# Contents

## Introduction
- Extra Support Handbook Overview ...........................................2
- Lesson Walkthrough ......................................................................6

## Lessons for Theme 1: Off to Adventure!
- Selection 1: *Cliff Hanger* .....................................................14
- Selection 2: *The Ballad of Mulan* ............................................24
- Selection 3: *The Lost and Found* ..........................................34

## Lessons for Theme 2: Celebrating Traditions
- Selection 1: *The Keeping Quilt* .............................................46
- Selection 2: *Grandma’s Records* ............................................56
- Selection 3: *The Talking Cloth* ..............................................66
- Selection 4: *Dancing Rainbows* .............................................76

## Lessons for Theme 3: Incredible Stories
- Selection 1: *Dogzilla* ..........................................................88
- Selection 2: *The Mysterious Giant of Barletta* .......................98
- Selection 3: *Raising Dragons* ..............................................108
- Selection 4: *The Garden of Abdul Gasazi* .............................118

## Lessons for Theme 4: Animal Habitats
- Selection 1: *Nights of the Pufflings* .......................................130
- Selection 2: *Seal Surfer* .......................................................140
- Selection 3: *Two Days in May* .............................................150

## Lessons for Theme 5: Voyagers
- Selection 1: *Across the Wide Dark Sea* ...............................162
- Selection 2: *Yunmi and Halmoni’s Trip* .................................172
- Selection 3: *Trapped by the Ice!* ..........................................182

## Lessons for Theme 6: Smart Solutions
- Selection 1: *Pepita Talks Twice* ...........................................194
- Selection 2: *Poppa’s New Pants* .........................................204
- Selection 3: *Ramona Quimby, Age 8* ...................................214

## Blackline Masters
- Teaching Masters and Practice Masters
- Letter Cards
Teachers’ greatest challenges tend to be fitting in special instruction during an already busy day, having appropriate materials and organizing them quickly, and maintaining structure and concentration when interruptions and distractions are frequent.

*Houghton Mifflin Reading*’s materials for reaching all learners are a time-saving system of instruction to help teachers meet these challenges. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced students, students who are struggling below level, or students who are learning English—while other students work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in *Houghton Mifflin Reading*. For independent work, the Classroom Management Handbook provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

- help you manage your classroom and organize your time effectively
- provide excellent, additional instruction
- give you the resources you need to help all students achieve grade-level expectations

### Extra Support Handbook Overview

The *Extra Support Handbook* provides support to enable lower-performing students to participate effectively in the instruction and reading opportunities in *Houghton Mifflin Reading*. Lessons in this handbook coincide with the daily skill instruction in your *Houghton Mifflin Reading* Teacher’s Edition, providing critical support for students prior to or following core instruction. Handbook lessons are specifically designed for students needing extra support:

- Lessons are presented in a five-day plan for preteaching and reteaching key skills and previewing core literature.
- Lessons focus on essential decoding and comprehension skills.
- Instruction is explicit and systematic, with concepts presented in easy, step-by-step order.
- Student learning is scaffolded through teacher modeling, visual examples, and interactive guided practice.
- Lessons include regular comprehension checks to monitor student understanding.
- The Practice/Apply step provides meaningful independent practice.

Your goal is to advance these students to greater proficiency and ultimately to on-level reading independence.
The *Extra Support Handbook* is one of several options in *Houghton Mifflin Reading* for providing extra support for students who need it. Your Teacher’s Edition provides suggestions for each major anthology selection and includes a Resources section for support at the theme level. However, the *Extra Support Handbook* targets key skills in greater depth, building fluency and confidence.

**Identifying Students Who Need Extra Support**

Students who will benefit from Extra Support instruction include those who struggle to read on-level fiction and nonfiction, who read at one or more grades below level, or who are in a Title 1 or similar program. These students may have difficulty with decoding or comprehension or both. They may be able to decode simple words but need help learning to decode longer words. Some may be able to decode or “call” most words but cannot comprehend the meaning of what they read. Others may lack fluency, being unable to read rapidly and accurately enough to grasp the meaning of the text.

**Evaluating Student’s Needs** At the start of the year, and periodically throughout the year, you can evaluate student’s instructional needs using the diagnostic assessments included in *Houghton Mifflin Reading*. These instruments include the Baseline Group Test, Leveled Reading Passages, Phonics Decoding Screening Test, and others. More information on diagnostic assessment can be found in the *Teacher’s Assessment Handbook*. In general, students who need extra support will likely fall into one of the following groups:

- **Benchmark Group** These students’ difficulties tend to be temporary or intermittent. In general, they are meeting their learning goals and are not performing far below grade-level expectations. You can determine specific difficulties using the Monitoring Student Progress boxes in the Teacher’s Edition. Often, the Reteaching Lessons in the Resources section of the Teacher’s Edition provide sufficient support. In some cases, these students may need the more ongoing support provided by the lessons in this handbook.

Frequent, positive feedback supports students’ belief that they can do well. Make sure students who are struggling have opportunities for success.
• **Strategic Group**  Diagnostic assessment will show that these students’ proficiencies are consistently below level, and this will be confirmed by your ongoing observations. These students need the regular, structured preteaching and reteaching support provided in this handbook. They should be evaluated regularly to make sure that they are progressing toward meeting grade level expectations.

• **Intensive Group**  These students are likely to be reading two grade levels or more below expectations. Diagnostic testing may reveal significant lack of decoding or comprehension skills. These students should receive intensive intervention or an individualized education plan. In the meantime, they can benefit from the lessons included in this handbook.

Once you have diagnostics underway, the *Classroom Management Handbook* provides guidance for managing groups for differentiated instruction.

**Lesson Structure**

The number of Extra Support lessons are related to the frequency of word identification and comprehension lessons in the core program. Preteaching prepares students for whole-class instruction; reteaching after core instruction provides more practice. Further, each daily lesson includes a literature focus in the form of guided previews or through revisiting selections or ancillary literature. Lessons are not intended to substitute for core instruction, but are in addition to it.

**Five-day Instructional Plan**

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRETEACH</strong> Structural analysis skill</td>
<td><strong>PRETEACH</strong> Comprehension skill</td>
<td><strong>RETEACH</strong> Structural analysis skill</td>
<td><strong>RETEACH</strong> Grammar skill</td>
<td><strong>RETEACH</strong> Comprehension skill</td>
</tr>
<tr>
<td><strong>PREVIEW</strong> Anthology selection, first segment</td>
<td><strong>PREVIEW</strong> Anthology selection, second segment</td>
<td><strong>REVIEW</strong> Anthology selection, apply comprehension skill</td>
<td><strong>PREVIEW</strong> Reader’s Library selection</td>
<td><strong>REVISIT</strong> Anthology and Reader’s Library selection: apply structural analysis skill</td>
</tr>
</tbody>
</table>

*The handbook provides multiple ways of explaining a concept, flexibility in pacing, levels of complexity, and frequent checks of student understanding.*
A consistent pattern of preteaching, reteaching, and revisiting skills is built into instruction day to day, and week to week. Consistency, repetition, and predictability help students progress more quickly. Skill focus instruction is modeled step-by-step for students. Appropriate examples are used to help students comprehend the skill. Student understanding is monitored carefully with reminders to check that every student comprehends.

An application of the skill is presented and modeled, using the Teaching Master. This master introduces the skill in an interactive, visual way. The teacher guides students through the process, and then students practice and apply the skill on their own.

Teacher support for each selection includes:

**Skill focus**
- Easily scanned objectives and materials
- A warm-up where the skill is defined
- Guided instruction
- Visual examples
- Guided practice using the Teaching Master
- Teaching Master facsimile reference
- Support for Practice Master

**Literature focus**
- Literature citation
- Support for preview and review

*See the Walkthrough on the following pages for more information.*
Lesson Walkthrough

To the Teacher

This walkthrough will familiarize you with the five-day instructional plans for Extra Support. Each plan is based on a selection in this level of Houghton Mifflin Reading. Days 1 and 3 are presented here for The Lost and Found and show the basic features of a typical lesson.

Objectives/Materials

Skill Focus objectives are listed each day. Most of the materials are provided at the back of the handbook; literature needed for the Literature Focus is listed.

Additional Resources

The Get Set for Reading CD-ROM builds background and summarizes the selection. Students can log on to the Education Place site for activities. The theme audio CD helps with listening and comprehension skills. The Lexia Phonics CD-ROM provides phonics intervention.

Instruction Labels

Preteach or Reteach labels note when to use the lesson in relation to core instruction. The type of Skill Focus lesson is shown and a suggested amount of time to spend on it.

Warm-Up Lesson Opener

For Day 1, the easy-to-scan introductory paragraph allows a quick identification of the focus of the skill. Definitions are provided to familiarize students with the academic language related to the skill.
Visual Support
Chalkboards and notebook art help organize instruction for visual learning and promote active student involvement.

Blackline Masters
The Teaching Master and Practice Master are shown for reference. See the following pages for descriptions of the masters.

Guided Practice
Display or distribute Teaching Master ES1-5 to students, and discuss the illustration with students. Ask them what they think the cat is thinking.

Read the story aloud to students, asking them to clap each time they hear an -ed or -ing word.

Practice/Apply
Distribute Practice Master ES1-5 to students, and instruct students to do the Practice Master independently.

Call on students to give their answers to questions one through six.

Have students read aloud their sentences that use hopped and riding.

Check their understanding of the difference between -ed and -ing words by asking them to describe whether their sentence happens in the present or in the past.

Literature Preview
The selection walkthrough is targeted at the day’s reading in the core program, and follows the previewing suggestions in the Teacher’s Edition.
Skill Title
To familiarize students with the academic language for the skills they are learning, the skill title is shown on both the Teaching and Practice masters.

Guided Practice
Guided practice with the master is the key step prior to independent skill practice. By this point, examples and applications have progressed from the most basic to a readiness for core instruction.

Teaching Master
The Teaching Master is used as a verbal guide to model the process and practice expected of students for applying the skill. Teaching Masters can be held up or displayed for guiding students through the activity, or they can be copied and distributed so that students can follow along individually.

Endings -ed and -ing
My cat is named Tiger. I drew this picture of Tiger when he was sitting at the window. Tiger liked watching the birds as they hopped on the tree. He licked his lips and snapped at the air. What was Tiger thinking? Maybe he was hoping to catch a meal.
Practise Master
Students practice the skill with a brief activity to check mastery. As students explain their answers, you have the opportunity to make corrections immediately and give any positive feedback.

Visual Support
Usually an illustration or illustrations are added that can help reinforce the skill concept.

Endings -ed and -ing
Fill in the missing parts to make the word in bold.

1. The bird talked. talk + ed = talked

2. The dog was swimming.
swim + m + ing = swimming

3. Was the cat hiding?
hide - e + ing = hiding

4. The duck is getting wet.
get + t + ing = getting

5. A snake hissed.
hiss + ed = hissed

6. We liked all the animals.
like - e + ed = liked

Write two sentences about animals. Use the word hopped in one sentence. Use the word riding in the other.

7. __________________________
   __________________________
   Answers will vary

8. __________________________
   __________________________
Inflected Endings -ed and -ing

Teach.

Write the following groups of sentences on the board or chart paper. Have students read the first group of sentences and have them tell how the verb plan changes in each. Model how to underline the base word and circle the ending in each word. Ask them how the ending changes the meaning of each word. 

(The tense changes.)

Follow a similar procedure with the next group of sentences. Help students to see that the endings -ing and -ed change the meaning of the verb. Point out to students that for the words plan and stir, the consonant was doubled before adding -ing and -ed.

Explain the spelling rule for doubling a consonant: when words are one syllable or are accented on the last syllable, when they have a short vowel, and when the suffix begins with a vowel, the consonant doubles.

Practice.

Write the following verbs with inflectional endings on index cards: swimming, trapped, getting, popped, tapping, nodded. Write the endings in a different color from the base verbs. Ask: Can you find the base word on these cards? What has been done to change the base word into the word you see? (double final consonant, add ending)

Direct students to look at the cards again. Say: All of the base words we have talked about have a letter pattern. What is the pattern? (last

Skill Focus: Reteach

Day 3 lessons typically reteach a skill or skills presented in Day 1. Notice the Reteach label and the skill title, along with the suggested amount of time for instruction.

3-Step Approach

Reteach lessons rely on a Teach/Practice/Apply lesson approach, using multiple examples for reinforcement.

Directive Verbs

For ease of use, the beginning verb of each paragraph is boldfaced.

Objectives

- learn the meanings of the endings -ed, -ing
- read words with the endings -ed, -ing

Materials

- Anthology: The Lost and Found

THEME 1:

Off to Adventure!

38

THEME 1/ SELECTION 3: The Lost and Found

SKILL FOCUS: STRUCTURAL ANALYSIS

Inflected Endings -ed and -ing

Teach

Write the following groups of sentences on the board or chart paper.

I plan a trip.
I am planning a trip.
I planned the trip a week ago.
I stir the soup.
I am stirring the soup.
I stirred the soup while it was on the stove.

Have students read the first group of sentences and have them tell how the verb plan changes in each. Model how to underline the base word and circle the ending in each word. Ask them how the ending changes the meaning of each word. (The tense changes.)

Follow a similar procedure with the next group of sentences. Help students to see that the endings -ing and -ed change the meaning of the verb. Point out to students that for the words plan and stir, the consonant was doubled before adding -ing and -ed.

Explain the spelling rule for doubling a consonant: when words are one syllable or are accented on the last syllable, when they have a short vowel, and when the suffix begins with a vowel, the consonant doubles.

Practice

Write the following verbs with inflectional endings on index cards: swimming, trapped, getting, popped, tapping, nodded. Write the endings in a different color from the base verbs. Ask: Can you find the base word on these cards? What has been done to change the base word into the word you see? (double final consonant, add ending)

Direct students to look at the cards again. Say: All of the base words we have talked about have a letter pattern. What is the pattern? (last
Suggestions for grouping and planners for coordinating small group instruction can be found in the *Classroom Management Handbook*, along with selection-based independent activities.

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**Literature Review**

By Day 3, students have previewed and read both segments of the anthology selection. Use the Teacher's Edition as noted to review both segments. For Days 4 and 5, students will preview other program literature and revisit the selection.