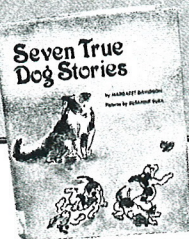


SUGGESTED LESSON PLANNER



Balto, the Dog Who Saved Nome pp. 184-199

1

Day 1



ORAL LANGUAGE

- Question of the Day
- Sharing Literature



SKILLS & STRATEGIES

- Vocabulary



READING

- Guided Comprehension
- Independent Reading
- Cross-Curricular Connections



LANGUAGE ARTS

- Writing

Daily Writing Prompt

- Grammar

Daily Language Practice

- Spelling

Daily Routines

- Question of the Day
- Daily Language Practice
- Daily Writing Prompt

Question of the Day, p. 182H

I can be a hot cereal or a loud, sharp command. What am I?

Literature Read-Aloud, pp. 182G-H

Vocabulary, p. 182L

Comprehension:

- Skill Word Relationships, p. 182I T
- Focus Strategy Use Decoding/Phonics p. 182J

Read: Vocabulary Power, pp. 182-183

Vocabulary Power Words:
splinters, telegraph, trail, guided, drifts, temperature



Independent Reading
Books for All Learners

SOCIAL STUDIES Comparing Temperatures

Writing: Writer's Craft, p. 205E



Writing Prompt:

Imagine one day you get lost in the wilderness, but you safely find your way home. Write about the time you got lost, and how you got home again.

Grammar:

Common and Proper Nouns, p. 205G T

Daily Language Practice

1. We are going. To see sled dogs (going to; dogs.)
2. i will rite you a note. (i; write)

Spelling:

Words with *sh*, *ch*, and *tch*, p. 205I T

Day 2

Question of the Day, p. 182H

How was Balto's dogsled team like an Olympic track team?

Think and Respond, p. 198

Decoding/Phonics:

Word Structure: Root Word + Inflection (-ed), p. 205C

Comprehension:

- Skill Word Relationships, pp. 184-199 T

Reading the Selection, pp. 184-199

Vocabulary Power Words



Independent Reading
Books for All Learners

SCIENCE Comparing Animals
HEALTH Diphtheria

Writing: Writer's Craft, p. 205E



Writing Prompt:

You are a scientist who has discovered how to control the weather. Every day you can make the weather just the way you want it. Write a story about one day you controlled the weather.

Grammar:

Extend the Concept, p. 205G T

Daily Language Practice

1. In alaska they have sled dog Races. (Alaska; races)
2. the course is fasst and ruff. (The; fast; rough)

Spelling:

Word Sort, p. 205I T

Focus Skill

Word Relationships

Objectives of the Week:

- To classify word relationships
- To read and understand a narrative nonfiction selection; to compare a time line selection with a narrative nonfiction selection
- To use common and proper nouns correctly
- To organize and write an effective paragraph of information

Day 3

Question of the Day, p. 182H

What three types of modern communication would you use to solve the problem between the sled-dog team drivers?

Oral Grammar, p. 205H

Word Study:

Analogies, p. 205K

Comprehension:

(Skill) Word Relationships, pp. 204–205 **T**
Test Prep

Reading Across Texts

Genre: Time Line

Rereading for Fluency, p. 197



Independent Reading
Books for All Learners

SOCIAL STUDIES It's Cold Up North

Writing: Writer's Craft, p. 205F



Writing Prompt:

Winter can be cold and wet, but there are always fun things to do inside. Think about what you like to do inside on a winter day. Now write about some fun things to do indoors in winter.

Grammar:

Noun Challenge p. 205H **T**

Daily Language Practice

1. Did you no that one dog became a hero. (know; hero?)
2. His Name was balto (name; Balto.)

Spelling:

Use Sounds and Letters, p. 205J **T**

Day 4

Question of the Day, p. 182H

How can you predict what will happen this afternoon?

Make Predictions, pp. 205A–B

Author's Purpose, p. 205D T

Comprehension:

(Skill) Word Relationships, pp. 205M–O **T**

Self-Selected Reading, p. T65



Independent Reading
Books for All Learners

SOCIAL STUDIES Nome, Alaska

Writing: Writer's Craft, p. 205F



Writing Prompt:

People do many things to stay healthy. Think about some things people do to keep from getting sick. Now write about things people can do to stay healthy.

Grammar:

What I See, p. 205H **T**

Daily Language Practice

1. Balto schowed that he was tireless? (showed; tireless.)
2. Pulled the sled for more than twenty hour (He pulled; hours.)

Spelling:

Elevator Down, p. 205J **T**

Day 5

Question of the Day, p. 182H

In which direction would you travel for warmer winter weather? If you could go, what would you take with you?

Listening and Speaking

Presentation, p. 205L

Word Study:

Synonyms, p. 205K

Comprehension:

(Skill) Word Relationships, pp. 205M–O **T**

Self-Selected Reading, p. T65



Independent Reading
Books for All Learners

SOCIAL STUDIES/MATH Make a Temperature Graph

SCIENCE Make an Informational Chart

Writing: Writer's Craft, p. 205F



Writing Prompt:

Think of an animal you know of or have read about who did something special. Now write about what the animal did.

Grammar:

Noun Compounds, p. 205H **T**

Daily Language Practice

1. the sled carried medicine from anchorage to nome (The; Anchorage; Nome.)
2. How many dogs were enuf to pull the sled. (enough; sled?)

Spelling:

Posttest, p. 205J **T**

5-Day Planner

6



Customize your week with the
Teacher's Resource Planner CD-ROM!

Reading

Comprehension

Vocabulary

Word Study/Phonics

Spelling

Oral Language

Speaking, Listening, Viewing

Writing

Grammar, Usage, and Mechanics

Self-Selected Reading Read Aloud

Day 1

Reading pp. 188–190b

✓ Comprehension: Context Clues

- Read "Stormy Weather"

Activate Prior
Knowledge

- Assess Prior
Knowledge
- Build Background

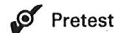
Introduce Vocabulary

- Discuss Vocabulary
- Build Vocabulary:
Denotation and Connotation



Phonics pp. 207l, AR9

Spelling: Homophones



Daily Word Work

Oral Language pp. 188, 190a

Skill Lesson: Talk About It

Activate Prior Knowledge

- Assess Prior Knowledge
- Build Background

Writing p. 190a

Build Background: Theme Link

Grammar p. 207g

- ✓ Use Nouns as Subjects

Choose a book to read aloud.
See pp. AR16–AR17 for a read-
aloud suggestion on the lesson topic and
self-selected reading management tips.



Day 2

Reading pp. 190–199

Vocabulary: Context Clues

Synonyms

Reading Strategies

- Preview and Predict
- Set Purposes

Read *Tornado Alert*

Comprehension

✓ Context Clues

✓ Graphic Sources: Diagrams

Reading Strategies

- Self-Question/Fix-Up
- Predict

Phonics pp. 193, 207i–207h, 207l, AR9

✓ Phonics: Digraph *ou*; Diphthong *ou*

Spelling: Homophones

- Think and Practice

Daily Word Work

Oral Language p. 190

Vocabulary: Talk About It

Writing p. 191

Response Log

Grammar p. 207g

- ✓ Use Nouns as Predicates

Students can talk about an
interesting problem and solu-
tion they encountered in their reading.





**Target Skill
of the Week:
Context Clues**

Reading Context Clues

Phonics Digraph *ou*; Diphthong *oo*

Oral Language Describe an Experience

Writing A Picture Description

Day 3

Reading pp. 200–205

Read *Tornado Alert*

Read About the Author

Comprehension

✓ Context Clues

Reading Strategies

- Self-Question/Fix-Up
- Check Predictions

Reader Response

Leveled Readers, 68A, 68B

Guided Reading Groups, pp. LR13–LR14,
LR16–LR17

Leveled Reader Resources, pp. LR15, LR18



Phonics pp. 207i, AR9

Spelling: Homophones

- Proofread and Write

Daily Word Work

Oral Language pp. 205, 207e–207f

Reader Response

- Open for Discussion

Literacy Activities

Writing pp. 205, 207c–207d

Look Back and Write

✓ A Picture Description

- Model
- Prewrite
- Draft

Grammar p. 207g

Recognize Compound Subjects

Students can talk about an interesting character or person they read about and why he or she was interesting to them.



Day 4

Reading pp. 206–207

✓ Selection Test (Practice Book 3.1,
pp. 75–76)

Vocabulary: Content-Area Words

Expository Nonfiction

- Preview and Predict
- Set Purposes

Read *Myths About Tornadoes*

Reading Across Texts:
Critical Thinking

Leveled Readers, 68A, 68B

Guided Reading Groups,
pp. LR13–LR14, LR16–LR17

Leveled Reader Resources, pp. LR15, LR18



Phonics pp. 207i–207j, 207l, AR9

✓ **Phonics**: Digraph *ou*; Diphthong *oo*

- Phonics Songs and Rhymes
Chart 8
- Phonics Reader *The Hound on
South Road*

Spelling: Homophones

- Review

Daily Word Work

Oral Language pp. 207e–207f

Literacy Activities

- Describe an Experience

Writing p. 207d

✓ A Picture Description

- Revise
- Edit

Grammar p. 207h

✓ Teach Singular and Plural Nouns

One student at each table or in each group can share his or her book with the group.



Day 5

Reading pp. 207a–207b, 207e,
207m–207n

Comprehension

✓ Context Clues

✓ Graphic Sources

Develop Fluent Reading: Attention
to Punctuation

✓ Genre: Expository Nonfiction

Research Skills: Using an Almanac

Leveled Readers, 68A, 68B

Guided Reading Groups, pp. LR13–LR14,
LR16–LR17

Leveled Reader Resources, pp. LR15, LR18

Phonics pp. 207k, 207l, AR9

✓ **Phonics**: Vowel Digraph *oo*

Spelling: Homophones

✓ Posttest

Daily Word Work

Oral Language pp. 207e–207f

Literacy Activities

- Develop Fluent Reading

Writing p. 207d

✓ A Picture Description

- Publish

Grammar p. 207h

✓ Practice Singular and Plural Nouns

Invite students to sit in the Reader's Chair and share what they've read with the class.

