?
 - Why do you think so?



Week 1

What helps animals know their world?

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



Day 1

Magazine

- **Vocabulary and Oral Language**
 - Read aloud “Moving From Place to Place” (T8-T9)
 - [Develop Background](#) (T11)
- **Comprehension**
 - [Text and Graphic Features; Visualize \(T12-T13\)](#)
 - “Stranded” (T14-T15)
- **Spelling**
 - Day 1 (T38)
- **Grammar**
 - [Day 1 \(T40\)](#)
- **Writing**
 - [Day 1 \(T42\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Singular Possessive Nouns

Objective

- We will identify and write singular possessive nouns.

Concept

- Singular possessive noun: shows that one person, place, or thing has or owns something.
- **Example**
 - The **salmon's** journey lasted for months.

Singular Possessive Nouns

Skill

- To identify
 - Ask, “Is there a noun with an ‘s added to show possession?”
- To write
 - Find the noun that owns something
 - Add an ‘s to the end of the noun
 - What does the noun own?
 - Rewrite

I do

- The place where the salmon was born is where she will lay her eggs.
 - The noun that owns something is “salmon”
 - I add ‘s to make “salmon’s”
 - The salmon owns the place she was born (birthplace)
 - The **salmon’s** birthplace is where she will lay her eggs.

Singular Possessive Nouns

Skill

- To write
 - Find the noun that owns something
 - Add an 's to the end of the noun
 - What does the noun own?
 - Rewrite

We do

- The navigational skills of a salmon will be useful for its trip back home.
 - Which noun owns something?
 - On your whiteboards show the noun as a possessive
 - What does the noun own?
 - Rewrite on your whiteboards.

Singular Possessive Nouns

Skill

- To write
 - Find the noun that owns something
 - Add an 's to the end of the noun
 - What does the noun own?
 - Rewrite

You do

- The fur of the bear was light brown with a patch of white.
- The jaw of the tiger is short and powerful and usually contains 30 teeth.
- The coat of the tiger is marked with black, brown, or gray stripes.

Singular Possessive Nouns

Closure

- What type of noun shows that one person owns something?
- What is the correct way to write the date of my teachers birth?
 - a) My teachers birthday
 - b) My teacher's birthday
- Why is it important to be able to correctly write possessive nouns?

Independent Practice

- The research of Dr. Payne proved that elephants can hear noises that humans can't.
- The mother of the elephant hums to her newborns.
- The insect will become the dinner of the hungry bat.
- The dance the does shows the other honeybees where to find pollen.
- In order to track its movements, the scientist put a band around the leg of a bird.

Writing Model

Opinion Paragraph

- Prompt: Intelligence is the ability to observe things, learn, remember, and solve problems. Based on this definition, do you think that animals should be considered intelligent?

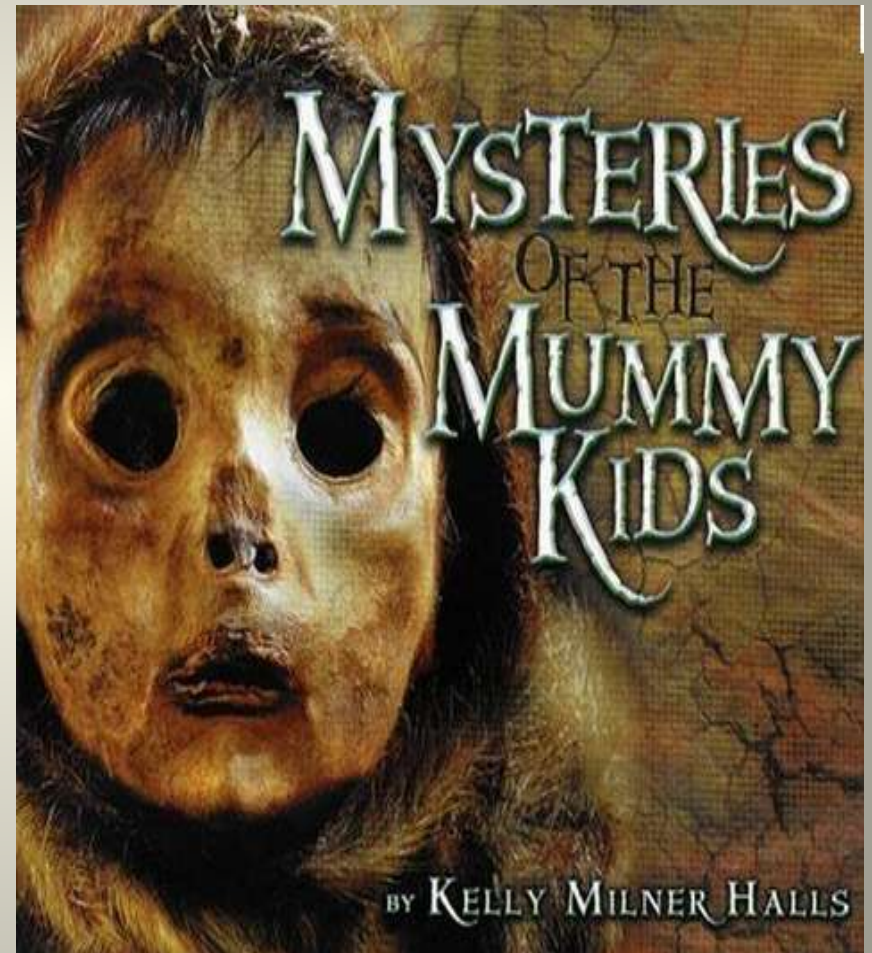
Opinion Paragraph

We humans may be the smartest creatures on the planet, but there is reason to believe that other animals are intelligent, too. For example, animals communicate with each other, using a range of sounds to signal danger, show where food is, and share other kinds of information. The ability to solve problems is also a sign of intelligence. Birds, for example, do not solve math problems, but they neatly solve the problem of migrating south. Most convincing is the ability of many creatures to use tools. The capuchin monkey uses rocks to smash open nutshells, beavers build intricate dams, and birds weave nests out of grass and straw. All in all, it is clear that animals are smarter than we might think.

Animals may not write essays or draw maps, but they certainly are intelligent. In fact, many species communicate in their own ways. You might even say that animals do make maps – just look at how herds know when to move on to new feeding grounds, and how dolphins use sonar to travel from place to place. For instance, dogs stretch their front legs out when they want to play, while gorillas stick out their tongues to show anger. The ability to navigate is another sign of intelligence. Lastly, some animals even use tools, such as chimpanzees, who have been using sticks to pull food into their cages in zoos.

Mystery of the Mummy Kids

- [Day 1](#)
- [Day 2](#)
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- [Day 5](#)



Mysteries of the Mummy Kids

- This book is about children excavated from various burial sites around the world who had been mummified. The author presents research that describes the discovery, excavation, life stories, and lifestyles of the mummy kids.
- Author: Kelly Milner Halls
- Genre: Nonfiction
 - What is nonfiction?
 - Give an example of a nonfiction book

Vocabulary

- notable: important
 - Who do you think is a notable person?
- incorporated: something new is added to what is already there
 - How is a new student incorporated into the class?
- artifacts: objects crafted by humans long ago
 - What are some artifacts scientists look for?
- tolerate: acceptance of an idea or person, not always happily
 - How do you tolerate someone who won't stop talking?
- fermented: chemical changes making something sour
 - Why did the apple juice taste fermented?
- chronicles: writing which tells what, when, and where something happened
 - What information can we get from chronicles of the mummy expeditions?
- sanctuary: a safe place
 - Where is your sanctuary?
- distinctive: set apart and different
 - What is distinctive about our school?
- compacted: pressed together
 - How would you separate papers that have compacted?
- treacherous: dangerous
 - Why is thin ice treacherous?

Teacher Read Aloud

- “Journey to the Mummy Sites” (T342)
- What is the main idea of this piece of writing?
- Why is it important to study mummies?

Preview the book

- What is the title of this book?
- What do you think are the mysteries of the mummy kids?
- Judging by the title and the face on the cover, what do you think you'll find out about the mummy in the picture?

Vocabulary Review:

We will insert words where they best fit the context.

notable

incorporated

artifacts

tolerate

fermented

chronicles

sanctuary

distinctive

compacted

treacherous

- Something dangerous is:
- When chemical changes make something sour, it is:
- An event important enough to write down is:
- A glacier is _____ snow.
- You _____ something if you deal with it, even if you're not happy about it.
- When something new is added to what is there already, it is:
- Something that is set apart and different is:
- An archeologist may look for _____, or objects crafted by humans long ago.
- A safe place is a _____.
- Your journal is a _____ because it tells what, when, and where something happened.

Reading the Book (pgs. 4-7)

- Before Reading:
 - Remember to use text and graphic features.
 - Use text details to visualize and form pictures in your mind.
- During Reading:
 - Read the heading on page 5 to answer the following question: What are the two types of mummification?

Multiple Meaning Words

We will identify and use words with multiple meanings.

- Multiple meaning words: words that have more than one meaning depending on how they are used in a sentence.

Skill

- Think of all possible definitions of the word.
- Use context clues to determine which meaning is correct.
- Example: monitor
 - Monitor: a lizard found in Australia
 - Monitor: to measure, or watch

Multiple Meaning Words

- **I do:**

- He found *sanctuary* from the rain in the building.
- The wedding was held in the *sanctuary*.
- What are the different meanings of *sanctuary*?

- **We do:**

- Let's write a sentence for each definition of *sanctuary*.

- **You do:**

- Write a descriptive sentence for each definition of *sanctuary*.

Multiple Meaning Words

- With your partner come up with as many multiple meaning words as you can in 3 minutes.
- Let's record our M&M words on our chart.
- Select 5 words from the chart and write a sentence for each of the meanings of the word. (Like we did for *sanctuary*.)

Reading the Book (pg. 8-11)

- Before Reading:
 - Remember to use text and graphic features.
 - Use text details to visualize and form pictures in your mind.
- During Reading:
 - Look at the picture on page 8. Why would this terrain make the trip to the site of El Plomo difficult?
 - The picture on page 10 shows El Plomo. Where is the mummy being taken? Why?

Text and Graphic Features; Visualize

We will use text and graphic features to visualize information.

- I am going to read you a paragraph from our story. As I read I want you to draw a picture of what you are seeing in your head.
- What details did you include in your picture? Why?

Concept

- Visualize: use text details to draw pictures in your mind.
- Text and graphic features: include the chapter title, captions, charts, graphs, and pictures that add details to the text.

Importance: Identifying and analyzing the graphic features in a text provides additional information. Your comprehension is better if you can picture what you read in your mind.

Text and Graphic Features; Visualize

Skill

- Create a Feature Map.
- In the first column list the types of graphic features.
- Write in the headings for pages 6-15.
- Record which graphic features appear in which sections by listing the page number in the appropriate column.

Headings

Features	Who Were the Incas?	El Plomo Boy of Chile	What did Incan Children Do?	Juanita: the Ice Maiden of Peru
Map	Page 6			
Sidebar		Page 11		
Photo	Page 7	Page 8, 9, 10	Page 12	Page 13, 14, 15
Caption	Page 7	Page 8, 9, 10	Page 12	Page 13, 14, 15

Text and Graphic Features; Visualize

We do

- Let's read paragraph 2 on pg. 7 and connect the text to the yellow area on the map.
- How does the map make the text easier to understand?

You do

- Choose 3 of the photos from pages 6-15.
- Read the captions.
- Write 1 sentence about what you learned from each.

Reading the Book (pg. 12-15)

- Before Reading:
 - Remember to use text and graphic features.
 - Use text details to visualize and form pictures in your mind.
 - Remember to reread if you need to add details to your “mental pictures.”

Information from Text and Graphic Features

Objective

- We will use text details and graphic features for information to answer questions.

Concept

- Graphic features: italics, bold faced print, charts, graphs, captions, and pictures that add details to the text.

Importance: Good readers use text and graphic features to deepen their comprehension

Information from Text and Graphic Features

- What information in the picture on page 10 lets you know that the mummy kids are fragile?
- Based on the pictures on pages 4, 7, and 8, would you like to join an expedition to excavate a mummy? Give reasons why or why not.
- If you were part of the expedition to revisit the site where El Plomo was found, what supplies and equipment would you take? Give reasons for your answer.

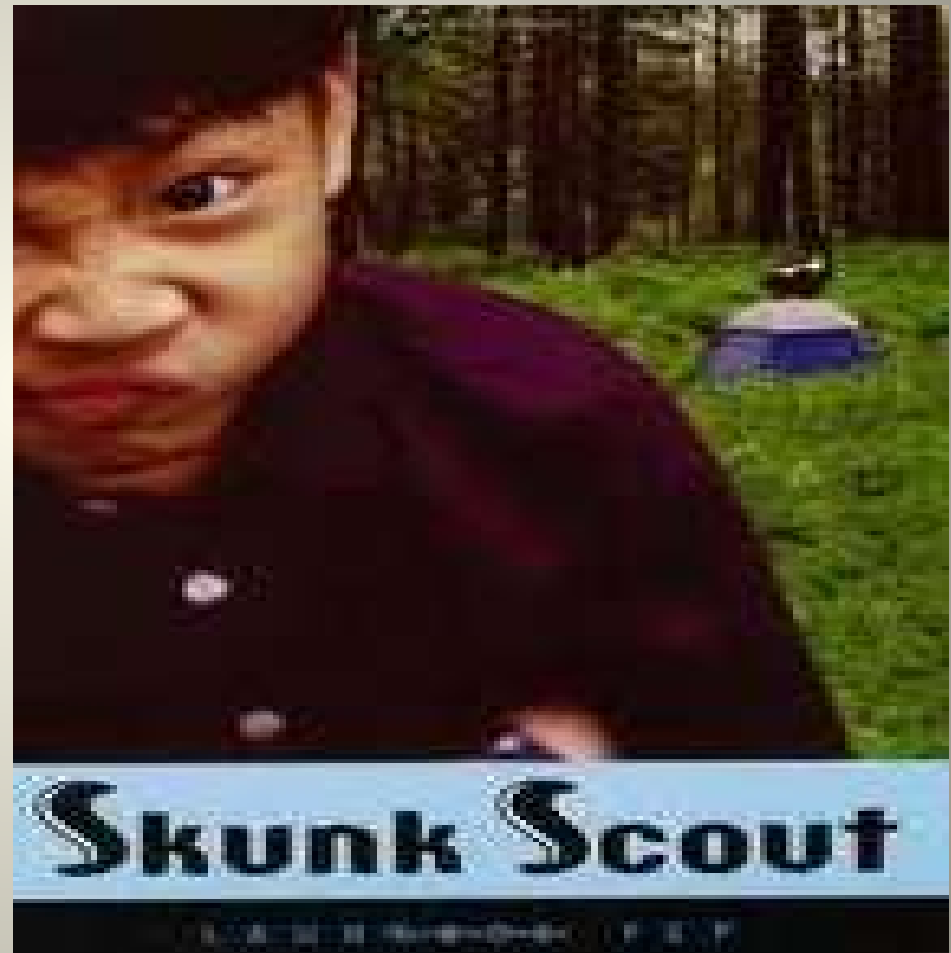
Connect to the Big Idea

What helps animals know their world?

- From our magazine articles and *Mummy Kids*:
 - Why is it important to know what animals were part of ancient life?
 - What part do you think they played in daily life?
 - If you lived in ancient times, how would animals help make your life better?
 - How did the excavation teams use animals to help them?

Skunk Scout

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



Skunk Scout

- In this book 10-year-old Teddy struggles with his desire to stay in San Francisco's Chinatown the rest of his life or to allow himself to experience other parts of American culture, including a camping trip that he takes with his uncle and younger brother.
- Author: Lauren Yep
- Genre: Realistic Fiction
 - What features does a realistic fiction story have?

Vocabulary

- novelty: small, unusual things such as toys or souvenirs
 - What kinds of novelty items might you find in a gift store?
- practical: something that is useful or sensible
 - What kinds of gifts might be considered practical gifts?
- reassuringly: to do something in a way that encourages or makes safe
 - When a mother smiles reassuringly, what message is she trying to give?
- certified: something declared true by a printed statement
 - What is a nurse certified to do?
- bulky: an object which is large in size or takes up a lot of space
 - How would you describe something that is bulky?
- Sympathetically: showing kind feelings to others
 - Describe a time you acted sympathetically toward a friend.
- Aisle: any long, narrow passageway
 - Where might you find an aisle?
- Surplus: an amount that is left over or more than needed
 - What would you do with surplus food?
- Oval: anything shaped like an egg
 - What is something that has an oval shape?
- Attitude: the way one reacts in different situations
 - How does someone with a bad attitude act?

Teacher Read Aloud

- “Shellfish: Clams and Crabs” (T230)
- Which shellfish – clams or crabs – would you most likely view at the beach? Why?
- In what ways have hermit crabs done a good job of fitting into their environment?

Preview the book

- What is the title of this book?
- What is a scout?
- Judging by the title and the picture on the cover, who do you think the main character in this story is?

Vocabulary Review:

We will insert words where they best fit the context.

novelty

practical

reassuringly

certified

bulky

sympathetically

aisle

surplus

oval

attitude

- A teacher has been _____ to instruct.
- A Swiss Army knife is considered a _____ tool.
- Jenny _____ handed her grieving friend a tissue.
- The Marines had a _____ of food after their mission.
- That student is rude and likes to argue, he has a bad _____.
- I went to the _____ store to buy a trinket for my sister.
- She has an _____ shaped face.
- The bride glided slowly down the _____.
- That box is much too _____ for me to lift on my own.
- The mother smiled _____ at her toddler when he fell down.

Reading the Book

Chapter 1 (pages 1-12)

- Before Reading:
 - Remember to use background knowledge to help you understand the story as you read.
 - Pay special attention to details that will help you identify the characters.
- During Reading:
 - Who is the main character? Why do you think so?
 - Who are other characters who might be important in the story?

Multiple Meaning Words

We will identify and use words with multiple meanings.

- Multiple meaning words: words that have more than one meaning depending on how they are used in a sentence.

Skill

- Think of all possible definitions of the word.
- Use context clues to determine which meaning is correct.
- Example: sharp
 - Sharp: a cutting edge
 - Sharp: high in tone
 - Sharp: biting
 - Sharp: sudden change of direction

Multiple Meaning Words

- **I do:**

- He found *sanctuary* from the rain in the building.
- The wedding was held in the *sanctuary*.
- What are the different meanings of *sanctuary*?

- **We do:**

- Let's write a sentence for each definition of *sanctuary*.

- **You do:**

- Write a descriptive sentence for each definition of *sanctuary*.

Multiple Meaning Words

- With your partner come up with as many multiple meaning words as you can in 3 minutes.
- Let's record our M&M words on our chart.
- Select 5 words from the chart and write a sentence for each of the meanings of the word. (Like we did for *sanctuary*.)

Reading the Book

Chapter 2 (pages 13-23)

- Before Reading:
 - Remember to use background knowledge to help you understand the story as you read.
 - Pay special attention to details that will help you identify the characters.
- During Reading:
 - Are there any new characters who might be important to the story?
 - What is the problem in the story so far?

Reading the Book

Chapter 3 (pages 24-35)

- Before Reading:
 - Remember to use background knowledge to help you understand the story as you read.
 - Pay special attention to details that will help you identify the characters.
 - Remember to reread if you need to add details to your “mental pictures.”

Text and Graphic Features; Visualize

We will identify and visualize characters.

- Use details from the story to draw a picture of Chinatown and the fish shop.
- What details did you include in your picture? Why?

Concept

- Character: a person or animal in a story
- Visualize: to use text details to form pictures in your mind

Importance: identifying and analyzing the characters in a story and visualizing as you read will help you enjoy and follow the story better.

Text and Graphic Features; Visualize

Skill

- Create a T-Map.
- Compare Teddy and his brother Bobby by listing some of their traits.
- **We do**
 - What are some of Teddy's traits?
- **You do**
 - Write 3 sentences comparing and contrasting the two brothers.

Bobby	Teddy

Infer Character

Objective

- We will use words and actions of characters to infer character traits.

Concept

- Character: a person or animal in a story
- Traits: ways of speaking and acting that show what a character is like

Importance: authors choose for their character ways of speaking and acting that show the reader what the character is like.

Infer Character

- Why is Father leaving the fish store to Teddy?
(Look for clues on pgs. 18,19)
- What character traits do you see in Bobby on pp. 30-31 when he offers to do all of the household chores to make up to Teddy for spending so much time at the library?
- Think about why Teddy on pp. 34-35 does not want to sleep on the floor and reasons why he does. What traits do these thoughts and actions reveal about him?

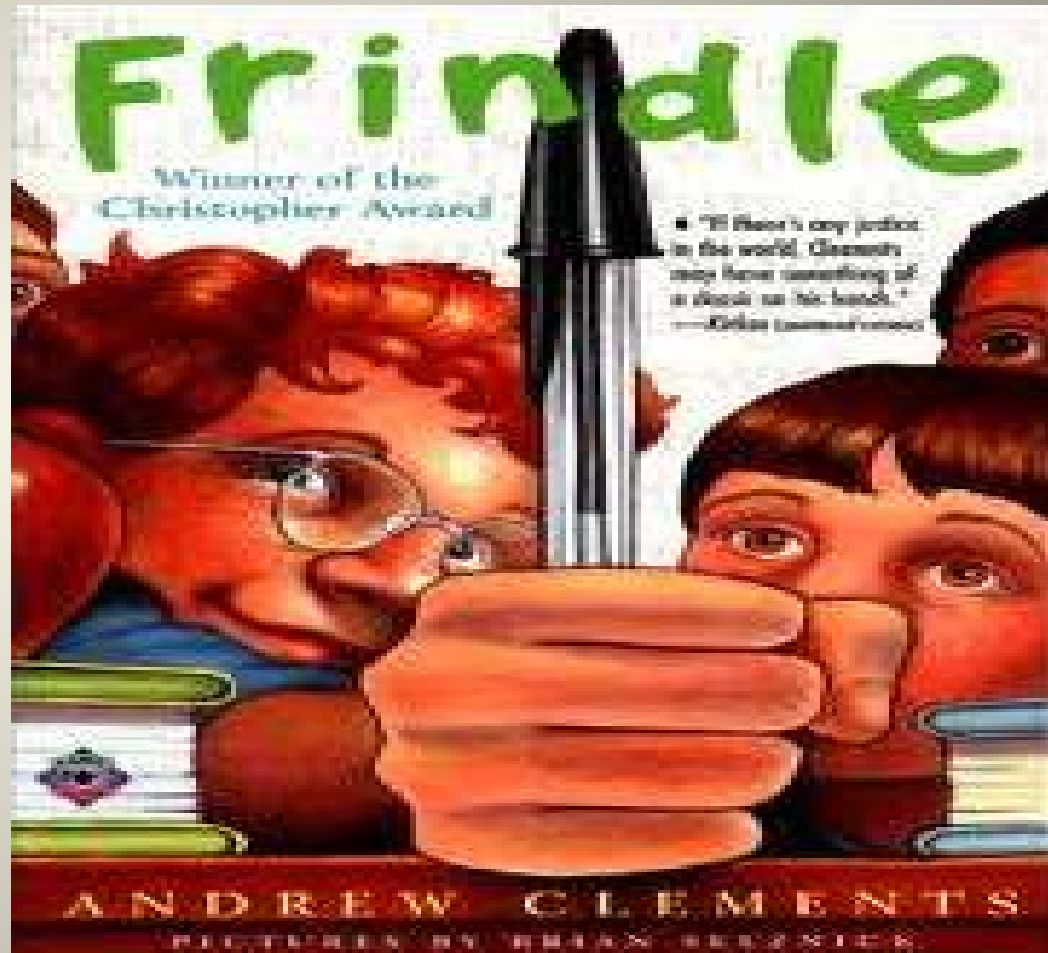
Connect to the Big Idea

What helps animals know their world?

- From our magazine articles and *Skunk Scout*:
 - What does Bobby do to learn about the world and the upcoming camping trip? What helps him to know his world?
 - How are the long and short articles from this week similar to the books and TV programs Bobby is reading and watching?
 - What might you wish to discover about yourself? What can you learn by observing Teddy?
 - How can you explore and discover more about your abilities and talents?

Frindle

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



Frindle

- In this lively story, fifth-grader Nick Allen learns a lot about the power of words and their meanings when he hatches a creative plan to give the word *pen* a new name.
- Author: Andrew Clements
- Illustrator: Brian Selznick
- Genre: Realistic Fiction
 - What features does a realistic fiction story have?

Vocabulary

- custodian: someone who watches over and cleans up a building
- thermostat: an instrument for controlling a room's temperature
- monopoly: to have complete control over something
- worshipped: to be given the highest respect and honor as someone or something very powerful
- ideal: something or someone with the most beauty, perfection, or excellence
- acquire: to get ownership or control of something
- command: to master or excel at a subject
- procedures: the exact, regular steps one takes to get something done
- sidetrack: to turn your attention from your purpose to something less important
- shutdown: to be stopped completely

Teacher Read Aloud

- “Unlocking a Language” (T286)
- Would you like to have the whole world using a word you made up? Why or why not?
- Do you think it would be easy to get a new word into the dictionary? Why or why not?

Preview the book

- What is the title of this book?
- What do you think the word “frindle” might mean?
- Why do you think the pen is given the most important spot in the cover illustration?

Vocabulary Review:

We will insert words where they best fit the context.

custodian

thermostat

monopoly

worshipped

ideal

acquire

command

procedures

sidetrack

shutdown

- How might you _____ a conversation?
- What happens when you turn up the classroom _____?
- Why did the _____ get upset with the mess?
- What are some classroom _____ you have learned?
- Why did the students think the teacher almost _____ the dictionary?
- When might a student want to _____ a teacher?
- How might a teacher have a _____ over her students?
- Why is it important to have a good _____ of the English language?
- When is the _____ time for students to increase their vocabulary?
- What is something valuable that you might _____ at school?

Reading the Book

Chapter 1 (pages 1-5)

- Before Reading:
 - *Frindle* uses text and graphic features, such as chapter titles, illustrations, and captions.
 - These features give further clues to help you understand the story
- During Reading:
 - Who is the main character? Why do you think so?
 - Why has the author given each chapter a title in addition to numbering them?

Multiple Meaning Words

We will identify and use words with multiple meanings.

- Multiple meaning words: words that have more than one meaning depending on how they are used in a sentence. Sometimes pronunciation is the same for both, but it can differ as well.
 - Example:
 - Tear: to rip something
 - Tear: what falls from your eyes when you are sad.

Skill

- Think of all possible definitions of the word.
- Use context clues to determine which meaning is correct.
- Example: bark
 - Bark: the sound a dog makes
 - Bark: the outer layer of a tree trunk

Multiple Meaning Words

- **I do:**

- He found *sanctuary* from the rain in the building.
- The wedding was held in the *sanctuary*.
- What are the different meanings of *sanctuary*?

- **We do:**

- Let's write a sentence for each definition of *sanctuary*.

- **You do:**

- Write a descriptive sentence for each definition of *sanctuary*.

Multiple Meaning Words

- With your partner come up with as many multiple meaning words as you can in 3 minutes.
- Let's record our M&M words on our chart.
- Select 5 words from the chart and write a sentence for each of the meanings of the word. (Like we did for *sanctuary*.)

Reading the Book

Chapter 2 (pages 6-12)

- Before Reading:
 - *Frindle* uses text and graphic features, such as chapter titles, illustrations, and captions.
 - These features give further clues to help you understand the story
- During Reading:
 - Why are captions helpful?
 - How are illustrations valuable to the story?

Reading the Book

Chapter 3 (pages 13-16)

- Before Reading:
 - *Frindle* uses text and graphic features, such as chapter titles, illustrations, and captions.
 - These features give further clues to help you understand the story
 - Remember to reread if you need to add details to your “mental pictures.”

Text and Graphic Features; Visualize

We will record additional information from text and graphic features.

- What information can we gather from the cover of *Frindle*?

Concept

- Visuals: drawings, charts, and other features that help explain the text
- Graphic features: photos or drawings such as maps or charts that stand for ideas or add to details.

Importance: identifying and analyzing the text and graphic features makes a story more enjoyable and understandable.

Text and Graphic Features; Visualize

Skill

- Create a Column Chart.
- Record information gathered from illustrations.
- **We do**
 - What information do we get from the illustration on the title page?
- **You do**
 - What information do you get from the illustration on page 9?

Cover	Title page	Page 9

Analyze Text and Graphic Features

Objective

- We will use text and graphic features to analyze the story and understand its structure.

Importance: good readers analyze these clues to get a deeper understanding of the story.

Concept

- Text features: parts of the text, such as titles, headings, or special type
- Graphic features: photos or drawings, such as maps or charts, that stand for ideas or add to details in the text.
- Analyze: to look at or study carefully

Analyze Text and Graphic Features

- “Nick,” “Mrs. Granger,” “The Question,” why did the author title his first two chapters with people’s names?
- Find descriptions, pictures, and captions that clearly show how different Nick and Mrs. Granger are from each other.
- How do the first three chapter titles indicate the story structure?
- How do Nick and Mrs. Granger’s differing personalities and objectives give rise to the problem that is introduced in the third chapter?

Connect to the Big Idea

Discovery takes many paths

- From our magazine articles and *Frindle*:
 - What has Nick’s school experience been like up until fifth grade?
 - How does his school life “path to discovery” change when he reaches fifth grade?
 - The whales in “Stranded” find themselves taking new paths to discovery, too, but their stories end on a sad note. How do their stories end?
 - What are some different ways people respond to new situations?
 - What could you do to make the most of a new and unfamiliar experience?

Day 2

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T10)
- **Comprehension**
 - “Animals on the Move” (T16-T23)
- **Spelling**
 - Day 2 (T38)
- **Grammar**
 - [Day 2 \(T40\)](#)
- **Writing**
 - [Day 2 \(T43\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Plural Possessive Nouns

Objective

- We will write plural possessive nouns.

Concept

- Plural possessive noun: a plural noun that shows ownership.
- **Example**
 - The **elephants'** rumble can't be heard by humans.

Plural Possessive Nouns

Skill

- To write
 - Find the noun that owns something
 - If the plural noun ends in *-s*, then add an **apostrophe** after the *-s*.
 - If the plural noun does not end in an *-s*, then add an **apostrophe** and an **-s**

I do

- The journey of the birds can be long and tiresome.
 - The noun that owns something is “birds”
 - It ends in *-s*, so I add an apostrophe at the end to make birds'
 - The birds own “the journey”
 - The **birds'** journey can be long and tiresome.

Plural Possessive Nouns

Skill

- To write
 - Find the noun that owns something
 - If the plural noun ends in *-s*, then add an **apostrophe** after the *-s*.
 - If the plural noun does not end in an *-s*, then add an **apostrophe** and an **-s**

We do

- The dances that many bees do can mean flowers are nearby or farther away.
 - Which noun owns something?
 - Does it end in an *-s*?
 - On your whiteboards show the noun as a possessive
 - What does the noun own?
 - Rewrite on your whiteboards.

Plural Possessive Nouns

Skill

- To write
 - Find the noun that owns something
 - If the plural noun ends in *-s*, then add an **apostrophe** after the *-s*.
 - If the plural noun does not end in an *-s*, then add an **apostrophe** and an **-s**

You do

- The bodies of cheetahs are made for sprinting.
- The food of the mice was placed in their cages.

Plural Possessive Nouns

- What type of noun shows that a plural noun owns something?
- What is the correct way to write the long necks of giraffes
 - a) Giraffes' long necks
 - b) Giraffe's long necks
- Why is it important to be able to correctly write plural possessive nouns?

Plural Possessive Nouns

Independent Practice

- Scientists continue to study senses of animals.
- We could hear the trumpeting calls of the elephants from a long distance.
- The squeaking sounds the bats make are part of echolocation.
- Bats use echoes to find the location of their prey.
- I read about how bees dance in a science article for children.
- The sounds of the bees give information to the rest of the hive.

Introduce the focus trait: Ideas

Importance

- Good writers include strong vivid details in their writing.
- In an opinion paragraph, good writers use these details to explain the reasons to support their opinion.

Animals on the Move

- **Instead of this...**
 - The elephants make sounds and gestures to one another.
- **...the author wrote this.**
 - “The elephants greet each other with loud trumpeting calls, flapping their ears, and twisting their trunks together.” (p. 7)
- Why is the author’s sentence better?

Guided Practice

- Echoes return to the bat.
- Look at the picture on p. 8 and elaborate this sentence with strong, vivid details.

Apply

- Salmon swim in the ocean.
- Elaborate this sentence with strong, vivid details that show how salmon navigate the waterways.
- **Independent practice:**
 - Focus Trait: Elaborating with Details worksheet

Develop Background

(T11)



Then

Now

A Trip on the 'Big Muddy'

In 1803, Lewis and Clark did more than open up the West for expansion. They traveled overland and by boat as they explored a route to the Pacific Ocean from the Mississippi River. The two kept journals of their travels. The first river they went on was the Missouri River, also known as big Muddy because of silt deposits. They began their travels in May and labored through long, hot summer days upon the river. They encountered many hazards including chunks of trees, sand bars, collapsing river banks, and sudden drenching rain showers as they traveled and explored.

Feature Map

- Title:

How it looked:			
How it felt:			

Day 3

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T10)
- **Comprehension**
 - Read Poetry Place (T24-T25)
 - Decoding (T31)
- **Spelling**
 - Day 3 (T39)
- **Grammar**
 - [Day 3 \(T41\)](#)
- **Writing**
 - [Day 3 \(T43\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Possessive Noun Review

- Read the sentence. Which answer shows the correct way to rewrite the underlined phrase?
 - The wings of a bat contain the same bones as a four-fingered human hand.
 - a) A bats wing's
 - b) A bat's wings
 - c) A bats' wings
 - d) A bats' wings'

Possessive Noun Review

- Read the sentence. Which answer shows the correct way to rewrite the underlined phrase?
 - A porcupines quills stand up straight when the animal is frightened.
 - a) A porcupines quill's
 - b) A porcupines' quills'
 - c) A porcupine's quills
 - d) A porcupines' quills

Possessive Noun Review

- Read the sentence. Which answer shows the correct way to rewrite the underlined phrase?
 - The teacher of the students showed them a book about elephants.
 - a) The student's teacher
 - b) The students teacher
 - c) The teacher's students
 - d) The students' teacher

Possessive Noun Review

- Read the sentence. Which answer shows the meaning of the underlined phrase?
 - The scientists' discovery about why bees dance was an important one.
 - a) The discovery of the scientists
 - b) The scientists that were discovered
 - c) Scientists can discover things
 - d) Scientists are important

Prewriting

Planning an Opinion Paragraph

- Prompt: Intelligence is the ability to observe things, learn, remember, and solve problems. Based on this definition, do you think that animals should be considered intelligent? Write a paragraph or paragraphs that tell your opinion, and give at least 3 reasons for your opinion.
- **Title or Topic**: Our Intelligent Animal Friends
- **Opinion**
 - Animals should be considered intelligent.
- **Reason 1**
- **Details**
- **Reason 2**
- **Details**
- **Reason 3**
- **Details**

Use Graphic Organizer 7 to record reasons which support your opinion

Day 4

Magazine

- **Vocabulary and Oral Language**
 - Multiple-Meaning Words (T32)
- **Comprehension**
 - Activity Central (T26-T27)
- **Spelling**
 - Day 4 (T39)
- **Grammar**
 - [Day 4 \(T41\)](#)
- **Writing**
 - [Day 4 \(T44\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

The Verbs *be* and *have*

	Form of <i>be</i>	Form of <i>be</i>	Form of <i>have</i>	Form of <i>have</i>
	Present	Past	Present	Past
I	am	was	Have	Had
You	Are	Were	Have	Had
He, she, it, noun	Is	Was	Has	Had
We	Are	Were	Have	had
They	Are	Were	Have	Had
Plural nouns	Are	Were	Have	had

Practice

- Polar bears (is, are) patient hunters.
- Polar bear cubs (is, are) about the size of a rat when they are born.
- The polar bear cub (has, have) been with its mother for nearly a year.
- You should (have, of) seen how big the bear was!
- A polar bear's sense of smell (is, are) very powerful.
- The polar bear (has, have) eaten all of the meat.
- Polar bears (is, are) protected from the cold by layers of blubber.

Apply

- Use Transparency 8 to begin drafting your opinion paragraph. Use your Idea Support Map from yesterday to help you.

Day 5

Magazine

- **Connect to the Big Idea**
 - [Discuss Literature](#)
- **Writing**
 - [Day 5 \(T44\)](#)
- **Vocabulary and Oral Language**
 - Multiple Meaning Words Quiz
 - Prefixes and Word Roots Quiz
- **Comprehension**
 - Text and Graphic Features; Visualize Quiz
- **Spelling**
 - Test (T39)
- **Grammar**
 - Possessive Nouns Quiz

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Discuss Literature

- What are the animals doing in each article?
- What has puzzled scientists about animal movement?
- **Discovery takes many paths.**
 - What are some things scientists discovered about salmon?
 - Why do scientists think whales get stranded?
 - What have scientists discovered about animals and the earth's magnetic field?
- **What helps animals know their world?**
 - How do bees tell each other where to find nectar?
 - What is important to bats in finding food to eat and where to fly?
 - How do elephants communicate with one another?
 - How do geese know where to fly in fall and spring?
- **Connect to World**
 - What can we gain by studying the behavior of animals?
 - How does understanding how animals move help us understand the natural world?

Revising and Proofreading

Intelligence in Animals

Many animals show signs of intelligence. In fact, their survival depends on this intelligence. If a bird did not know how to fly south for the winter, it might not survive the cold. According to the author of "Animals on the Move," [^]some animals seem to have built-in maps that show them where to go in search of food and other members of their own species. Also, some animals [^]learn and remember. For instance, pigeons can learn to peck a disk [^]to get a snack. Certain animals also use sticks and stones as tools. Animals' [^]special abilities show that they can think and learn important information.

Apply

- Use your Writing Traits Rubric to revise your Opinion Paragraph.
- Use the Proofreading Checklist to proofread your Opinion Paragraph.