

Lesson 1 (Chapters 1 and 2, Pages 1-15)

Prepare a Smart Board file or overhead transparency of BLM 1E (Onomatopoeia Chart). If you would like students to compile a chart of their own over the course of the novel study, also prepare a photocopy of BLM 1E for each student.

List 1	List 2	List 3	List 4	Vocabulary Expressions
remodeling paneling slightly shimmer incredible	Eric Hinkle Neal Kroger Julie Rubin Mrs. Hinkle	stairway bookcases underside treetops anywhere playroom everywhere everybody	nodded stopped raced lined stepped liked	serves you right frozen on the steps sort of like a theme park

WORD LISTS

Turn to page 3 in your Student Workbook. Find the heading “Words from the Story,” and get ready to read aloud the words in List 1.

DECODING WORD LISTS

Exercise 1: Initial Decoding—Vocabulary Words

Touch under the first word in List 1. The first word is *remodeling*. What word? (Signal.) *Remodeling*. Spell remodeling. (Signal.) *R-e-m-o-d-e-l-i-n-g*. What word? (Signal.) *Remodeling*. Yes, remodeling.

Touch under the second word in List 1. The second word is *paneling*. What word? (Signal.) *Paneling*. Spell paneling. (Signal.) *P-a-n-e-l-i-n-g*. What word? (Signal.) *Paneling*. Yes, paneling.

(Repeat process for each word in the list.)

Exercise 2: Firming It Up

Touch the first word in List 1. Now you’re going to read the words in this list at a faster rate. First word. (Signal.) *Remodeling*. Next. (Signal.) *Paneling*.

(Repeat process for each word in the list, making your pace a bit quicker than in Exercise 1. Refer to the correction procedure if students make an error.)

Exercise 3: Mastery Level

Touch the first word in List 1. You’re going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 4: Initial Decoding—Names

Touch under the first name in List 2. All of the words in this list are names of people in the story. The first name is *Eric Hinkle*. What name? (Signal.) *Eric Hinkle*. Yes, Eric Hinkle. The next name is *Neal Kroger*. What name? (Signal.) *Neal Kroger*. Yes, Neal Kroger.

(Repeat process for each name in the list.)

Exercise 5: Firming It Up

Touch the first name in List 2. Now you're going to read the names in this list at a faster rate. First name. (Signal.) *Eric Hinkle*. **Next.** (Signal.) *Neal Kroger*.

(Repeat process for each name in the list, making your pace a bit quicker than in Exercise 4. Refer to the correction procedure if students make an error.)

Exercise 6: Mastery Level

Touch the first name in List 2. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 7: Initial Decoding—Vocabulary Words

Touch under the first word in List 3. The first word is *stairway*. What word? (Signal.) *Stairway*. **Spell stairway.** (Signal.) *S-t-a-i-r-w-a-y*. **What word?** (Signal.) *Stairway*. **Yes, stairway.**

Touch under the second word in List 3. The second word is *bookcases*. What word? (Signal.) *Bookcases*. **Spell bookcases.** (Signal.) *B-o-o-k-c-a-s-e-s*. **What word?** (Signal.) *Bookcases*. **Yes, bookcases.**

(Repeat process for each word in the list.)

Exercise 8: Firming It Up

Touch the first word in List 3. Now you're going to read the words in this list at a faster rate. First word. (Signal.) *Stairway*. **Next.** (Signal.) *Bookcases*.

(Repeat process for each word in the list, making your pace a bit quicker than in Exercise 7. Refer to the correction procedure if students make an error.)

Exercise 9: Mastery Level

Touch the first word in List 3. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 10: Initial Decoding—Vocabulary Words

Touch under the first word in List 4. The first word is *nodded*. What word? (Signal.) *Nodded*. **Spell nodded.** (Signal.) *N-o-d-d-e-d*. **What word?** (Signal.) *Nodded*. **Yes, nodded.**

Touch under the second word in List 4. The second word is *stopped*. What word? (Signal.) *Stopped*. **Spell stopped.** (Signal.) *S-t-o-p-p-e-d*. **What word?** (Signal.) *Stopped*. **Yes, stopped.**

(Repeat process for each word in the list.)

Exercise 11: Firming It Up

Touch the first word in List 4. Now you're going to read the words in this list at a faster rate. First word. (Signal.) *Nodded*. **Next.** (Signal.) *Stopped*.

(Repeat process for each word in the list, making your pace a bit quicker than in Exercise 10. Refer to the correction procedure if students make an error.)

Exercise 12: Mastery Level

Touch the first word in List 4. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 13: Decoding Vocabulary Expressions

The words in the fifth list are vocabulary expressions. Vocabulary expressions are groups of words that go together. What are vocabulary expressions? (Signal.) *Groups of words that go together*.

Touch under the first vocabulary expression in the fifth list. The first expression is *serves you right*. What is the expression? (Signal.) *Serves you right. Yes, serves you right.*

The second expression is *frozen on the steps*. What is the expression? (Signal.) *Frozen on the steps. Yes, frozen on the steps.*

(Repeat process for remaining expression.)

Exercise 14: Firming It Up

Touch the first expression in the fifth list. Now you're going to read the expressions in this list at a faster rate. First expression. (Signal.) *Serves you right. Next.* (Signal.) *Frozen on the steps. Next.* (Signal.) *Sort of like a theme park.*

(Make your pace a bit quicker than in Exercise 13. Refer to the correction procedure if students make an error.)

Exercise 15: Mastery Level

Touch the first expression in the fifth list. You're going to read the expressions at the mastery level. Read the expressions from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

CORRECTION PROCEDURE FOR WORD LISTS

(If students misidentify a word, say:) **That word is *treetops*. What word?** (Signal.) *Treetops. Spell treetops.* (Signal.) *T-r-e-e-t-o-p-s. What word did you spell?* (Signal.) *Treetops. Yes, treetops. Go back to the top* (or the bottom, if that's where you started) **of the list. What word?** (Signal.) *Stairway. Next word.* (Signal.) *bookcases.*

(Repeat process for each word in the list until students can read the list without making an error.)

If students make a pronunciation error, have them tap out the syllables with you.) **That word is *incredible*. Put your hand on your desk. Tap out the parts in *incredible* with me.** (You and students tap out the parts of the word together.) ***in•cre•di•ble*. Say the word.** (Signal.) *Incredible.*

UNDERSTANDING VOCABULARY WORDS

Let's talk about what these words mean.

Touch the first word in List 1. That word is *remodeling*. Remodeling means changing the style. What does remodeling mean? *Changing the style. Why might you remodel a room?* Ideas: *To make it look better; to make it newer; so you can use it for something different.*

The next word is *paneling*. Paneling is thin boards used to cover walls. What's paneling? *Thin boards used to cover walls.*

The next word is *slightly*. Slightly means a little bit. What does slightly mean? *A little bit.*

I'll say it one way; you say it another way. The coat was a little bit dirty. *The coat was slightly dirty.*

The next word is *shimmer*. Shimmer means to shine with a flickering light. What does shimmer mean? *To shine with a flickering light.*

For example, I could say: I saw the moon's reflection shimmer on the lake. Or, I could say: Her jeweled necklace began to shimmer in the sunlight.

The last word is *incredible*. Incredible means really great or amazing. What does incredible mean? *Really great or amazing.*

Words that have the same meaning are called synonyms. What do we call words that have the same meaning? *Synonyms.*

Incredible and amazing have the same meaning, so incredible and amazing are synonyms. What word is a synonym for incredible? *Amazing. What word is a synonym for amazing?* *Incredible.*

Touch List 2. All of these words have something in common. When words have something in common, it means they are alike in some way. What does it mean when words have something in common? They are alike in some way.

What do the words in List 2 have in common? Ideas: *They all start with capital letters; they are names; they are proper nouns.*

Before we talk about these words, we are going to learn about nouns.

A noun is a word that names a person, place, thing, or idea. What do we call a word that names a person, place, thing, or idea?
A noun.

Irina, baby, and pilot are nouns that name a person. Tell your partner a noun that names a person. Partner 2 will take the first turn. Take turns until I tell you to stop.
(Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)

Utah, stairway, and desert are nouns that name a place. Tell your partner a noun that names a place. Partner 1 will take the first turn. Take turns until I tell you to stop.
(Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)

Bike, mouse, and piano are nouns that name a thing. Tell your partner a noun that names a thing. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds call stop. Call on 2-3 students to share their ideas.)

Sadness, honesty, and freedom are nouns that name an idea. Tell your partner a noun that names an idea. Partner 1 will take the first turn. Take turns until I tell you to stop.
(Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)

The words in List 2 are the names of characters in this story. Words that name specific people are called proper nouns.

The words in List 3 all name specific people, so they are called... *proper nouns*. Yes, proper nouns.

Words that are proper nouns start with a capital letter. How do words that are proper nouns start? *With a capital letter*.

Touch the first proper noun in List 2. That name is *Eric Hinkle*. Eric is the main character in the story. Who is Eric? *The main character in the story*.

The next proper noun is *Neal Kroger*. Neal is Eric's best friend. Who is Neal? *Eric's best friend*.

The next proper noun is *Julie Rubin*. Julie is friends with Eric and Neal. Who is Julie friends with? *Eric and Neal*.

The last proper noun is *Mrs. Hinkle*. Mrs. Hinkle is Eric's mother. Who is Mrs. Hinkle? *Eric's mother*.

Touch List 3. All of these words have something in common. They are all compound words. Compound words are words made by putting two shorter words together to make a longer word. What do we call words made by putting two shorter words together to make a longer word?
Compound words.

Touch the first word in List 3. This word is *stairway*. Stairway is a compound word because it adds the shorter word *way* to the shorter word *stair* to make the longer word *stairway*. What two words make up the compound word *stairway*? *Stair and way*.

A stairway is a set of steps or stairs leading from one place to another. What is a stairway? *A set of steps or stairs leading from one place to another*.

The next word is *bookcases*. Bookcases is a compound word because it adds the shorter word *cases* to the shorter word *book* to make the longer word *bookcases*. What two words make up the compound word *bookcases*? *Book and cases*.

Bookcases are sets of shelves used to hold books or other objects. What are bookcases? *Sets of shelves used to hold books or other objects.*

Tell your partner some things you might put on bookcases that aren't books. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)
Ideas: *Art; CDs or DVDs; dishes; a lamp.*

The next word is **underside**. Underside is a compound word because it adds the shorter word *side* to the shorter word *under* to make the longer word underside. What two words make up the compound word underside?
Under and side.

Underside means the side underneath or the bottom side of something. What does underside mean? *The side underneath or the bottom side of something.*

The next word is **treetops**. Treetops is a compound word because it adds the shorter word *tops* to the shorter word *tree* to make the longer word treetops. What two words make up the compound word treetops? *Tree and tops.*

Treetops are the tops of trees. What are treetops? *The tops of trees.*

I'll say a sentence one way; you say it another way. The tops of the trees were full of birds. *The treetops were full of birds.*

The next word is **anywhere**. Anywhere is a compound word because it adds the shorter word *where* to the shorter word *any* to make the longer word anywhere. What two words make up the compound word anywhere?
Any and where.

Anywhere means any place. What does anywhere mean? *Any place.*

The next word is **playroom**. Playroom is a compound word because it adds the shorter word *room* to the shorter word *play* to make the longer word playroom. What two words make up the compound word playroom?
Play and room.

A playroom is a room set up for playing. What is a playroom? *A room set up for playing.*

Raise your hand if you have a playroom in your house. (Acknowledge students who have raised their hand.) **Describe it to us.** (Accept reasonable responses.)

The next word is **everywhere**. Everywhere is a compound word because it adds the shorter word *where* to the shorter word *every* to make the longer word everywhere. What two words make up the compound word everywhere? *Every and where.*

Everywhere means all of the places. What does everywhere mean? *All of the places.*

The last word is **everybody**. Everybody is a compound word because it adds the shorter word *body* to the shorter word *every* to make the longer word everybody. What two words make up the compound word everybody?
Every and body.

Everybody means all of the people. What does everybody mean? *All of the people.*

I'll say a sentence one way; you say it another way. All of the people left the picnic when it started to rain. *Everybody left the picnic when it started to rain.*

Touch List 4. There are two things we need to talk about before we talk about the meaning of the words in this list: verbs and the past tense.

Verbs are words that tell about an action or a state of being. What are verbs? *Words that tell about an action or a state of being.*

Singing, study, and looked are action verbs. Tell your partner a word that is an action verb. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)

The state of being verbs are **is, am, are, was, were, be, being, and been**. Tell me a state of being verb. Ideas: *Is, am, are, was, were, be, being, been.*

All the words in List 4 are action verbs. These action verbs have something else in common: they all tell about actions that have already happened. What do the action verbs in List 4 have in common? *They all tell about actions that have already happened.*

When a verb tells about an action that has already happened, it is called a past tense verb. What do we call a verb that tells about an action that has already happened? *A past tense verb. You can recognize many past tense verbs because they end with the letters e-d.*

A word part added to the end of a root word to change its meaning is called a suffix. What do we call a word part added to the end of a root word to change its meaning? *A suffix.*

A root word is a word that is used as a base to make a longer word. What is a root word? *A word that is used as a base to make a longer word.*

Root words can also be called base words. What can root words also be called? *Base words.*

Verbs that tell about actions that have already happened and have the suffix e-d at the end are called regular past tense verbs. What do we call verbs that tell about actions that have already happened and have the suffix e-d at the end? *Regular past tense verbs.*

What suffix is at the end of all the words in List 4? *E-d. Yes, all the words in List 4 are action verbs that end with the suffix e-d. They are all regular past tense verbs. What are all the words in List 4? Regular past tense verbs.*

The first word is *nodded*. Nodded is the past tense of the verb nod. Nodded means moved in an up and down motion. What does nodded mean? *Moved in an up and down motion.*

If you nodded your head, were you saying yes or no? *Yes. That's right. If you nodded your head it means yes; if you moved your head side to side, it means no.*

The next word is *stopped*. Stopped is the past tense of the verb stop. Stopped means no longer moving or doing. What does stopped mean? *No longer moving or doing.*

The next word is *raced*. Raced is the past tense of the verb race. Raced can mean competed to be the fastest in a competition. What is one meaning of raced? *Competed to be the fastest in a competition.*

Raced can also mean went really quickly. What can raced also mean? *Went really quickly.*

I'll say a sentence one way; you say it another way. I went really quickly to the park to meet my friends. *I raced to the park to meet my friends.*

The next word is *lined*. Lined is the past tense of the verb line. Lined means put in a line. What does lined mean? *Put in a line.*

The next word is *stepped*. Stepped is the past tense of the verb step. Stepped means took a step. What does stepped mean? *Took a step.*

The last word is *liked*. Liked is the past tense of the verb like. Liked means had a good or positive feeling about something. What does liked mean? *Had a good or positive feeling about something.*

UNDERSTANDING VOCABULARY EXPRESSIONS

Touch the first expression. This expression is *serves you right*. Serves you right means you got what you deserved. What does serves you right mean? *You got what you deserved. This expression is used when someone has done something bad or wrong, and something bad happens back to them.*

Tell your partner about a time when you might say "It serves you right." Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds call stop. Call on 2-3 students to share their ideas.)

The next expression is *frozen on the steps*. In the story, one of the characters is so frightened he can't move from the steps. How was the character feeling when he was frozen on the steps? Ideas: *Very afraid; terrified*.

We call expressions that don't really mean what they say idioms. What are idioms? Expressions that don't really mean what they say. What do we call expressions that don't really mean what they say? *Idioms*.

Frozen on the steps is an idiom because it doesn't mean someone is really frozen; it means he is so afraid he can't seem to make himself move. What does the idiom frozen on the steps mean? *So afraid he can't seem to make himself move*.

The last expression is *sort of like a theme park*. Disneyland and Disney World are theme parks. Walt Disney was the man who started Disneyland. Who started Disneyland? *Walt Disney*. He wanted his theme park to feel like a different world and a magical place. The theme of Disneyland is fantasy and make-believe.

When theme is used this way, it means what the park is mostly about. What does theme mean when we talk about a theme park? *What the park is mostly about*.

Raise your hand if you've ever been to a theme park. (Acknowledge students who have raised their hand.) Tell us about what you saw and did. (Accept reasonable responses.)

If a place is described as sort of like a theme park, what do you think that place would be like? Ideas: *A different world; a fairy tale world; a magical world*.

BUILDING BACKGROUND KNOWLEDGE

Reading Informational Text

Sometimes we'll read an expository passage that will help us better understand what's happening in the story. Expository passages are nonfiction. They tell us true facts about a subject.

Are expository passages fiction or nonfiction? *Nonfiction*.

What does nonfiction tell us? *True facts about a subject*.

Fiction books are make-believe. In fiction books, authors made up the stories from their imaginations. What is the difference between fiction and nonfiction? Ideas: *Books and stories that are fiction are make-believe—the authors made up the stories from their imaginations; nonfiction books are about true facts*.

An expository passage can also be called an article. What else can we call an expository passage? *An article*.

(Give each student a copy of BLMs 1C and 1D.) The title of this article is "**Cleaning Out**". What is the title of this article? *Cleaning Out*.

The author's purpose tells why the author wrote the article. What does the author's purpose do? *Tells why the author wrote the article*.

The author wrote this article to explain what a clean-out day is. So we say the author's purpose is to inform. What is the author's purpose for writing this passage? *To inform*. Knowing something about cleaning out your house will help you better understand what is happening in the story.

(Have students quickly scan the passage and underline any words they do not know.) **When we scan a passage, we read it quickly. Scan the passage. If you find a word you don't know, underline it. As I walk around, I will make a list of words that you need to know how to read.**

(As you circulate, record underlined words to write on the board or on a Smart Board in vertical lists. Each list should contain no more than 6 words. Limit your choice to no more than 12 words. After you write each word say:) **This word is ___. What word?**

(Once you have the words listed on the board, firm each list to mastery using the procedures specified at the beginning of this lesson. Next, discuss the meaning of each word in the context of the passage. You may wish to have a Co-Build or Language Learners dictionary available to assist you with providing students with easy to understand definitions.

Two good dictionaries are the *Collins COBUILD Advanced Learners English Dictionary* or *Merriam-Webster's Advanced Learner's English Dictionary* (available in print and on-line). Some vocabulary words are best illustrated with a picture. Pictures can easily be found on the Internet.

Have individual students take turns reading aloud part of the passage. At the end of the passage discuss the questions found on BLM 1D. Give students the opportunity to ask questions about the information in the passage.

Let's look at the illustration. Look at the illustration in the first column. What do you think this illustration shows? Idea: *A container full of things that are going to be donated or recycled.*

The main idea of an article is what the article is mostly about. What is the main idea of an article? *What the article is mostly about.*

The main idea of an article is sometimes found in the first paragraph of the article. (Call on a student to read aloud the first paragraph of the article.)

One sentence in this paragraph tells the main idea of this article. Read the sentence that tells the main idea of this article. *Every family should have a clean-out day at least once each year.*

All the other paragraphs must tell details about the main idea. When you answer the questions about the article, you are telling details about the main idea.

When we summarize an article, we tell about the most important ideas in the article. What do we do when we summarize an article? *We tell about the most important ideas in the article.*

Let's summarize this article. What is the main idea of this article? Idea: *Every family should have a clean-out day at least once each year.* (Write the main idea the student gives on the board in point form.) Ideas:

- *families should have clean-out day*
- *every year*

Now let's add some details to our summary. It's important for the reader to know what a clean-out day is. (Have students read aloud the next two paragraphs.) **Tell me in your own words what a clean-out day is.**

(Write the definition the student gives on the board in point form.) Idea:

- *day to clean and organize house*

This article has four headings. The details of our summary will be the main idea of each heading.

What is the main idea of the part of the article called "Clothes?" (Write the main idea the student gives on the board in point form.) Ideas:

- *put away clothes to be kept*
- *another pile for clothes to donate*

What is the main idea of the part of the article called "Toys?" Ideas:

- *put away toys to be kept*
- *toys to donate in a box*

What is the main idea of the part of the article called "Basement, Garage, or Storage Area?" Ideas:

- *one pile things to be kept*
- *another pile for things to recycle or to donate*

What is the main idea of the part of the article called "Recycle and Donate!?" Ideas:

- *now things are sorted, time to recycle and donate*
- *family members*
- *charity*

Now we have the information we need to summarize the article. My turn to summarize the article. (Write the summary on the board. Read the summary aloud as you write it. Have students read each sentence aloud after you write it. Show students how you combined pieces of information to make longer sentences. Point out that you put the information in the summary in your own words.)

Families should have a clean-out day every year. A clean-out day is a day where you clean and organize your house.

For the next part of my summary, I'm going to look at the points I've written under each heading. (Have individual students read aloud the points under the headings.) **Each of these headings have similar points. I think I can write two sentences that summarize the information from all these points.**

(Write the sentences as the next sentences in the summary paragraph.) Ideas: *Things to be kept can be put away. Things that are not to be kept can be donated to a charity or recycled.*

Families should have a clean-out day every year. A clean-out day is a day where you clean and organize your house. Things to be kept can be put away. Things that are not to be kept can be donated to a charity or recycled.

Now let's read the whole summary.

(Students can read the summary aloud in a number of ways: chorally with the teacher; taking turns reading it aloud to a partner, or reading it as a Cloze activity. [See introduction page viii for instructions for Cloze reading.]

STORY READING

(There are many options for completing the guided reading of a chapter. You may wish to choose a different option for each day or consistently use the same option based on the learning needs and styles of your students. If students are reading silently, it is important to monitor their reading with a whisper check. [See introduction page ix for instructions for doing a whisper check.]

A few suggested options for reading the chapters and completing the guided discussion:

Option 1: Randomly call on individual students to read part of a page aloud. At the end of each specified page(s) ask the discussion questions.

If an answer is a short response that has only one possible answer, you may wish to ask everyone to answer the question by signaling for a response. This will increase the active participation in the lesson. Questions that have this kind of response are indicated with the expected student response written in italics. You can let students know you will be signaling for a group response by preceding the question with a signal word such as everyone. For example: **Everyone, what was Eric's special job?** *Cleaning the basement.*

Answers to questions that may have a variety of responses are preceded with the word Idea or Ideas. For those questions, you should ask the question and then call on a student to answer. For example: **Describe what Eric and his friends saw after the door closed behind them.** Ideas: *A set of steps; pink air; forest of tall trees; it was sort of like a theme park; flying lizards with weird-looking red guys riding them.*

Assign students a partner at the beginning of each lesson. Designate one student as Partner 1 and the other student as Partner 2. When students generate a number of responses to a question, they can do so first with a partner. Give students the amount of time specified to respond with their partner. Then call on two or three students to give a response. For example: **What do you predict will happen in the first chapter of this book? Tell your partner your prediction.**

Option 2: Take a small group of students who may need more structure to read aloud with you while the rest of the students silently read the part of the story you will cover during the day's lesson. Randomly call on individual students in the small group to read aloud part of a page. Everyone then participates in the story discussion. The independent group should be directed to start the activities in the Vocabulary Notebook or Student Workbook until you initiate the story discussion.

Option 3: Ask students to read a page silently. Ask the discussion questions at the end of each specified page(s). Follow the same procedure for answering questions specified in Option 1.

Option 4: Ask students to read a chapter silently. Ask the discussion questions at the end of the chapter. Follow the same procedure for answering questions specified in Option 1. You may wish to instruct students who are faster readers to begin the written exercises for the current chapter.

Option 5: Place students in small groups of three or four. Have them take turns reading aloud each part of a chapter that precedes a set of questions. After all groups have completed reading the specified portion of the chapter, ask students the guided discussion questions. Follow the same procedure for answering questions specified in Option 1.

Option 6: Place students in small groups of three or four to take turns reading parts of a chapter aloud. After all groups have completed reading the entire chapter, ask students the guided discussion questions. Follow the same procedure for answering questions specified in Option 1. You may wish to instruct students who are faster readers to begin the written exercises for the current chapter.)

Chapter 1:

(Pages 1-9)

What's the title of Chapter 1? *The Small Room.*

A good title should capture the attention of the reader and give the reader an idea of what will happen in that part of the story. What two things should a good title do?
Ideas: *Capture the attention of the reader; give the reader an idea of what will happen in that part of the story.*

When you say what you think will happen next in a story, you are making a prediction. What are you doing if you say what you think will happen next in a story? *Making a prediction.*

Think about the chapter title "The Small Room," and think about the book title *The Hidden Stairs and the Magic Carpet*. Look at the illustration on the cover of the book again. What do you predict will happen in the first chapter of this book? Tell your partner your prediction. Partner 2 will take the first turn. Take turns until I tell you to stop.
(Circulate to monitor as students talk to their partners. After about 30 seconds call stop. Call on 2-3 students to share their ideas.)

Let's read Chapter 1 and see if any of our predictions turn out to be true.

(Have students read aloud parts of the chapter. Make sure every student has a turn to read at least one part. Ask the following questions after students have read to the place specified for each round of discussion.)

Pages 1-2

Point of view tells us who is seeing what's happening in the story. What's another way of saying who is seeing what's happening in the story? *Point of view.*

The narrator is the person who's telling the story. What do we call the person who's telling the story? *The narrator.*

The narrator is outside this story, but telling the story from his perspective, so we say he is the third-person narrator of the story. This story is told from the third person point of view. From what point of view is this story told? *From the third person point of view.*

If one of the characters in the story told the story, the story would be written from the first person point of view.

Why was Eric hurrying past his Mom? Idea: *He planned to meet his friends for a game of soccer.*

Why did Eric's mom show him the empty garbage bags? Idea: *To remind him he was supposed to clean the basement.*

Explain why Eric needed to clean the basement. Idea: *His Dad wanted to start a remodeling job.*

Find the words *knock, knock* near the top of page 2. This is an example of a literary device called onomatopoeia.

Literary devices are ways authors use words to make their writing more interesting. What are literary devices? *Ways authors use words to make their writing more interesting.*

Literary devices that help readers get a better picture in their minds are called figurative language. What do we call literary devices that help readers get a better picture in their minds? *Figurative language.*

Onomatopoeia is one kind of figurative language. Onomatopoeia helps the reader imagine the actual sound that is made. What does onomatopoeia do? *Helps the reader imagine the actual sound that is made.*

(Display BLM 1E. If using, hand out photocopies of BLM 1E to students.)

There are many examples of onomatopoeia in this book. We will use this chart to keep track of the words Tony Abbott used to describe sounds and the things that made those sounds.

What is the example of onomatopoeia on page 2? *Knock, knock*. (Write *knock, knock* on the chart.)

What made the sound *knock, knock*? Idea: *Neal knocking on Eric's door. Knock, knock is an example of onomatopoeia because it is the actual sound of Neal knocking on Eric's door.* (Write *Neal knocking on Eric's door* on the chart.)

When the author wrote *knock, knock*, he used a special kind of print called italics. What is the name of this special print? *Italics*. Authors often write words that are onomatopoeia in italics. What kind of words do authors often write in italics? *Onomatopoeia*.

When Neal said it wouldn't be fun, what did Eric say his Dad had said to that? Idea: *It's not supposed to be fun. It's supposed to be done.*

Listen to this saying again: It's not supposed to be fun. It's supposed to be done. What do you notice about the words *fun* and *done*? Ideas: *They both end with the same sound; they rhyme.*

Rhyme is another kind of literary device. When words rhyme, they end with the same sound. When do words rhyme? *When they end with the same sound*.

Done and fun end with the same sound, so Eric's dad was making a rhyme when he said: It's not supposed to be fun. It's supposed to be done.

Do your parents have a way of telling you that you need to do a job, even if you don't want to do it? Tell your partner what they say or do. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds call stop. Call on 2-3 students to share their ideas.)

Page 3

It was two o'clock when they started the job and Eric's mom said to give it two hours. When would they be finished? *Four o'clock*.

Part of the basement was a playroom. How did the author describe the playroom? Ideas: *Paneling on the walls; bookcases; toy chest; big sofa; television.*

Page 4

How was the other part of the basement different from the playroom? Idea: *It was messy and unorganized.*

Sometimes an author uses sentence fragments to add emotion to a piece of writing. Sentence fragments are sentence parts or words that are punctuated as sentences. What are sentence fragments? *Sentence parts or words that are punctuated as sentences*.

Look at the middle of page 4. Find the sentence fragments: In piles. In bunches. In cartons. In boxes. What word is at the beginning of all of these sentence fragments? *In*. Yes, all four of these sentence fragments start with the word *in*.

When the same word is used more than once, this is called repetition. What is it called when an author uses the same word more than once? *Repetition*.

Repetition is another example of a literary device because authors can use it to make their writing more interesting. Why is repetition an example of a literary device? *Authors can use it to make their writing more interesting*.

(Read the sentence fragments as expressions of frustration.) **Listen while I read these sentences again: In piles. In bunches. In cartons. In boxes. The repetition of a series of short sentences, all starting with the same word, helps the reader imagine a very messy basement that will need a lot of work to clean. These sentence fragments help the reader feel Eric's frustration with having to clean up such a big mess.**

Pages 5-6

(Have students read aloud to the end of the paragraph that starts at the bottom of page 5 and ends at the top of page 6.)

Raise your hand when you find the example of onomatopoeia near the top of page 5. Remember: Tony Abbott writes words that are onomatopoeia in italics.

What words on this page are an example of onomatopoeia? *Tap, tap!* Let's add this example of onomatopoeia to our chart.
(Add *Tap, tap!* to the chart.)

What made the sound *tap, tap*? Idea: *Julie tapping on the basement window.* (Write *Julie tapping on the basement window* on the chart.)

How did Julie become friends with the boys? Idea: *She got stuck in a tree with them in kindergarten.*

What did Julie have with her when she joined the boys in the basement? *A soccer ball.* Why did she have a ball with her? Idea: *She thought they were going to play soccer.*

Pages 6-8

(Have students read aloud to the end of the paragraph that starts at the bottom of page 6 and ends at the top of page 8.)

What happened to the ball when Neal kicked it? Ideas: *It bounced off the tool bench; hit Neal in the face; bounced off the washer; rolled into the shadows by the stairs.*

(Write the words ball bounced on the board and point to them.) **What is the first letter of the word ball? *B.* (Underline the b in ball.) What is the first letter of the word bounced? *B.* (Underline the b in bounced.)**

When authors put words together that start with the same sound, this is called alliteration. What is it called when authors put words together that start with the same sound? *Alliteration.*

Alliteration is a literary device because it helps make writing more interesting. When you read a story aloud, alliteration can help make the sentences sound more pleasing to the ear. What can alliteration do? Idea: *Help make sentences sound more pleasing to the ear when you read them aloud.*

Look at the illustration on page 7. What do you see that lets you know this is a basement? Ideas: *There are stairs coming down into it; you can see the floor boards on the ceiling; it's dark; there are no windows; a single light bulb.*

Pages 8-9

Where did the soccer ball go after all of its bouncing around? Idea: *Into a little closet that was underneath the basement steps.* Why was the door open? Idea: *It probably opened when Eric moved a box.*

Raise your hand when you find the example of onomatopoeia on page 9. Remember: Tony Abbott writes words that are onomatopoeia in italics.

What word on this page is an example of onomatopoeia? *Blam!* Let's add this example of onomatopoeia to our chart. (Add *Blam!* to the chart.)

What made the sound *blam*? Idea: *The closet door slamming shut.* (Write the closet door slamming shut on the chart.)

Why did the closet door slam shut? Idea: *Neal accidentally pushed Eric into the door when he was jumping over him.*

Many authors who write chapter books use sentences at the end of each chapter to make you wonder what will happen next. We call these endings cliffhangers. What do we call endings that make you wonder what will happen next? *Cliffhangers.* Cliffhangers make the reader eager to read on in the story.

Follow along as I reread the last three sentences of Chapter 1: A muffled scream came from inside the room. “Help!” cried Julie. “I’m falling!”

Do those sentences make you wonder what will happen next? Yes. Does this chapter have a cliffhanger ending? Yes.

Chapter 2:

(Pages 10-15)

What’s the title of Chapter 2? *The Sky Below the Ground.*

Hmmm. How can the sky be below the ground? Let’s read Chapter 2 and find out.

Page 10

Why did Eric and Neal look at Julie when she said, “The ball went down there!”? Idea: *The floor was cement, so it should be impossible for a soccer ball to go through it.*

Page 11

What did Julie say happened to the steps? Idea: *They disappeared.*

Neal laughed and said the ball must have whacked her in the head, but Julie insisted she wasn’t making this up.

Find the sentence near the bottom of the page where Julie says “Maybe then...” Touch the three periods after the word then.

When you write three periods in a row, this is called an ellipsis. What is it called when you write three periods in a row? *An ellipsis.*

In this sentence, Tony Abbott used an ellipsis to show that Julie didn’t finish what she was going to say. How do you think she was going to end her sentence before Neal interrupted her? Ideas: *The room had to be dark to see the steps; the closed door makes the steps appear.*

Raise your hand when you find the other ellipsis on this page. Read the sentence. *Then you opened the door, and the steps sort of... disappeared.*

In this sentence, Tony Abbott used an ellipsis to show Julie paused before saying the word disappeared. Let’s read the sentence again together, making sure we pause before the word disappeared. (Read the sentence aloud with the students.)

Why do you think Julie paused before she said disappeared? Ideas: *She knew it would sound strange; she didn’t think her friends would believe her.*

Pages 12-13

(Have students read aloud to the end of the paragraph that starts at the bottom of page 12 and ends at the top of page 13.)

Julie wanted to prove she wasn’t making up the story of the steps. She slammed the door to see if the steps would reappear. Describe what happened. Ideas: *The floor shimmered; steps appeared; the steps glowed in a rainbow of colors.*

What is the first word on page 12 an example of? *Onomatopoeia. What is the word?* *Slam! Yes, slam! Let’s add this example of onomatopoeia to our chart.* (Add Slam! to the chart.)

What made this sound? Idea: *The closet door closing on them.* (Write the closet door closing on the chart.)

Raise your hand when you find the other example of onomatopoeia on this page. What is the word? *Whoosh! Yes, whoosh! Let’s add this example of onomatopoeia to our chart.* (Add Whoosh! to the chart.)

What made this sound? Idea: *The stairway that appeared out of nowhere.* (Write the stairway appearing on the chart.)

The friends had different reactions to the stairs and the place to which they were leading.

How did Eric feel? Idea: *Eric felt he had to go down the stairs. What did Julie feel?* Idea: *Julie wanted to get the ball. How did Neal feel?* Idea: *Neal wasn’t sure it was a good idea to go any further.*

Touch the paragraph that starts at the bottom of page 12 and ends on page 13. Follow along while I reread some of the sentences from this paragraph: He stepped down to the next step. Then to the next, and the next.

What word does the author repeat in these sentences? *Next*. What do we call the literary device of repeating words? *Repetition*.

I will read these sentences again. Notice how the repetition of the word *next* helps readers get a picture in their minds of going down steps. (Reread the sentences aloud.)

Page 13

Why did Julie bite her lip when she said, “There’s no such thing as magic”? Idea: *Julie always bit her lip when she didn’t understand why things were happening.*

In what way was what they were seeing sort of like a theme park? Ideas: *Everything looked different; things seemed magical; the rainbow stairway is like a ride at a theme park.*

Page 14

Look at the illustration on page 14. You’ll tell your partner how well this illustration matches what you imagined when we were reading. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds call stop. Call on 2-3 students to share their ideas.)

Page 15

What did Eric see that made him freeze on the steps? Idea: *Big flying lizards with weird-looking red guys riding them.*

Raise your hand when you find the example of onomatopoeia on this page. What is the word? *Thwang!* Yes, *thwang!* Let’s add this example of onomatopoeia to our chart. (Add *Thwang!* to the chart.)

What made this sound? Idea: *A long, flaming arrow whistling past Eric’s ear.* (Write *arrow flying through the air* on the chart.)

Tony Abbott often uses sentences at the end of each chapter to make you wonder what will happen next. What do we call endings that make you wonder what will happen next? *Cliffhangers*.

Follow along as I reread the last three sentences of Chapter 2: “A long, flaming arrow whistled past Eric’s ear. “Not so friendly, either! They’re attacking us!”

Do those sentences make you wonder what will happen next? Yes. Does this chapter have a cliffhanger ending? Yes.

FURTHER DISCUSSION

Now we know why Chapter 2 was given the title “The Sky Below the Ground.” Explain why this is a good title for this chapter. Idea: *The steps led down from the basement, so the sky was below the ground.*

DEVELOPING FLUENCY AND READING CHECKOUT

(Students should read at least a 100 word passage from Chapter 1, beginning with the first word of the chapter.

Assign each student a partner with approximately the same skill level in reading. Identify one student as Partner A and the other as Partner B.)

Over the next two days, I’ll be listening to everyone read aloud from Chapter 1 of *The Hidden Stairs and the Magic Carpet*.

Open your book to page 1. Touch the first word of the chapter. Listen while I read this part of the story to you. (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing. Have students track under the words as you read.) This is how it should sound when you read aloud.

It’s your turn. Read silently from the beginning of the chapter until I say stop. (Circulate around the classroom. Monitor students’ silent reading by doing a whisper check. [See introduction page ix for instructions for doing a whisper check.]

Once the student with the slowest reading rate has read at least 100 words, call stop for the whole class. It is best to walk past the student and then call stop so other students do not target one student as being the slowest reader.)

Now you'll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say, "Stop. That word is..." and tell your partner the word. You'll read until I say, "Stop." Ready? Read.

(Allow one minute for Partner A to read aloud as far as they can in the chapter. Reverse roles, with Partner B reading to Partner A.

Listen to at least half of your students read individually, beginning with your lowest performing students. Allow students to read for 1 minute.

A student's reading rate is how many total words they read in one minute. To calculate a student's rate of accuracy in percentage terms, use the following formula: total words read minus errors divided by the total words read. [For example: Student reads 107 words with 6 errors.
 $107 - 6 = 101 \div 107 = 94\%$ accuracy]

Record reading rate and accuracy on page 18 in the Student Workbook and on the Class Summary Sheet. [The blackline master can be found at the end of this Teacher Presentation Book or in the Blackline Masters Packet.]

Record any words the student misread on the "Words I Want to Remember" page on the inside cover of the Student Workbook.

Those students who do not complete their reading checkouts during this lesson should have an opportunity to read by the end of the next lesson. Checkouts may be completed while students are completing their independent written work.)

DEVELOPING VOCABULARY

Preparation of the Vocabulary Notebook:

Each student will need one copy of the Vocabulary Notebook title page (BLM 1A), a copy of the glossary, and several copies of the blank vocabulary notebook page (BLM 1B). Note: these materials can be found in the Blackline Masters Packet. The vocabulary notebook should be assembled into a report folder with fasteners.

Make an overhead transparency or Smart Board file of the blank Vocabulary Notebook page (BLM 1B).

Write the following words on the board in a column: slightly, incredible, shimmer, stairway, treetops, nodded.

(Give each student a copy of the Vocabulary Notebook, and have them write their names on the cover.)

You are going to develop a Vocabulary Notebook that will help you improve your vocabulary and prepare for the test at the end of this novel study.

Each lesson, we will practice some of the vocabulary words and their definitions.

(Point to the list of words on the board.)

Later you will write these words in your Vocabulary Notebook.

Slightly means a little bit. What does slightly mean? (Signal.) *A little bit.*

Incredible means really great or amazing. What does incredible mean? (Signal.) *Really great or amazing.*

Shimmer means to shine with a flickering light. What does shimmer mean? (Signal.) *To shine with a flickering light.*

A stairway is a set of steps or stairs leading from one place to another. What is a stairway? (Signal.) *A set of steps or stairs leading from one place to another.*

Treetops are the tops of trees. What are treetops? (Signal.) *The tops of trees.*

Nodded means moved in an up and down motion. What does nodded mean? (Signal.)
Moved in an up and down motion.

(Display BLM 1B.) **Open your vocabulary notebook to the first page. We are going to work together today to learn how to set up a page in your vocabulary notebook.**

(Point to the words on the board.) **Copy each of these words into one box under the title Vocabulary Word.** (Demonstrate.)

Touch the heading in the second column. Read the heading. (Signal.) *Definition.* **In the box under this heading, you will copy the definition from the glossary for each word.** (Demonstrate writing the definition for slightly.)

Touch the heading in the third column. Read the heading. (Signal.) *Sentence.* **In the box under this heading, you will write a sentence of your own. When you write your sentence, you will write a meaningful sentence. A meaningful sentence is one that makes it clear you know what all the words in the sentence mean.**

For example, if you said: The box was too heavy for Jorge to lift, we can tell you know what heavy means. If something is heavy, it is difficult to lift.

If you said: The box was too heavy, we can't tell you know what heavy means because there are no other words to help with the meaning. Maybe the box was empty and not heavy at all.

Here's another example: The plant looked healthier after I watered it. We can tell you understand all the words because water helps plants be healthier.

If you said: The plant looked healthier, we can't tell you know what healthier means because there are no other words that help with the meaning. Maybe the plant was brown and not healthy at all.

What kind of sentence will I write in this column? *A meaningful sentence.* (Demonstrate writing a meaningful sentence for the word slightly.)

Touch the heading in the fourth column. Read the heading. (Signal.) *Representation.* **In this box you will draw a small sketch or symbol to help you remember the word.** (Demonstrate drawing a simple sketch or symbol representing the word slightly.)

You will complete the rest of the words on your own. You can look at my model if you need help remembering what to do.

STUDENT WORKBOOK

LESSON 1

(These activities may be completed as a guided or independent activity, depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have students read all the instructions and then allow sufficient time for students to complete the tasks on pages 3 and 4.)

Note: A number of options can be used for reading instructions: call on a student to read aloud the instructions; students may chorally read aloud instructions with the teacher; or use the Cloze procedure. [See introduction page viii for instructions for Cloze reading.]

Turn to page 3 in your Student Workbook, and find the heading "Learning About Words." Let's read the instructions

Find the heading "Understanding the Story." Let's read the instructions. Remember to use complete sentences when you are writing your answers.

Find the heading "Showing What I Have Learned." Let's read the instructions. (This is a guided activity. You may need to give students an additional sheet of lined paper. The paper can be stapled into each student's workbook. Students can hand write or word process final drafts.)

Listen while I reread the expression Eric's dad used: It's not supposed to be fun. It's supposed to be done. What do you think this expression means? Ideas: *Chores aren't always fun, but you still need to do them; not everything we do is fun.*

Tell me an example from school when we sometimes have to do things we don't really like. (Accept reasonable responses.)

Give an example from home when you sometimes have to do things you don't want to do. (Accept reasonable responses.)

Give an example when adults in your life have to do things because it's their responsibility, even though they might not want to. (Accept reasonable responses.)

Now that you've thought about the expression and some examples, you're ready to begin writing your paragraph. What do the instructions tell you to do? *Write a paragraph that explains what this expression means.*

What should you do first? *Pull the reader into my writing by asking a question.*

The opening sentence should include the expression you are talking about. What question could you ask? Idea: *What do you think it means when someone says it's not supposed to be fun, it's supposed to be done?*

Think about a beginning sentence that would ask a question and pull the reader into your writing. Remember, your opening sentence is a question: it should start with a capital letter and end with a question mark. (Allow sufficient time for students to write.)

What do the instructions tell you to do next? *Tell what I think the expression means.*

Write a sentence that uses your own words to tell what you think the expression means. (Allow sufficient time for students to write.)

Then what do the instructions tell you to do? *Give at least three examples that show what the expression means.*

When you write your sentences you can use linking words such as also, another, or and to connect your ideas. (Circulate as students write. When you see a piece of writing where a student could use linking words, ask the student if you can use their writing to show the class how to use linking words. Write the example on the board.)

If you see students have used linking words, ask the student to read out their sentence to the class. Ask the class to tell you what the linking word is.)

Write a sentence that gives one example that shows what the expression means. It may be from a story, your life, or someone else's life. (Allow sufficient time for students to write.)

Write a sentence that gives another example that shows what the expression means. It may be from a story, your life, or someone else's life. (Allow sufficient time for students to write.)

Write a third sentence that gives another example that shows what the expression means. It may be from a story, your life, or someone else's life. (Allow sufficient time for students to write.)

What do the instructions tell you to do last? *Write an ending sentence that brings my paragraph to a satisfying conclusion.*

What ending sentence could you write? Ideas: *We all need to do our share; if we share the work, we all have more time to do the things we like to do.*

Write an ending sentence that brings your paragraph to a satisfying conclusion. (Allow sufficient time for students to write.)

When students have finished writing their paragraphs, follow this editing procedure. The steps of the editing process are much easier for students if they have the opportunity to word process their paragraphs. They will need instruction for how to insert, delete, or move text. Remind students to save their files frequently.

Students can use the add-in sheet strategy when they revise their paragraphs. [See introduction page x.])

Quietly read the paragraph you've written.
(Allow students sufficient time to read their paragraphs to themselves.)

Ideas

First, we'll check for your ideas. I'll read the first item on the Writer's Checklist: My first sentence is a question that pulls the reader into my writing.

Read your first sentence again. Did you write an opening question that pulls the reader into your writing? If you didn't write an opening question, change the words in your sentence so it does ask a question.

Now that you know your first sentence is a question that pulls the reader into your writing, you may put a check mark in the circle in front of the first item on the Writer's Checklist.

I'll read the second item on the Writer's Checklist: I explained what the expression means.

Read what you've written. Did you explain what the expression means? If you didn't explain what the expression means, add a sentence to your paragraph that does explain what the expression means.

Now that you know you've explained what the expression means, you may put a check mark in the circle in front of the second item on the Writer's Checklist.

I'll read the third item on the Writer's Checklist: I included three examples that show what the expression means.

Read your middle sentences again. Did you include three examples that show what the expression means? If you didn't include three examples that show what the expression means, change the words in your sentences so there are three examples that show what the expression means.

Now that you know you've included three examples that show what the expression means, you may put a check mark in the circle in front of the third item on the Writer's Checklist.

I'll read the fourth item on the Writer's Checklist: I wrote an ending sentence that brings my paragraph to a satisfying conclusion.

Read your ending sentence again. Does your ending sentence bring your paragraph to a satisfying conclusion?

If your ending sentence doesn't bring your paragraph to a satisfying conclusion, change the words in your sentence so they do bring your paragraph to a satisfying conclusion.

Now that you know your ending sentence brings your paragraph to a satisfying conclusion, you may put a check mark in the circle in front of the fourth item on the Writer's Checklist.

Organization

The second thing we check for when we write is how we organize our ideas. I'll read the next item on the Writer's Checklist: I organized my paragraph with a beginning, a middle, and an ending.

Your question is the beginning. Your explanation telling what the expression means and your three examples are the middle. The sentence that brings your paragraph to a satisfying conclusion is the ending.

Check that you wrote a beginning sentence, a total of four middle sentences, and an ending sentence.

Look at the middle sentences that show what the expression means. Decide which order you want to use for your examples. If your sentences are not in the order you want them, write a number 1 in a small circle in front of the example you want first.

Write a number 2 in a small circle in front of the example you want second.

Write a number 3 in a small circle in front of the example you want third.

Now that you've checked that you wrote a beginning, a middle, and an ending and you're sure you like the order of your sentences, you may put a check mark in the circle in front of the fifth item on the Writer's Checklist.

Voice

The third thing we check for when we write is called voice. Voice is the way the writer talks to the reader. I'll read the next item on the Writer's Checklist: My paragraph sounds like I am talking to the reader.

Read your paragraph again to yourself. See if there are any words you want to change to make your paragraph sound more like you are talking to the reader. You may cross out any words you want to change and write the new words above the crossed out words. Now that you've carefully checked that you've used words that make your paragraph sound like you are talking to the reader, you may put a check mark in the circle in front of the sixth item on the Writer's Checklist.

Word Choice

The fourth thing we check for when we write is how carefully we've chosen the words we've used. I'll read the seventh item on the Writer's Checklist: I carefully thought about which words I wanted to use.

Read your paragraph again to yourself. See if there are any words you want to change to make your ideas clearer or your paragraph more interesting. You may cross out any words you want to change, and write the new word above the crossed out word.

You may want to add some words. If you want to add any words, make a mark like this (demonstrate making a caret ^ on the board) and write the words above the mark. (Point to the mark.) This mark is called a caret. What do we call this mark? A caret.

Now that you've carefully thought about the words you've used, you may put a check mark in the circle in front of the seventh item on the Writer's Checklist.

Sentence Fluency

The fifth thing we check for when we write is how our paragraph sounds when we read it aloud. I'll read the next item on the Writer's Checklist: My paragraph sounds right when I read it aloud.

Read your paragraph aloud quietly to yourself. If you don't like the way it sounds, you may change some of the sentences so your paragraph sounds better.

Now that you've checked that your paragraph sounds right when you read it aloud, you may put a check mark in the circle in front of the eighth item on the Writer's Checklist.

Conventions

Just as mechanics use the right tools to keep a car running well, writers use tools to make their paragraphs run well. Capital letters, end marks, and correct spelling are some of the tools of writing.

I'll read the next item on the Writer's Checklist: I correctly capitalized and punctuated each sentence.

Read your first sentence. Your first sentence is a question: it should start with a capital letter and end with a question mark. If it doesn't, fix it.

Remember, your next sentences are telling sentences. Read your next sentence. Does it begin with a capital letter and end with a period? If it doesn't, fix it. (Repeat process for remaining sentences in the middle of the paragraph.)

Read your last sentence. Is it an asking sentence, a telling sentence, or an exclamation? Does it begin with a capital letter and end with the correct end mark? If it doesn't, fix it.

Now that you've checked that your sentences begin with capital letters and end with the correct end marks, you may put a check mark in the circle in front of the ninth item on the Writer's Checklist.

I'll read the last item on the Writer's Checklist: I checked my spelling. Writers use a trick to check their spelling. They start at the last word and read to the first word.

Start at the last word. If you think you spelled it incorrectly, circle it. If you think you've spelled it correctly, move to the next word.
(Allow sufficient time for students to check the spelling of each word they've written.)

(Allow sufficient time for students to write in the correct spelling. If students have sufficient skill level and resources, you may wish to have them use print or electronic dictionaries to help them correct spelling.)

Now that you've checked that you've spelled the words correctly, you may put a check mark in the circle in front of the last item on the Writer's Checklist.

(Have students record the correct spelling of any words they misspelled on the "Words I Want to Remember" page on the inside cover of their Student Workbook.

If you wish students to complete a final draft of their paragraphs, provide them with lined paper. Staple the final copy onto page 4 in their Student Workbooks. Students may hand write or word process final drafts.

Review answers with students as a group.)

ANSWER KEY: LESSON 1

Learning About Words

1. hopped
2. dined
3. joked

Understanding the Story

Ideas:

Eric: Forgetful: Eric forgot that he was supposed to clean the basement.

Curious: Eric was curious because he said they should go down the rainbow steps.

Neal: Impulsive: Neal was impulsive when he kicked the soccer ball in the house.

Cautious: Neal was cautious when he said they shouldn't go find the soccer ball.

Julie: Helpful: Julie was helpful when she offered to work with Eric to clean the basement.

Brave: Julie was brave when she hurried down the rainbow steps.

(Accept any appropriate response, as long as student has given supporting evidence.)

Showing What I Have Learned

Sample:

What do you think it means when someone says it's not supposed to be fun, it's supposed to be done? I think it means that we all have to sometimes do things even though they aren't much fun, and we don't really want to do them. I don't like carrying out the kitchen trash, but if I don't do it the kitchen gets really smelly. My mom really doesn't like to cook, but if she didn't, we'd sure all get awfully hungry. My sister doesn't like to hang up her clothes at night, but if she doesn't, she looks v-e-r-y wrinkly the next morning! Chores may not be fun, but we still need to do them!

Anne Jackson
Student Author

GLOSSARY

A

ancient very old
anywhere any place
approach come near

B

beckoning telling someone to come towards or to follow you
began past tense of the verb begin
blam onomatopoeia for the sound of a closet door slamming shut
blew past tense of the verb blow
blood turned to ice very frightened
bolted ran away quickly; locked
bookcases sets of shelves used to hold books or other objects
boomed made a very loud noise
bows 1. looped ribbons; 2. weapons that shoot arrows
brains like walnuts brains that look small and wrinkly, like walnuts
bright and shiny as red crayons looks bright and shiny, like red crayons do
broke past tense of the verb break

C

can't contraction for cannot
cast threw
cloak long hooded coat, usually without sleeves
clonk onomatopoeia for the sound of Ninns banging on the door
complete finished or total
completely in a way that is total or finished

D

deep far into or not shallow
deeply in a way that goes far into
descending going down
did past tense of the verb do
didn't contraction for did not
dropping falling towards the ground
Droon name of the other world
dungeon dark prison, often underground
don't contraction for do not

E

enchanted under a magic spell
engulf surround completely; enclose
Eric Hinkle the main character in the story
everybody all of the people
everywhere all of the places

F

fell past tense of the verb fall
felt past tense of the verb feel
flapped moved quickly up and down or side to side
flew past tense of the verb fly
foot 1. a length of twelve inches; 2. Part of your body at the end of your leg
fortress strongly defended place
found past tense of the verb find
frozen on the steps too frightened to move from the steps
fwap onomatopoeia for the sound of flying lizards diving in the air

G

Galen Longbeard first wizard of Droon
gasped breathed in quickly
giant very, very big
glanced took a quick look
glistered shone with a sparkle
grabbed took hold of quickly
grew past tense of the verb grow
grinned smiled
groggles flying lizards
grumbled said in an angry way
guys 1. men or boys; 2. casual word for talking about or to people

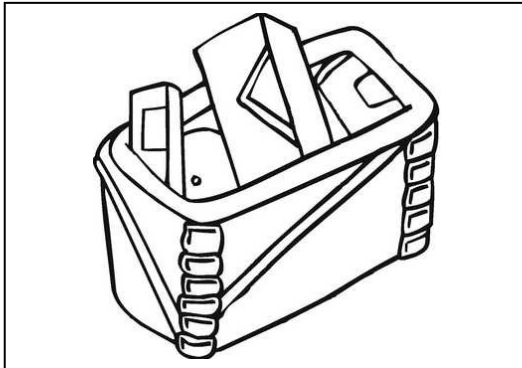
H

hallways as narrow and dark as the streets outside narrow and dark hallways that look like the streets outside
hazy foggy or not clear
hazily in a way that is foggy or not clear
hoist to lift something heavy
hovered floated over a place

Cleaning Out

Every family should have a clean-out day at least once each year. If your family has never had a clean-out day, you might ask, “What is it?”

Here’s what a clean out day is. You have stuff in your house that you never use! Think about the clothes that are too small for you. Think about the toys that you’re too old to play with. Think about all the things in your garage or basement that are never used but are taking up space.



By setting aside one day to work on the project, you can clean and organize your house. You can recycle some things you don’t use, and you can make more space for the things you do use.

Clothes

Let’s start with your clothes closet and your dresser. Take everything out, and lay it on your bed. Then, one-by-one, look at each article of clothing. If you like it, and it still fits, put it away. Everything else should go into a pile to donate.

Toys

Don’t stop! Move on to your toys. Look at each one carefully. Do you still play with it? Maybe you want

to keep a few toys because they were special gifts. That’s okay, but don’t get carried away. Put old toys you don’t want into a box to donate.

Basement, Garage, or Storage Area

This part of clean-out day is harder because you will probably be sorting things that belong to others. Again, make two piles. One pile is things that should be kept. The other pile is things that could be recycled or donated. Now ask other family members to check the piles. The person who owns something gets to make the final decision.

Recycle And Donate!

Now that you’ve sorted, it’s time to recycle and donate. First, decide if anyone in your family can use the items you no longer need. Maybe a younger sister, brother, or cousin could use your too-small clothes or old toys. If not, donate them to a charity. They will be given to someone who needs them.

Next, look through all the other items you have sorted out to get rid of. Recycle papers, cardboard, cans, bottles, and many kinds of plastic. Other items that are in good shape can be donated to shops that resell them and use the money for charity.

Finally, promise yourself that you will keep up the good work of cleaning out. You will have a neater home, and others will benefit from your donations.

Name: _____

BLM 1D

Read the article about cleaning out, and respond to the items below.

1. Write a sentence to answer each question.

a. What could you do with clothes that no longer fit?

b. What should you do with items you sort out that belong to others?

c. Why is it a good idea to have a clean-out day at least once each year?

2. Choose a word from the word box to complete each sentence below.

recycle	sorting	charity	donation
---------	---------	---------	----------

a. Start your clean-out day by _____ items into piles.

b. A _____ may collect clothing for needy families.

c. It is a good idea to _____ bottles, cans, paper, and cardboard.

d. Your _____ of old toys can make other children happy.

3. Use the Internet to learn about a charity. Write a paragraph about their work.

4. Have a class meeting. Decide on an area in your classroom or school that needs a cleaning out. You might want to start with your desks! Get permission, and start cleaning. Recycle as many items as possible.

Lesson 1 (Chapters 1 and 2, Pages 1-15)

Words from the Story

List 1	List 2	List 3	List 4	Vocabulary Expressions
remodeling paneling slightly shimmer incredible	Eric Hinkle Neal Kroger Julie Rubin Mrs. Hinkle	stairway bookcases underside treetops anywhere playroom everywhere everybody	nodded stopped raced lined stepped liked	serves you right frozen on the steps sort of like a theme park

Learning About Words

Print the correct word on the line.

1. Eric (hoped, hopped) _____ on the foot that was not injured.
2. The children (dined, dinned) _____ on pizza after they finished their work.
3. Neal (joked, jokked) _____ about Eric's story.

Understanding the Story

You have met three main characters in this story—Eric, Neal, and Julie. What words could you use to describe them? Choose one word for each character and write sentences to tell what has happened in the story to make that word a good word for describing that character.

Eric _____

Neal _____

Julie _____

Showing What I Have Learned

Write a paragraph.

Eric's dad said, "It's not supposed to be fun. It's supposed to be done." Write a paragraph that explains what this expression means. First, pull the reader into your writing by asking a question. Next, tell what you think the expression means. Give at least three examples that show what the expression means. Last, write an ending sentence that brings your paragraph to a satisfying conclusion.

Writer's Checklist

- ☐ My first sentence is a question that pulls the reader into my writing.
- ☐ I explained what the expression means.
- ☐ I included three examples that show what the expression means.
- ☐ I wrote an ending sentence that brings my paragraph to a satisfying conclusion.
- ☐ I organized my paragraph with a beginning, a middle, and an ending.
- ☐ My paragraph sounds like I am talking to the reader.
- ☐ I carefully thought about which words I wanted to use.
- ☐ My paragraph sounds right when I read it aloud.
- ☐ I correctly capitalized and punctuated each sentence.
- ☐ I checked my spelling.