Theme 3

That's Amazing!
EXTRA SUPPORT LESSONS FOR

That’s Amazing!

Selections
1 The Stranger
2 Cendrillon
3 Heat Wave!
Objectives

- identify and read compound words
- use the Phonics/Decoding strategy to decode longer words

Materials

- Teaching Master ES3-1
- Practice Master ES3-1
- Anthology: *The Stranger*

**Technology**

Get Set for Reading

CD-ROM
*The Stranger*

Education Place

www.eduplace.com
*The Stranger*

Audio CD

*The Stranger*
Audio CD for *That’s Amazing!*

Lexia Phonics

CD-ROM
Intermediate Intervention

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**Compound Words**

**Warm-Up/Academic Language**

Remind students that **two smaller words can be put together** to form a **larger word**. Explain that the larger word is called a **compound word** and that the words within a compound word are sometimes separated by a hyphen, but often, they are not. Tell students that **recognizing the smaller words within a compound word** can help them to read and understand **unfamiliar compound words**.

**Teach**

Write the word *classroom* on the board and ask students to tell you which smaller, familiar words they can find within the compound word. (*class and room*)

Circle each smaller word within *classroom* and write *class + room = in front of classroom*. Elicit that recognizing one or both words made it easier to decode the longer word.

Guide students to explain why the compound word *classroom* makes sense. (*it is a room with a class of students in it.*)

Point out that in the compound word *classroom*, the shorter words, *class* and *room* run together. Explain that many compound words may also be formed by joining the shorter words with a hyphen (*good-bye*).

Repeat the above process for the following words: *first-born, firefighter, greenhouse, playground, haircut, car-pool*. 
Guided Practice

Display or distribute Teaching Master ES3-1 and discuss the illustration with students.

Read the sentences with students, and underline the compound words.

Help students write the compound words, separating them into smaller words with a slash.

Practice/Apply

Distribute Practice Master ES3-1 and go over the directions with students.

Have them complete the Practice Master independently.

Check students’ responses to make sure they can decode compound words.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Stranger Segment 1

Refer to the bottom of page 301 in the Teacher’s Edition and preview with students Segment 1 of The Stranger (pages 300–309).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 303 and 308.
Noting Details

Warm-Up/Academic Language

Explain that authors use details to help readers understand more about a story’s characters, events, and setting. Stress that some details are more important than others. Being able to tell which details are the most important can help readers better understand the author’s meaning.

Teach

Tell students that you will read a story to them. Instruct them to listen carefully for important details that tell about the story events. Also have them listen for less important, descriptive details.

Read the story below to students.

Read Aloud

“Uh-oh,” thought Amy as she looked inside her purple lunchbox. She had remembered to take her lunchbox but forgotten to pack a lunch!

For breakfast, Amy had eaten a big bowl of oatmeal. But Amy worried she might be hungry by the end of the day without a lunch. She needed to have energy for soccer practice after school.

At lunch, she sat down beside her new friend Graham, who had just moved here from Chicago. Amy thought about her hunger and sighed. Graham asked what was wrong and she told him about her problem.

Graham smiled and said, “No problem. I’ll share my lunch with you.”

Help students fill in a chart similar to the one that follows. Lead them to note details about story events and to classify them as less important or more important. Guide students as needed to tell why a given detail is important.
Add details not listed above to the chart and discuss as time allows.

**Guided Practice**

Display or distribute Teaching Master ES3-2 and read the story.

Guide students to fill out the chart and discuss why the details that you recorded are important.

Ask students to point out less important details and discuss. (Jean hums; it’s a bright, chilly day; a cloud passes by.)

**Practice/Apply**

Distribute Practice Master ES3-2 and read the passage with students.

Go over the directions and point out that students will be looking for details that describe the setting of the story.

Have students complete the Practice Master independently.

Check students’ responses to make sure they can distinguish important details from less important details.

**LITERATURE FOCUS:** **10–15 MINUTES**

**Preview The Stranger Segment 2**

Refer to the bottom of page 301 in the Teacher’s Edition and preview with students Segment 2 of The Stranger (pages 310–317).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 312, 314, and 316.

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<table>
<thead>
<tr>
<th>Important Details</th>
<th>Unimportant Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy forgot her lunch.</td>
<td>Amy’s lunchbox is purple.</td>
</tr>
<tr>
<td>Why: Shows the story problem.</td>
<td>Why: Describes lunchbox but isn’t key story event</td>
</tr>
<tr>
<td>Graham offers to share.</td>
<td>Graham lived in Chicago.</td>
</tr>
<tr>
<td>Why: Shows story solution.</td>
<td>Why: Gives background; doesn’t show kind of person he is.</td>
</tr>
</tbody>
</table>

---

Noting Details

Yesterday Jean was walking home from school, humming quietly. It was a bright, chilly day. Suddenly a little dog came up to her. “Follow me,” he said, in a strange, low voice. Jean couldn’t believe it! Was this dog really talking to her? Just then a cloud passed by the sun, making it colder and darker. Jean didn’t know what to do.

“Well, what are you waiting for?” said the dog. “We’ve got things to see!” The dog started walking away. “Am I going to let a little dog boss me around?” Jean asked herself. But, before she knew it, she was racing to catch up to him!
Objectives
• read words that are compound words
• identify the two words that make up a compound word
• identify the meaning of compound words

Materials
• Anthology: The Stranger
• index cards
• scissors

Compound Words

Teach
Write the following sentence on the board: Katy watched from her bedroom window.

Ask students to read the underlined word. Explain that two base words have been combined to form a new word. Draw a line between the two base words so that students can see its parts.

Write another sentence on the board: He left his skateboard in the driveway this afternoon.

Draw a line under the three compound words and then discuss the following steps for decoding compound words:
• Find the two small words.
• Think about the meaning of each small word.
• Put the two small words together.

Have students refer to the Phonics/Decoding Strategy Poster for more tips.

Practice
Help students practice identifying visual patterns of compound words.
Display the following list, and read each word aloud with students.

| basketball | pancake |
| airplane   | notebook |
| postcard   | backyard |

Discuss the meaning of each word. Ask students to draw a line between the two base words, say each one, and then say the whole word and use it in a sentence.
**Apply**

**Display** the following compound words:

- downstairs
- flashlight
- newspaper
- toothbrush
- rowboat
- popcorn

**Write** the compound words from the list on index cards. Cut the cards into two parts. Have students work together to match parts. Ask pairs to write a sentence using the compound word formed from their word parts. Have students read their sentences aloud.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Review** *The Stranger*

**Guide** students through the Comprehension Skill Lesson for **Noting Details** on page 307 in the Teacher’s Edition.
**Action Verbs**

**Teach**

Write the following sentences about *The Stranger* on the chalkboard:

- Mr. Bailey drove home.
- The man fell down.
- Katy peeked into the room.

Remind students that most verbs are words that show action. Ask students to identify the verb in each sentence on the board. *(drove, fell, peeked)*

Help students identify some of the action verbs that appear on the first page of the story, for example, *liked, whistled, blew, jammed*. Then ask students to read the sentences in which those verbs appear.

**Practice**

Work with students to identify some more action verbs from page 304: *(found, knelt, opened, looked, jumped, tried, fell, took)*. Write these words on the board. Ask students to read the sentences in which those verbs appear.

Encourage students to add words to the list: *run, walk, bop, skip, lift, clap, shake, nod.*

Have volunteers come up and mime actions for their classmates to identify. Add those action verbs to the list. Have students use each verb in a sentence.

**Objectives**

- identify action verbs
- use action verbs in sentences

**Materials**

- Leveled Reader: *One Day in May*
Apply

Ask students to think about how they would respond to this stranger, if he had visited them. Have students work in small groups to write sentences describing what might happen. Each sentence should include an action verb. Have each group share their sentences with the class.

Preview One Day in May

Walk students through One Day in May, and discuss illustrations using words such as buds, mass, sprouted, and falcon.

Ask students to flip through the illustrations and note descriptive details about the characters and setting.
Day 5

Objectives
• use details to explain a character’s feelings
• use details to visualize events
• use details to infer important ideas

Materials
• Anthology: The Stranger
• Leveled Reader: One Day in May

The Stranger

Noting Details

Teach

Write the following sentence on the board: This place has a bed, a dresser, and a closet with clothes.

Ask students, What place usually has these things?

Ask students to identify the place and to explain how they knew. Encourage students to use the following strategy for noting details as they read.

1. Notice important details.
2. Think about what they mean.
3. Use details to visualize events.

Practice

Have students follow in their books as you read aloud pages 306–308. Work with students to select the details that can be used to learn who the stranger is. Model the thinking.

Think Aloud

Who is this stranger? On page 306 I learn that the mercury is stuck at the bottom when the doctor takes the stranger’s temperature.

On page 308 I read that when the man eats with the Baileys, he is fascinated by the steam that rises from the hot food. Also, Mrs. Bailey shivers. So somehow, this man is connected to things being cold. I have some good clues, but I’ll have to read more before I can figure out who the stranger is.

Skim the rest of the story with students. Help them identify other details that might help solve the mystery. (p. 310, fascinated by geese flying south; p. 312, seasons don’t change; p. 314, stranger departs and weather gets cold, leaves turn; p. 316, every autumn, “See you next fall” appears on farmhouse window.)
Remind students that these details describe what happens when autumn comes. Help them see that the author provided details to help readers identify the stranger as Autumn.

Apply

Have students keep track of details and use them to understand the story better as they read the Leveled Reader selection One Day in May by Kitty Colton. Have students complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit The Stranger and One Day in May

Review with students the process for noting key character details in The Stranger and One Day in May. Also, help them to look for compound words, such as buttonholes, bedroom, pitchfork, something, (The Stranger, pages 308, 308, 309, and 314) everything, outside, anyone, and doorway (One Day in May, pages 3, 5, 6, and 17).
**Words with the Suffix -able**

**Warm-Up/Academic Language**

Remind students that a suffix is a word part added to the end of a base word. Explain that the addition of a suffix may change a base word’s meaning or its part of speech. Tell students that the suffix -able means “able to be.” Being able to recognize suffixes such as -able can help them to decode longer, unfamiliar words.

**Teach**

Inform students that the suffix -able means “able to be.” Write use and useable on the board. Read each word aloud. Elicit that something that is useable is “able to be used.”

Write this equation on the board: use + able = useable. Circle use and explain that it is the base word. Underline the suffix -able and remind students that it means “able to be.” Then write the following word equations on the board:

- do + able = doable
- teach + able = teachable
- refund + able = refundable
- adore + able = adorable

Have students identify the base word and suffix in each equation. Then ask them to read the new word aloud. Ask them to tell you the meaning of each new word. (able to be done; able to be taught; able to be refunded; able to be adored)

Explain to students that each of the base words is a verb that becomes an adjective when -able is added to it.

Ask students to identify the base word that changed its spelling when the suffix was added. (adore) Explain that if a base word contains a silent e, the e may be dropped when adding -able.

Display the following sentence. Read it aloud, and model how to decode unbelievable: Judy’s excuse that the dog ate her homework was unbelievable.
Guided Practice

Display or distribute Teaching Master ES3-3.

Read the sentences with students and discuss the corresponding illustrations.

Help students to tell the meaning of the boldfaced words, using the sentence context, the illustration, and their knowledge of the suffix -able.

Discuss words which required spelling changes in order to add -able. (valuable, lovable, solvable)

Practice/Apply

Distribute Practice Master ES3-3 and review the directions with students.

Have students complete the Practice Master independently.

Check student’s responses to make sure they can decode words with -able.

LITERATURE FOCUS: 10–15 MINUTES

Preview Cendrillon Segment 1

Refer to the bottom of page 329 in the Teacher’s Edition and preview with students Segment 1 of Cendrillon (pages 328–339).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 331 and 338.
**Objects**
- compare details to see how characters and events are alike
- contrast details to see how characters and events differ

**Materials**
- Teaching Master ES3-4
- Practice Master ES3-4
- Anthology: Cendrillon
- apple and banana or picture of each

**Compare and Contrast**

**Warm-Up/Academic Language**

Explain that to **compare** two things, we show how they are alike, and to **contrast** two things, we show how they are different.

Point out that recognizing likenesses and differences helps readers to organize and remember information.

**Teach**

Demonstrate how to compare and contrast using a banana and an apple as examples. Ask students to tell how they are alike. *(Each can be eaten, is a fruit, grows on trees)* Then have students contrast the fruits by telling how they differ. *(The apple is red, the banana is yellow. A banana must be peeled. An apple is round, a banana is long.)*

Point out that readers can also compare and contrast story characters and events to see how they are alike and how they differ.

Read the following paragraph aloud.

Read Aloud

Sid and Chloe are both dogs. Sid is a golden retriever, and Chloe is a fox terrier. Sid likes to chew furniture. Chloe likes to chew shoes. When they entered a dog show, Sid won first prize and Chloe came in last. She barked too much.

Ask students to listen carefully for similarities and differences between Sid and Chloe. Reread the paragraph and display a Venn diagram on the board similar to the one shown. Have students guide you to complete the diagram.
Guided Practice

Display or distribute Teaching Master ES3-4 and read the first sentence with students.

Help them to compare and contrast the characters and fill out the missing information in the first Venn diagram.

Repeat this procedure for the second Venn diagram.

Practice/Apply

Distribute Practice Master ES3-4 and read the directions with students.

Instruct them to complete the Practice Master independently.

Review the answers as a group. Guide students to identify text from the passage that helped them identify likenesses and differences.

Check students' ability to compare and contrast.

LITERATURE FOCUS: 10–15 MINUTES

Preview Cendrillon Segment 2

Refer to the bottom of page 329 in the Teacher's Edition and preview with students Segment 2 of Cendrillon (pages 340–355).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 342, 343, 349, and 352.
The Suffix -able

Objectives
• recognize when words have the suffix -able
• decode words with the suffix -able

Materials
• Anthology: The Stranger

Teach

Write the following sentences on the board:

The shoe was small, and Vitaline’s large toes were breakable.
Her new dress was washable.

Ask students what is similar about the underlined words. Call attention to the suffix -able. Explain that it means “having the ability to do something.”

Model how you would decode words with the suffix -able by reading the following Think Aloud.

Think Aloud

I start to read this sentence, “The shoe was small, and Vitaline’s large toes were ______.” I can’t read this word right away. Sometimes it helps to break a word into parts. Do I recognize any parts of this word? Yes. Here is the suffix -able. The first part of this word is break. When I put the parts together, I get breakable. It makes sense in this sentence.

Review the following strategy for decoding words with suffixes.
1. Divide the word into a base word and a suffix.
2. Think about the meaning of the base word.
3. Think about the suffix and its meaning.
4. Put the base word and suffix together and say the word.
5. Check that it makes sense in the sentence.

Refer students to the Phonics/Decoding Strategy Poster for more tips.
Practice

Display the following words with the suffix -able:

- curable
- reachable
- likable
- manageable

Read each word aloud with students. Then have a volunteer draw a slash between the base word and the suffix. Invite students to read each part aloud, then read the whole word and use it in a sentence.

Have students identify the base words that dropped final e before adding -able. (cure, like)

Apply

Display more words with -able: believable, imaginable, available, portable. Have students draw a slash between the suffix and the rest of the word, read each word part, and then read the entire word.

LITERATURE FOCUS: 10–15 MINUTES

Review Cendrillon

Main Verbs and Helping Verbs

Teach

Display the following sentences:

I live on a green island.
I have lived on a green island.

Ask students to compare the two sets of underlined words. (One is in the present; the other, in the past. One verb has one word; the other, two.) Put a double line under the main verb, and circle the helping verb in the second sentence above. Then review these concepts:

• When a verb has more than one word, the main verb shows the action.

• A helping verb works with the main verb. The verbs am, is, and are help other verbs show action that is happening now. Display this example: Cendrillon is going to the ball.

• The verbs was, were, have, has, and had help other verbs show action that happened in the past. Display these examples:

The Prince has looked everywhere for the slipper's owner.
Madame and Vitaline have acted rudely.

Practice

Help students underline main verbs and circle helping verbs in sentences about the story:

Paul is dancing with Cendrillon.
I have found a way to help Cendrillon.
Paul has placed the slipper on her foot.
We had found ourselves on the dusty road beside a smashed breadfruit.

Ask students to supply some original, story-based sentences, using main and helping verbs. Continue to underline main verbs and circle helping verbs.
Apply

**Have** students suggest a list of ten action verbs that act as main verbs. Tell students to get into small groups that have an even number of members. Ask half the group to name one of the action verbs, and the other half to add a helping verb. Then the group as a whole creates an original sentence, using the main verb and helping verb.

**LITERATURE FOCUS:**

**PREVIEW Tattercoat**

**Walk** students through *Tattercoat* and discuss illustrations using words such as lord, battlefield, servants, graceful, and lagged.

**Ask** students to flip through the illustrations to compare and contrast the portrayal of the characters and setting against similar depictions from *Cendrillon*. 

**SELECTION 2: Cendrillon**
Objectives
• distinguish between comparison and contrast
• infer comparison and contrast
• compare and contrast details, characters, and events in a story

Materials
• Anthology: Cendrillon
• Leveled Reader: Tattercoat
• pen and pencil

**Teach**

**Draw** a Venn diagram, such as the one shown here, on the chalkboard.

- **Pen** hard to erase
- **Both**
  - You write with it.
  - It is long and thin.
- **Pencil** easy to erase

**Show** students a pen and a pencil. Ask how the two items are alike. Write students' responses in the overlapping section of the two circles. Explain to students that they have just made a comparison.

**Ask** students how a pen and a pencil are different. Write responses in the appropriate outer sections of the Venn diagram. Explain to students that when they think about how two people, places, things, or events are different, they are contrasting them.

**Practice**

**Go through** Cendrillon with students and identify differences between characters and events. (p. 335, Mamma and Vitaline eat well, while Cendrillon does not; Vitaline and Mamma can go to the ball, but Cendrillon cannot; p. 339, Cendrillon’s “poor calico dress” becomes a fancy gown; p. 340, the narrator’s “shift” becomes “a fine red dress”; p. 350, Cendrillon’s clothes change from poor to rich to poor again.)

**Go through** the story looking for examples of things that are similar. (p. 331, Cendrillon and the narrator are both loving and kind; p. 345, Cendrillon and the narrator are both happy; p. 347, Cendrillon and the narrator are both dressed like washerwomen; p. 349, Mamma and Vitaline both say Cendrillon is lazy.)

**Write** student responses on a Venn diagram or other graphic organizer.
Apply

**Have** students compare and contrast the characters in the Leveled Reader selection *Tattercoat* by Susan Delaney. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Cendrillon and Tattercoat**

**Review** with students the process for comparing and contrasting selected story elements from *Cendrillon* and *Tattercoat*. Also, help them to look for words ending with the suffix -able, such as *miserable* (*Cendrillon*, page 335).
Objectives
- read words with -ed or -ing endings
- use the Phonics/Decoding strategy to decode longer words

Materials
- Teaching Master ES3-5
- Practice Master ES3-5
- Anthology: Heat Wave!

Warm-Up/Academic Language
Inform students that the endings -ed and -ing are used with verbs, or action words. Remind them that verbs ending in -ed usually describe an action that was done in the past, and verbs ending in -ing usually describe an action that is in the present and continuing.

Teach
Write jumped and jumping on the board. Have students read both words aloud.

Emphasize the -ed ending in jumped by circling it. Cover the ending to show the base word jump. Have students say the base word aloud together. Explain that the meaning changes when you add an -ed or -ing ending. The -ed ending means that something happened in the past. (The students jumped.)

Repeat the procedure for jumping, explaining that the -ing ending means that something is continuing in the present. (The students are jumping.)

Write the words taste, tasted, and tasting on the board. Circle the -ed and -ing endings. Use this example to explain that when -ed or -ing is added to a base word that ends in e, the e is dropped before the ending is added.

Write mop, mopped, and mopping. Circle the -ed and -ing endings. Use this example to explain that when -ed or -ing is added to a one-syllable base word that ends with one vowel followed by a single consonant, the consonant is usually doubled.

taste – e = tast + ed = tasted
mop + p + ed = mopped

taste – e = tast + ing = tasting
mop + p + ing = mopping
Guided Practice

Display or distribute Teaching Master ES4-5 to students.

Read the sentences with them and go over the first sentence pair.

Help them to underline the correct form of the verb, pointing out the time words right now and last weekend, which set the sentences in the present or past.

Follow a similar procedure for the remaining sentence pairs.

Practice/Apply

Distribute Practice Master ES3-5 to students and go over the directions.

Have students complete the Practice Master independently.

Check to make sure students understand the difference between the -ed and -ing endings as they share their sentences.

LITERATURE FOCUS: 10–15 MINUTES

Preview Heat Wave! Segment 1


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 363 and 366.
Fantasy and Realism

Warm-Up/Academic Language

Remind students that a realistic story tells about characters and events that can happen in real life. Point out that when a story has events or situations that could not occur in real life, the story is a fantasy.

Teach

Explain that in order to tell the difference between fantasy and realism, students should ask themselves, “Could this really happen in everyday life? Is this something I’ve ever experienced?”

Ask students to tell you whether or not the following descriptions are fantasy or realism:

- an elephant driving a car (fantasy)
- a bear doing a trick at the circus (realism)
- a girl has a conversation with a scarecrow (fantasy)
- a girl helps a grown-up fly a plane (realism)

Read this story aloud:

Sandra quickly drank a glass of orange juice, gulped a carton of yogurt, and headed for school. She was running late.

“Oh no,” Sandra said, stopping her bike at the train tracks. A very long train was approaching. It could take 20 minutes to pass by!

“No problem,” said a voice that came from her bike.

Sandra held on tightly as her bicycle rose high over the tracks and glided easily over the roaring train. She landed right in front of the school.

“Oh, thanks!” said Sandra. She felt strange speaking to a bike, but she had to be polite. Sandra looked around. What if someone heard?
Display the chart below on the board. Have students guide you to complete the chart by writing an F for fantasy, or an R for realism in the second column to show what can and what can't happen in real life.

<table>
<thead>
<tr>
<th>Event</th>
<th>Fantasy or Realism?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra eats breakfast quickly because she is late</td>
<td>R</td>
</tr>
<tr>
<td>Long train blocks Sandra's way</td>
<td>R</td>
</tr>
<tr>
<td>Bike talks</td>
<td>F</td>
</tr>
<tr>
<td>Sandra and bike take a short cut in the air</td>
<td>F</td>
</tr>
<tr>
<td>Sandra feels odd speaking to a bike</td>
<td>R</td>
</tr>
</tbody>
</table>

**Guided Practice**

Display or distribute Teaching Master ES3-6 and read the first sentence pair with students. Discuss the illustration.

Prompt students to explain what makes the first sentence realism and the second sentence fantasy.

Help students read the remaining sentence pairs and identify each sentence as fantasy or realism.

**Practice/Apply**

Distribute Practice Master ES3-6 and read the directions with students.

Have students complete the Practice Master independently.

Check students' work to make sure they can differentiate between fantasy and realism in their reading.

**LITERATURE FOCUS:**

**Preview Heat Wave! Segment 2**

Refer to the bottom of page 361 in the Teacher’s Edition and preview with students Segment 2 of *Heat Wave* (pages 368–377).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 372, 374, and 376.
**Objectives**

- identify the suffixes -ed and -ing
- read words with the suffixes -ed and -ing

**Materials**

- Anthology: Heat Wave

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**Words Ending in -ed or -ing**

**Teach**

Display the following sentences and ask students to read them aloud with you:

- He **changed** his tune that day.
- I **looked** out across the horizon.
- The geese were **plucked**, **stuffed**, and **roasted**.
- I was **feeding** the chickens.
- The Heat Wave came **rolling** across the sky.

**Ask** students what is similar about each set of underlined words. Mask the first half of each word to help students focus on the suffixes.

**Model** for students how to decode *crinkled* in this story sentence: *I looked out across the horizon and saw a big old clump of crinkled, yellow air rolling across the sky.*

**Think Aloud**

“I looked out across the horizon and saw a big old clump of _____.” I can’t read this word right away. But I’ll look for a part I know. Do I recognize any parts of this word? Yes. Here is the suffix, -ed. The first part of this word is crinkle. When I put the parts together, I get crinkled. It makes sense in this sentence.

**Remind** students that sometimes when -ed is added to a word, the first part of the word drops an e: *change + ed = changed*. Sometimes when -ing is added to a word, an extra letter is added: *pop + ing = popping.*
**Practice**

**Display** the following sets of base words and inflected forms, and read the words aloud with students.

<table>
<thead>
<tr>
<th>holler</th>
<th>hollered</th>
<th>hollering</th>
</tr>
</thead>
<tbody>
<tr>
<td>pop</td>
<td>popped</td>
<td>popping</td>
</tr>
<tr>
<td>blast</td>
<td>blasted</td>
<td>blasting</td>
</tr>
<tr>
<td>pull</td>
<td>pulled</td>
<td>pulling</td>
</tr>
</tbody>
</table>

**Read** each word aloud with students.

**Have** students refer to the Phonics/Decoding Strategy Poster for more tips.

**Apply**

**Have** pairs of students choose four of the words ending in *-ed* or *-ing* from the Practice list. Ask them to use the words in sentences. Have partners exchange papers and take turns reading the sentences aloud.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Review Heat Wave**

**Guide** students through the Comprehension Skill Lesson for Fantasy and Realism on page 365 in the Teacher’s Edition.
Present, Past, and Future Tenses

Teach
Display the following sentences:

I look at the chart.
I looked at the chart.
I will look at the chart.

Remind students that the tense of a verb tells when something happens.

- *Present tense* shows action that is happening now.
- *Past tense* shows action that has already happened.
- *Future tense* shows action that is going to happen.

Discuss the examples.

Practice
Write the following sentences on the board. Ask students to identify the tenses.

I take my sister to school. (present)
She dropped her books. (past)
We will find a new backpack for her. (future)

Write the following words on the board: look, help, crawl. Have students write the past and future tenses of each word.
Apply

Have students look back at the story *Heat Wave!* and choose three verbs. Ask them to write the present and future tenses of each word.

LITERATURE FOCUS: 10–15 MINUTES

Preview *The Big Gust*

Walk students through *The Big Gust* and discuss illustrations using words such as *gust, polo, thicket,* and *hailstorm.*

Ask students to flip through the illustrations to identify elements of both fantasy and realism.
Fantasy and Realism

**Teach**

Tell students the following stories:

**Story 1**
Today, I got to school, took off my coat, and sat down at my desk. Then the principal came into the room and began to talk to me.

**Story 2**
Today, I rode my dinosaur to get to school. I took off my coat and stood on the ceiling, waiting for the class to arrive. Then a glowing, green giant started to talk to me.

Ask students how the stories are alike and how they are different. Help students see that the second story is a fantasy, even though it has some elements of reality. On a chart, make two lists: Fantasy and Realism. Have students identify the different types of details in the two stories.

<table>
<thead>
<tr>
<th>Story 1</th>
<th>Realism</th>
</tr>
</thead>
<tbody>
<tr>
<td>went to school</td>
<td>principal talked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story 2</th>
<th>Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>rode a dinosaur</td>
<td>a giant talked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Realism</th>
</tr>
</thead>
<tbody>
<tr>
<td>went to school</td>
<td></td>
</tr>
</tbody>
</table>

Point out that in *Heat Wave!* the author mixes fantastic and realistic details. Good readers need to keep them sorted out. Read the second paragraph on page 361 aloud with students. Then model distinguishing between fantasy and reality:

The narrator is feeding the chickens—that’s something she could really do. But then she sees “a big old clump of crinkled, yellow air rolling across the sky.” That’s not real! You can’t see air like that! I can see that this author is mixing fantasy and realism in this fantasy story.
Practice

Go through *Heat Wave!* with students and list details under *Fantasy* or *Realism*.

<table>
<thead>
<tr>
<th>Fantasy</th>
<th>cows hop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realism</td>
<td>cows get hot</td>
</tr>
</tbody>
</table>

Apply

Have students keep track of fantasy and realism in the Leveled Reader selection *The Big Gust* by Andrew Clements. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Heat Wave! and The Big Gust*

Review with students elements of fantasy and realism presented in *Heat Wave!* and *The Big Gust*. Also, help them to look for words ending with -ed and -ing, such as changed, bollered, and popping, (*Heat Wave!*, pages 361, 363, and 365) doing, flying, looped, and turned (*The Big Gust*, pages 3, 6, 7, and 8).