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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 reviewing 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.
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 Students’ 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>PREVISIT</strong> Anthology selection, apply comprehension skill</td>
<td><strong>PREVIEW</strong> Leveled Readers selection</td>
<td><strong>REVISIT</strong> Anthology and Leveled Readers 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 Earthquake Terror 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.

Day 1

Objectives

- read words that have base words and inflected forms
- use the Phonics/Decoding Strategy to decode longer words

Materials

- Teaching Master ES1-1
- Practice Master ES1-1
- index cards
- Anthology: Earthquake Terror

Base Words

Warm-Up/Academic Language

Explain that a base word is a word to which word parts such as prefixes and suffixes can be added. Remind students that recognizing base words can help them figure out unfamiliar words.

Teach

Distribute index cards to students. Have them write lock on one card, and the endings -s, -ed, and -ing on separate cards. Tell students that they can use the cards to make new words.

Tell students that they can make new words by adding prefixes and suffixes or beginnings and endings to base words. Guide students in using their word index cards to make the words locked, locks, and locking. Point out that each new word starts with the base word lock.

Write the following sentences on the board:

1. If it *snows* today, we can go sledding. *snow* + s = *snows*
2. I hope it will be *snowing* tomorrow. *snow* + *ing* = *snowing*
3. I hope tomorrow is a *snowy* day. *snow* + *y* = *snowy*

Direct attention to the first sentence and word equation. Explain that adding the base word *snow* and the ending *s* creates a new word, *snows*.

Repeat the exercise using the remaining sentences and word equations on the board.

Get Set for Reading

CD-ROM

Earthquake Terror

Education Place

www.eduplace.com

Earthquake Terror

Audio CD

Earthquake Terror

Audio CD for Nature's Fury

Lexia Phonics CD-ROM

Intermediate Intervention
Lesson Walkthrough

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
After teaching the skill, this section allows you to gradually turn the responsibility for practice to the students and to give immediate feedback. See the Teaching Master description on the following page.

Practice/Apply
Student use the Practice Master to work on the skill independently. This provides an additional opportunity to assess student comprehension.

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.

Write the following sentences on the board:
1. Helen’s dad is an ambulance driver.
2. He has driven to many hospitals.
3. He has had years of training.
4. He answers each call quickly.

Read the first sentence with students. Point to driver, identifying the base word drive and the suffix -er. You may wish to explain that with base words ending in the vowel e, students should drop the e before they add an ending or suffix. Define driver as “someone who drives.”

Repeat the exercise with the remaining sentences, guiding students as they look for base words and endings.

Guided Practice
Display or distribute Teaching Master ES1-1 and discuss the picture.
Read the passage with students.
Work with students to look for words that contain base words and endings. Circle all such words.
Guide students in filling out the chart, listing each circled word and its base word.

Practice/Apply
Distribute Practice Master ES1-1 to students.
Explain the directions to make sure that students understand what they are to do.
Have students complete the Practice Master independently.
Check students’ responses to be sure that they understand base words.

Literature Preview:
SELECTION 1: Earthquake Terror
Segment 1
Refer to the bottom of page 29 in the Teacher’s Edition and preview with students Segment 1 of Earthquake Terror (pages 26–35).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 30, 31, and 34.
**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.

**Blackline Masters**
Shown here are the Teaching Master and Practice Master for Day 1 of *Earthquake Terror*!

**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.

**Base Words**
Emma is **waiting** for the school bus. The bus is **running** late. It's a **rainy** day, but **fortunately** Emma wore a coat and hat. Emma is **worried** that she won't make it to school on time. She's also **starting** to get **soaked** from the rain. If she had a choice, she would **happily** stay home today.

<table>
<thead>
<tr>
<th>Longer Words</th>
<th>Base Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiting</td>
<td>wait</td>
</tr>
<tr>
<td>running</td>
<td>run</td>
</tr>
<tr>
<td>rainy</td>
<td>rain</td>
</tr>
<tr>
<td>fortunately</td>
<td>fortunate</td>
</tr>
<tr>
<td>worried</td>
<td>worry</td>
</tr>
<tr>
<td>starting</td>
<td>start</td>
</tr>
<tr>
<td>soaked</td>
<td>soak</td>
</tr>
<tr>
<td>happily</td>
<td>happy</td>
</tr>
</tbody>
</table>
**Practice 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 positive feedback.

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**Base Words**

In each of the sentences below, circle the word that contains a base word. Write the base word in the blank provided.

1. I usually visit my aunt in the summer. ______ usual
2. Who dropped a book in the hall? ______ drop
3. My baby sister smiles when I tickle her feet. ______ smile
4. I think I have eaten too much ice cream. ______ eat
5. We finally got home at 10:00 P.M. last night. ______ final
6. Suddenly she got up and ran to the door. ______ sudden
7. Robin was playing tag when she hurt her ankle. ______ play
8. Luis told me that the shoes he got for school are comfortable. ______ comfort

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**Visual Support**

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

Think Aloud
This feature can be present in instruction on any day. Frequent modeling of conceptual processes is key to building proficiency. For visual learners, it’s helpful to use gestures or write and draw as you think aloud.

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

Objective
• identify base words

Materials
• index cards
• Anthology: Earthquake Terror

Base Words
Teach
Ask students if they have ever taken something apart to find out how it works (for example, a toy, a motor, a kitchen appliance). Tell them that a good way to figure out the meaning of long words is to take them apart.

Explain that the first step in taking a word apart is to look for a shorter word you already know inside the longer word. This shorter word is called the base word. Other word parts can be added to the beginning or the end of a base word.

Write the following sentence from the selection on the board:
In his mind, Jonathan could see his father unhitching the small camping trailer.

Think Aloud
If I didn’t know the word unhitching, I could take it apart to figure out its meaning. First, I’d look for a shorter word within it that I already know. Oh, I see the word hitch. I know that hitch means “to hook one thing up to another thing.” I can take the word apart this way: unhitching.

Tell students that if they also know the meanings of the word parts added to the beginning and the end of hitch, they can figure out what unhitching means. Point out that un- can mean “the opposite of.” So unhitching means “taking apart two things that are hooked together.”
Suggestions for grouping and planners for coordinating small group instruction can be found in the Classroom Management Handbook, along with selection-based independent activities.

**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.