

## EXERCISE 1

## Vocabulary

- a. Find page 352 in your textbook. ✓
- Touch sentence 4. ✓
  - This is a new vocabulary sentence. It says: The smell attracted flies immediately. Everybody, say that sentence. Get ready. (Signal.) *The smell attracted flies immediately.*
  - Close your eyes and say the sentence. Get ready. (Signal.) *The smell attracted flies immediately.*
  - (Repeat until firm.)
- b. The smell **attracted** flies. If the smell attracted flies, the smell really interested the flies and pulled them toward the smell. Everybody, what word means **really interested** the flies? (Signal.) *Attracted.*
- c. The sentence says the smell attracted flies **immediately**. **Immediately** means **right now**. Everybody, what word means **right now**? (Signal.) *Immediately.*
- d. Listen to the sentence again: The smell attracted flies immediately. Everybody, say that sentence. Get ready. (Signal.) *The smell attracted flies immediately.*
- e. What word means **really interested** the flies? (Signal.) *Attracted.*
- What word means **right now**? (Signal.) *Immediately.*

## EXERCISE 2

## Reading Words

## Column 1

- a. Find lesson 21 in your textbook. ✓
- Touch column 1. ✓
  - (Teacher reference:)

1. mukluks	3. hailstone
2. wrist	4. playfully

- b. Word 1 is **mukluks**. What word? (Signal.) *Mukluks.*
- Spell **mukluks**. Get ready. (Tap for each letter.) *M-U-K-L-U-K-S.*
  - Mukluks are very warm boots that Eskimos wear.

- c. Word 2 is **wrist**. What word? (Signal.) *Wrist.*
- Spell **wrist**. Get ready. (Tap for each letter.) *W-R-I-S-T.*
  - Your wrist is the joint between your hand and your arm. Everybody, touch your wrist. ✓
- d. Word 3. What word? (Signal.) *Hailstone.*
- e. Word 4. What word? (Signal.) *Playfully.*
- f. Let's read those words again, the fast way.
- Word 1. What word? (Signal.) *Mukluks.*
  - (Repeat for words 2–4.)
- g. (Repeat step f until firm.)

## Column 2

- h. Find column 2. ✓
- (Teacher reference:)

1. gulped	4. wavy
2. gently	5. kneeled
3. owed	6. dents

- i. All these words have an ending.
- j. Word 1. What word? (Signal.) *Gulped.*
- When you gulp something, you swallow it quickly. Here's another way of saying **She swallowed the water quickly: She gulped the water.**
  - What's another way of saying **They swallowed their food quickly?** (Signal.) *They gulped their food.*
  - Word 2. What word? (Signal.) *Gently.*
  - Things that are gentle are the opposite of things that are rough. Everybody, what's the opposite of **a rough touch**? (Signal.) *A gentle touch.*
  - What's the opposite of someone who behaves roughly? (Signal.) *Someone who behaves gently.*
  - (Repeat until firm.)
  - Word 3. What word? (Signal.) *Owed.*
  - Something that you owe is something that you must pay. If you owe five dollars, you must pay five dollars. If you owe somebody a favor, you must pay that person a favor.

- **Word 4. What word?** (Signal.) *Wavy*.
  - (Repeat for: **5. kneeled, 6. dents.**)
- k. **Let's read those words again, the fast way.**
- **Word 1. What word?** (Signal.) *Gulped*.
  - (Repeat for: **2. gently, 3. owed, 4. wavy, 5. kneeled, 6. dents.**)
- l. (Repeat step k until firm.)

### Column 3

- m. **Find column 3.** ✓
- (Teacher reference:)

<b>1. rose</b>	<b>3. marble</b>
<b>2. sight</b>	<b>4. dove</b>

- n. **Word 1. What word?** (Signal.) *Rose*.
- **Something that moves up today rises.** Something that moved up yesterday **rose**. Everybody, what do we say for something that moves up today? (Signal.) *Rises*.
  - **What do we say for something that moved up yesterday?** (Signal.) *Rose*.
  - **Word 2. What word?** *Sight*.
  - **A sight is something you see. A terrible sight is something terrible that you see.** Everybody, what do we call something **wonderful** that you see? (Signal.) *A wonderful sight*.
  - **Word 3. What word?** (Signal.) *Marble*.
  - **Word 4 rhymes with stove. What word?** (Signal.) *Dove*.
- o. **Let's read those words again.**
- **Word 1. What word?** (Signal.) *Rose*.
  - (Repeat for words 2–4.)
- p. (Repeat step o until firm.)

### Individual Turns

(For columns 1–3: Call on individual students, each to read one to three words per turn.)

## EXERCISE 3

### Story Background

- a. **Find part B in your textbook.** ✓
- You're going to read the next story about Oomoo and Oolak. First, you'll read the information passage. It gives some facts about clouds.
- b. **Everybody, touch the title.** ✓
- (Call on a student to read the title.)  
[*Facts About Clouds.*]

- **Everybody, what's the title?** (Signal.) *Facts About Clouds.* (ND)
- c. (Call on individual students to read the passage, each student reading two or three sentences at a time. Ask the specified questions as the students read.)

### Facts About Clouds

You have read about a big storm cloud. Here are facts about clouds: Clouds are made up of tiny drops of water.

- **Everybody, say that fact. Get ready.** (Signal.) *Clouds are made up of tiny drops of water.* (RF/R)

In clouds that are very high, the water drops are frozen. Here is how those clouds look.



Picture 1



Picture 2

- **Everybody, in what kind of clouds are the water drops frozen?** (Signal.) *In clouds that are very high.* (RF/R)
- **Touch a high cloud.** ✓ (VA)
- **Those clouds are very pretty in the sunlight because the light bounces off the tiny frozen drops.**

Some kinds of clouds may bring days of bad weather. These are low, flat clouds that look like bumpy blankets.

- **Everybody, what kind of clouds may bring days of bad weather?** (Signal.) *Low, flat clouds.* (RF/R)
- **Does that kind of cloud pass over quickly?** (Signal.) *No.* (RF/R)
- **Touch a low, flat cloud.** ✓ (VA)
- **How long may that kind of cloud be around?** (Call on a student. Idea: *Days.*) (RF/R)

Some clouds are storm clouds. They are flat on the bottom, but they go up very high. Sometimes they are five miles high.

- Tell me how a storm cloud looks. (Call on a student. Idea: *It's flat on the bottom and it goes up very high.*) (RF/R)
- Everybody, how high is the top of a big storm cloud sometimes? (Signal.) *Five miles.* (RF/R)

The arrows in picture 3 show how the winds move inside a storm cloud. The winds move water drops to the top of the cloud.

- Everybody, touch the number 1 that is inside the cloud. ✓ (VA)
- That's where a drop of water starts. The wind blows it up to the top of the cloud. Everybody, follow the arrow to the top of the cloud and then stop. ✓ (VA)
- Tell me about the temperature of the air at the top of the cloud. Get ready. (Signal.) *It's freezing cold.* (APK)
- So what's going to happen to the drop? (Call on a student. Idea: *It will freeze.*) (DC)

The drops freeze. When a drop freezes, it becomes a tiny hailstone.

- Everybody, what do we call a drop when it moves up and freezes? (Signal.) *A tiny hailstone.* (RF/R)

The tiny hailstone falls to the bottom of the cloud.

- Everybody, touch the number 2 in the cloud. ✓ (VA)
- That's where the drop freezes. Now it falls down. Everybody, follow the arrow down. ✓ (VA)
- What's the temperature like at the bottom of the cloud? (Signal.) *It's warm.* (APK)

At the bottom of the cloud, the tiny hailstone gets covered with more water. Then it goes up again and freezes again.

- Everybody, when it gets to the top of the cloud, what's going to happen to the water that is covering it? (Signal.) *It will freeze.* (DC)

Now the hailstone is a little bigger. It keeps going around and around in the cloud until it gets so heavy that it falls from the cloud. Sometimes it is as big as a baseball. Sometimes it is smaller than a marble.

- Everybody, touch the number 1 in the cloud. ✓ (VA)
- Pretend that your finger is a drop. Show me a drop that goes around inside the cloud four times. Each time it goes through the top of the cloud, say: "It freezes." Go. ✓ (V)

If you want to see how many times a hailstone has gone to the top of the cloud, break the hailstone in half. You'll see rings.

- Everybody, what will you see inside the hailstone? (Signal.) *Rings.* (RF/R)

Each ring shows one trip to the top of the cloud. Count the rings and you'll know how many times the hailstone went through the cloud. Hailstone A went through the cloud three times.

- The rings are numbered. Everybody, count the rings in hailstone A out loud, starting with the center circle. Get ready. (Signal.) *One, two, three.* (VA)

How many times did Hailstone B go through the cloud?

- Everybody, figure out the answer. Remember to count the outside ring. (Wait.)
- How many times? (Signal.) *Seven.* (RF/R)

## EXERCISE 4

### Story Reading

- Find part C in your textbook. ✓
  - The error limit for group reading is 12 errors.
- Everybody, touch the title. ✓
  - (Call on a student to read the title.) [*The Killer Whales Wait.*]
  - Everybody, what's the title? (Signal.) *The Killer Whales Wait.* (ND)

- **Where were Oolak and Oomoo when we left them?** (Call on a student. Idea: *Floating on an ice chunk.*) (APK)
- c. (Call on individual students to read the story, each student reading two or three sentences at a time. Ask the specified questions as the students read.)

- **(Correct errors:** Tell the word. Direct the student to reread the sentence.)
- (If the group makes more than 12 errors, direct the students to reread the story.)

### The Killer Whales Wait

Oomoo took off one of her boots. She kneeled down and slammed the boot against the surface of the ice.

- **Why do you think she was doing that?** (Call on a student. Idea: *She was trying to make noise so someone would hear her.*) (DI)
- **Why didn't she yell?** (Call on a student. Ideas: *She was losing her voice; nobody could hear her.*) (DI)

The boot made a loud spanking sound. Oolak watched for a moment, then took off one of his boots and slapped it against the surface of the ice. "Maybe they'll hear this," Oomoo said. "I hope they do," she added. But she knew that it was still raining a little bit and that the rain made noise. She also knew that she and Oolak were far from shore—too far. They were more than a mile from the tent. She guessed that the sounds they made with their boots were lost in the rain and the slight breeze that was still blowing from the south.

- **Everybody, did she think that the people on the shore would hear the sounds?** (Signal.) No. (ND)
- **About how far away were these people?** (Signal.) *Over a mile.* (ND)
- **Why didn't she think they would hear the signal?** (Call on a student. Idea: *Because the wind and rain were louder than the signal.*) (ND)

From time to time, Oomoo glanced to the ocean. She hoped that she would see the killer whales moving far away. She hoped that the sound

of the boots would scare them away. But each time she looked in their direction, she saw them moving back and forth, just past the top of the C-shaped ice floe.

- **How do you think that made her feel?** (Call on a student. Idea: *Afraid.*) (DCE)

Suddenly, Oolak tugged on Oomoo's shoulder and pointed toward the whales. His eyes were wide. He looked as if he was ready to cry. "I know," Oomoo said.

- **What does she mean when she says, "I know?"** (Call on a student. Idea: *She knew the whales were there.*) (DC)

Her voice was almost a whisper. "Just keep trying to signal," she said. "Maybe the people on the shore will hear us."

- **Everybody, had Oolak noticed the whales before?** (Signal.) No. (DC)
- **Why did he look as if he was ready to cry?** (Call on a student. Idea: *Because he was afraid of the killer whales.*) (DC)

As she pounded her boot against the surface of the ice, she stared toward the shore. She wanted to see a kayak moving silently through the rain. She wanted to hear the signal of a bell ringing. She wanted to. . . .

- **She stopped thinking about those things. I wonder why.**

Suddenly, she saw something white moving through the water.

- **What do you think it is?** (Call on individual students. Ideas: *Another ice chunk; a boat; an animal; etc.*) (P)

At first, she thought that it was a chunk of ice. But no, it couldn't be. It was not moving the way ice moves. It was very hard to tell what it was through the light rain. It wasn't a kayak. It wasn't a long boat. It was . . . Usk.

Usk ★ was swimming directly toward the ice chunk. And he was moving very fast.

“Usk!” Oomoo yelled as loudly as she could. “Usk!” She stood up and waved her arms.

The huge polar bear caught up to the ice chunk when it was not more than a hundred meters away from the killer whales. “Will they go after Usk?” Oolak asked.

- **Everybody, who does he think might go after Usk?** (Signal.) *The killer whales.* (DI)
- **How close are they to the whales now?** (Call on a student. Idea: *About 100 meters.*) (ND)

“They’ll go after Usk if they’re hungry,” Oomoo replied. “We’ve got to get out of here fast.”

The huge bear swam up to the ice chunk, put his huge paws on the surface, and started to climb onto it. When he tried that, he almost tipped it over.

- **Why?** (Call on a student. Idea: *Because he was so heavy.*) (DC)

“No,” Oomoo said. “Stay down.” She tried to push him back. He rolled into the water and made a playful circle. “Give me your laces,” Oomoo said to Oolak. Oomoo and Oolak untied the laces from their boots. These laces were long, thick strips of animal skin. Oomoo tied all the laces together. Quickly, she glanced back. The ice chunk was less than a hundred meters from the killer whales.

She called Usk. He playfully swam around the ice chunk, rolling over on his back and slapping the water with his front paws.

- **What does Usk want to do?** (Call on a student. Idea: *Play.*) (DC)

Oomoo waited until Usk got close to the shore side of the ice chunk.

- **Everybody, which side did he move to?** (Signal.) *The shore side.* (ND)

- **What do you think Oomoo’s going to do?** (Call on a student. Idea: *Get Usk to help them get back to shore.*) (P)

Then she slipped the laces around his neck. “Hang on tight,” she told Oolak, and handed him one end of the laces. She and Oolak sat down on the ice chunk and tried to dig their heels into dents in the surface of the ice.

“Play sled,” she told Usk. “Play sled. Go home.”

- **Read the rest of the story to yourself. Find out two things. Find out what Usk did at first. Find out something he may have seen that made him stop being playful. Raise your hand when you’re done.**

At first, Usk just rolled over and almost got the laces tangled in his front paws. “Home,” Oomoo repeated. “Play sled and go home.”

Usk stayed next to the ice chunk, making a playful sound. “Home,” Oomoo shouted again.

Then Usk seemed to figure out what he was supposed to do. Perhaps he saw the fins of the killer whales. He got low in the water and started to swim toward shore.

- (After all students have raised their hands:)
- **What did Oomoo keep telling Usk to do?** (Call on a student. Ideas: *Go home; play sled.*) (ND)
- **Everybody, did Usk do that at first?** (Signal.) *No.* (ND)
- **What did he do?** (Call on a student. Idea: *Rolled over.*) (ND)
- **What may Usk have seen that made him stop being playful?** (Call on a student. Idea: *The fins of the killer whales.*) (ND)
- **What did Usk do then?** (Call on a student. Idea: *Swam toward shore.*) (ND)
- **Everybody, look at the picture. What are Oomoo and Oolak hanging on to?** (Signal.) *The laces.* (VA)
- **Point on the picture to show the direction Usk is moving.** ✓ (VA)

## EXERCISE 5

### Paired Practice

You're going to read aloud to your partner. Today the **B** members will read first. Then the **A** members will read from the star to the end of the story.

(Observe students and give feedback.)

## End-of-Lesson Activities

### INDEPENDENT WORK

Now finish your independent work for lesson 21. Raise your hand when you're finished. (Observe students and give feedback.)

### WORKCHECK

- a. (Direct students to take out their marking pencils.)
  - We're going to check your independent work. Remember, if you got an item wrong, make an **X** next to the item. Don't change any answers.

- b. (For each item: Read the item. Call on a student to answer it. If the answer is wrong, say the correct answer. Refer to the Answer Key for the correct answers.)
- c. Now use your marking pencil to fix up any items you got wrong. Remember, all mistakes must be fixed up before you hand in your independent work.

### SPELLING

(Present Spelling lesson 21 after completing Reading lesson 21. See *Spelling Presentation Book*.)

### ACTIVITIES

(Present Activity 2 after completing Reading lesson 21. See *Activities across the Curriculum*.)

**Note:** A special project occurs after lesson 22. See page 128 for the materials you'll need.