

Overview

Lesson Plan #1 Title: Ace it! Lesson Fifteen

Attached Supporting Documents for Plan #1:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Comfortably read words with initial and final consonant digraphs.
- Read with increased speed, accuracy, and appropriate intonation.
- Grasp content by comparing and contrasting characters and events.
- Extend the meaning of content vocabulary

Lesson Plan #2 Title: Ace it! Lesson Twenty-one

Attached Supporting Documents for Plan #2:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:





- Read and use words with the inflectional endings –ed, –s, and –ing.
- Read with an increased speed, accuracy, and intonation.
- Comprehend content to distinguish between fact and opinion.
- Use content vocabulary words in the appropriate context.

Lesson Plan #3 Title: Ace it! Lesson Twenty-six

Attached Supporting Documents for Plan #3:

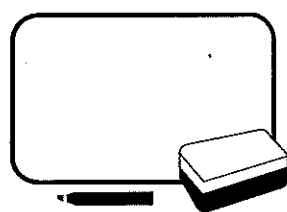
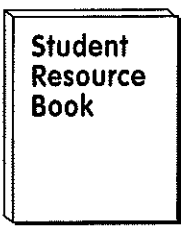
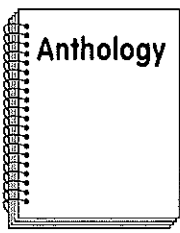
Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Identify compound words.
- Fluently read with increased speed, accuracy, and intonation.
- Summarize and comprehend informational text.
- Apply content vocabulary in the appropriate context.

<p>LESSON OBJECTIVE: Phonics read words with initial and final consonant digraphs</p> <p> 12 mins.</p>	<p>Fluency read with increased speed, accuracy, and appropriate intonation</p> <p> 5 mins.</p>	<p>Comprehension compare and contrast characters and events</p> <p> 25 mins.</p>	<p>Vocabulary extend the meaning of content vocabulary</p> <p> 8 mins.</p>
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SET-UP NOTES:

- Lesson Materials:**
- Student Resource Book: Student Resource Sheets: Phonics, Fluency, Comprehension, Vocabulary
 - Anthology: "Changes in Seasons," "Weird and Wonderful Lizards!"
 - Dry-erase boards, dry-erase markers, erasers



Welcome

 2 mins.

NOTE: Greet students by name and take attendance. State Lesson Objectives for today.

During today's session, we are going to review our initial and final digraphs, read a story, apply comparing and contrasting within a story, and review our new vocabulary words.

Phonics

read words with initial and final consonant digraphs

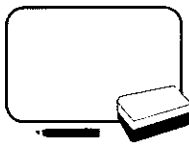
 **Review** 5 mins.

A. Read/Review Words with Day One Pattern/Skill

To begin, you will remember that we have been studying consonant digraphs. Today, to review the initial and final digraphs, we will identify them in the story "Changes in Seasons."

NOTE: Assign each student one of the season sections.

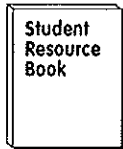
Turn in your Anthology to "Changes in Seasons." Look through your section and write on your dry-erase board all of the words you find with the initial and final digraphs.



Read New Phonics Reader (Anthology) 2 mins.

NOTE: Ask students to read the words from their dry-erase boards.

Applied Practice/Formative Assessment 5 mins.



Now, please turn to your Phonics Resource Sheet in your Student Resource Book.

NOTE: Review the directions aloud. Give students time to complete the activity, and then review responses when finished.



Differentiation

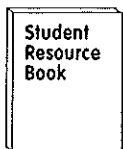
When students have finished the activity, direct them to write two sentences, each using two of the words from the resource sheet.

Differentiation

Direct students to complete a reduced portion of the resource sheet.

Fluency

read with increased speed, accuracy, and appropriate intonation



Reading with Increased Speed, Accuracy, and Intonation 5 mins.

A. Establish Reading Goal

We have been reading to develop our fluency skills. Today we will read the fluency passage one last time, focusing on reading it with increased speed and accuracy.

Now turn to your Fluency Resource Sheet, "Hair Care," in your Student Resource Book.

As you Whisper Read today, think about our goals: reading with speed, reading with accuracy, and reading with expression. Take a minute to think about your own personal fluency goal for today. NOTE: Assist students with setting personal goals.

B. Whisper Read, Checking Fluency against Personal Goal

Now let's Whisper Read our story. NOTE: Direct students to Whisper Read the selection, monitoring select students as they read. Students can reread the selection if time permits.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

Comprehension

compare and contrast characters and events



Review

10 mins.

A. State Lesson Objective/Purpose Based on Skill

Now let's focus on comprehension and using clue words to help us compare and contrast.

B. Review Skill from Day One

When you compare two things, what are you doing? (You are telling how they are alike.)

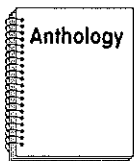
When you contrast two things, what are you doing? (You are telling how they are different.)

Certain clue words help us tell that something is being compared. Those words are 'same,' 'alike,' and 'both.' Other clue words tell us that things are being contrasted. Those words are 'different,' 'unlike,' 'but,' and 'however.'

Who can give me a comparing sentence using the clue word 'same'? (Give students an example first: 'I have the same shoes as she does.' Then accept all reasonable responses.)

C. Reread Text Selection (Anthology)

Now, as we silently reread "Weird and Wonderful Lizards!" pay attention to the clue words that help you figure out how the animals are the same and how they are different. NOTE: Direct students to turn to the selection in the Anthology and reread silently.



Extension of Skill Beyond Text

10 mins.

Now let's brainstorm to make a list of animals that we know. Tell me the animals that you know something about.

NOTE: List the students' responses on the dry-erase board.

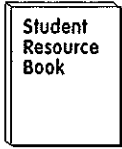


Now let's choose an animal to compare and contrast with lizards.

NOTE: Make this a brief exercise, comparing the chosen animal to lizards in general to avoid duplicating what the students will do in the Your Turn to Write activity. Create a Venn Diagram on the dry-erase board. Select volunteers to identify similarities and differences. Record students' responses.

C15

Activity: Your Turn to Write 5 mins.



Now it is time for you to compare and contrast. Turn to your Comprehension Resource Sheet in your Student Resource Book.

NOTE: Review the directions for the Comprehension Resource Sheet. Give students time to complete the activity, orally reviewing the responses when finished.



Differentiation

Ask students to write a sentence about which of the two animals on the Comprehension Resource Sheet they would rather have as a pet.

Differentiation

Have students use information from the dry-erase board to complete the activity. Provide assistance where needed.

Vocabulary

extend the meaning of content vocabulary

Review/Extension Activity 8 mins.

Now that you have learned the vocabulary from our story, let's take a moment to extend our understanding of the words.

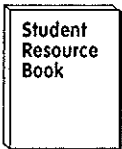
A. Independent Practice

Sometimes the same word has two different meanings. Today's vocabulary contains two words with two different meanings. Do you know what they are? (shed, scales)

We know one meaning of 'shed' from our vocabulary. What is the other meaning? (Possible response: a storage building)

We know one meaning of 'scales.' What is the other meaning? (Possible response: instruments used for weighing)

Now let's do an activity that uses these words in sentences. Turn to your Vocabulary Resource Sheet.



NOTE: Review the directions aloud. Give students time to complete the activity; review responses when finished.



Differentiation

When students have completed the activity, direct them to draw a picture of a lizard on their dry-erase boards and label the parts of the lizard.

Differentiation

Direct students to complete the activity with a partner.

B. Formative Assessment

On your dry-erase board, write two sentences, using one of today's vocabulary words in each sentence. Hold your dry-erase board up when you are finished.

NOTE: Check each student's sentences for accuracy.

Summary/ Closure



3 mins.

You accomplished a lot today. How would you compare and contrast it with what you accomplished during the last session? (Responses will vary.)

Count/ Record Tokens



5 mins.

NOTE: Direct students to count tokens and record total in Token Tracker.

Total Time



60 mins.



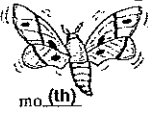




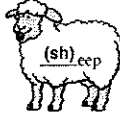

C15

Phonics

(c+at=cat)

Directions: Look at the picture in each box. Complete the word that names the picture by adding the digraph to the word.

ch th sh ck nk ng

 ba (nk)	 so (ck)	 mo (th)
 wi (ng)	 bru (sh)	 (ch) case
 (ch) ain	 (sh) eep	 tee (th)

Fluency Focus

Hair Care

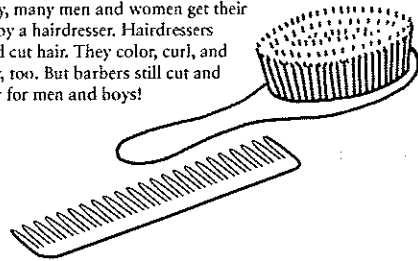
We all have hair. We take care of our hair. We care about how it looks. Romans who lived 2,000 years ago took care of their hair, too. They brushed and combed it often. But they washed it only once a year!

Today, we brush and comb our hair often. We also wash our hair often. We use all kinds of things to help make it look nice.

Hair grows every day. The hair on our head grows about 6 inches in a year. Hair grows faster on warm days. It also grows faster when we sleep.

If we do not want long hair, we have to cut it. About 150 years ago, men and boys had their hair cut by barbers. They all had the same haircut. It was short at the back and sides.

Today, many men and women get their hair cut by a hairdresser. Hairdressers wash and cut hair. They color, curl, and style hair, too. But barbers still cut and style hair for men and boys!

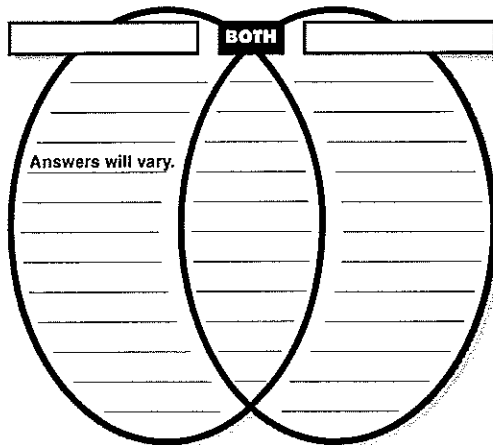


C15

C15

Your Turn to Write

Choose either the frilled lizard or the veiled chameleon. Then choose another animal that you know about. Use the diagram below to compare and contrast the two.



Vocabulary

Extend Your Vocabulary

Words That Have Two Meanings

Some words can have more than one meaning.





Read each word and its meanings. Write the letter of the meaning for each underlined word.

scales a. Thin, flat plates that cover the body of some animals. b. Tools used to find out how much things weigh.

shed c. To lose or fall off naturally. d. A small building that is used to store things.

1. We looked for a hammer inside the tool shed. d
2. The farmer used scales to weigh the fruit. b
3. The young lizard was about to shed its skin. c
4. The garden snake had smooth, dry scales. a

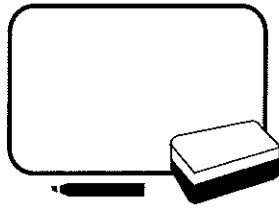
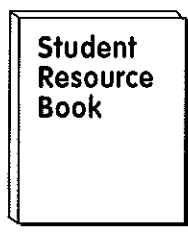
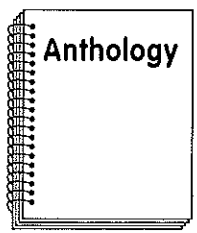
Lesson Twenty-One

LESSON OBJECTIVE: Phonics read words with the inflectional endings -ed, -s, and -ing  12 mins.	Fluency read with increased speed, accuracy, and intonation  5 mins.	Comprehension use details to distinguish between fact and opinion  25 mins.	Vocabulary use content vocabulary words in context  8 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Phonics, Fluency, Comprehension, Vocabulary
- Anthology: "Wishing for Fishing," "Save the Rain Forests!"
- Dry-erase boards, dry-erase markers, erasers



Welcome

 **2 mins.**

NOTE: Greet students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we are going to review inflectional endings, read a story, practice distinguishing between fact and opinion, and use our new vocabulary words.

Phonics

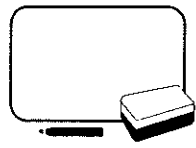
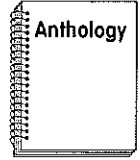
read words with the inflectional endings -ed, -s, and -ing

 **Review 5 mins.**

We will begin today with a review of inflectional endings '-s,' '-ed,' and '-ing.'

Read/Review Words with Day One Pattern/Skill

Turn in your Anthologies to "Wishing for Fishing." Each of you choose your favorite letter from Amy in "Wishing for Fishing." Make a list on your dry-erase board of all the words in the letter that have the inflectional endings we have been learning. Be sure to include words from the caption under the picture that goes with the letter.



 **Read New Phonics Reader (Anthology) 2 mins.**

When you have finished making your list, silently read the letter that you chose.

Applied Practice/Formative Assessment**5 mins.**Student
Resource
Book

Now turn to your Phonics Resource Sheet in your Student Resource Book.

NOTE: Review the directions for the Phonics Resource Sheet. Monitor students as they work on their letters, reminding students to include words with inflectional endings '-s,' '-ed,' and '-ing.'



Differentiation

Direct students to include a minimum of five inflectional ending words in their letters.

Differentiation

Direct students to tell you their details. Assist them with constructing sentences for their letters, noting inflectional ending words.

Fluency

read with increased speed, accuracy and intonation

Student
Resource
Book**Reading with Increased Speed, Accuracy, and Intonation****5 mins.****A. Establish Reading Goal**

We have been reading to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased speed and accuracy.

Turn to your Fluency Resource Sheet, "The First Telephone Call," in your Student Resource Book.

*As you Whisper Read today, think about our goals: reading with speed, reading with accuracy, and reading with expression. Take a minute to think about your own personal fluency goal for today. **NOTE:** Assist students with setting personal goals.*

B. Whisper Read, Checking Fluency against Personal Goal

*Now let's Whisper Read our story. **NOTE:** Direct students to Whisper Read the selection, monitoring select students as they read. Students can reread the selection if time permits.*



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

Comprehension

use details to distinguish between fact and opinion



Review

10 mins.

Let's turn our attention now to reading comprehension. Remember that we have been learning about fact and opinion.

A. State Lesson Objective/Purpose Based on Skill

We are going to determine if a sentence is fact or opinion.

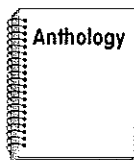
B. Review Skill from Day One

Raise your hand to share with the group:

What are some clue words in an article that show the writer's opinion? (believe, think, feel, should, must, in my view)

What question should you ask yourself to determine if a statement is fact or not? (Can this statement be proven?)

C. Reread Text Selection (Anthology)

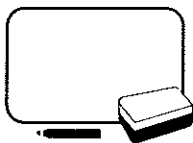


I would like you to silently reread "Saving the Rain Forests!" Turn to this story in your Anthologies. Pay close attention to whether the writer's statements are facts or opinions. Remember to use your Good Reader Strategies as you read.



Extension of Skill Beyond Text

10 mins.



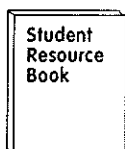
We have been reading facts and opinions about a certain kind of place on Earth—the rain forest. Now I would like you to think about a place you know about and have special feelings about. It could be a place you have visited or would like to visit, or it could be a place in your neighborhood. Take a few minutes to make some notes on your dry-erase board. Write the name of the place and one or two facts about it. Then write some words that tell how you feel about the place.

NOTE: Check to see that each student has identified a place and one or two facts. Assist students with ideas, if necessary.



Activity: Your Turn to Write

5 mins.



Now you are ready to complete an activity about fact and opinion. Turn to the Comprehension Resource Sheet in your Student Resource Book.

NOTE: Review directions for the Comprehension Resource Sheet. Model for students as needed.

**Differentiation**

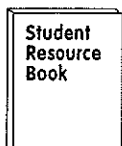
When students are finished with the resource sheet, ask them to write a sentence stating why this is a special place.

Differentiation

Direct students to complete a reduced portion of the resource sheet.

Vocabulary

use content
vocabulary words
in context



Review/Extension Activity

8 mins.

A. Independent Practice

We have been learning a lot about the rain forest, and you have been working hard to learn the vocabulary words during our last two sessions. Turn in your Student Resource Books to the Vocabulary Resource Sheet, and you will complete one final activity using these vocabulary words.

NOTE: Review the directions for the Vocabulary Resource Sheet. Review students' responses when completed.

**Differentiation**

When students are finished with the resource sheet, direct them to write a sentence using the word they formed.

Differentiation

Direct students to work with a partner to complete only the top half of the resource sheet.



B. Formative Assessment

On your dry-erase board, write two new sentences using words from today's vocabulary. **NOTE:** Ask students to share their sentences.

Summary/ Closure



3 mins.

We learned a lot about rain forests from our reading. Do you think you would like to visit a rain forest? Why or why not? (Encourage each student to respond.)

Count/ Record Tokens



5 mins.

NOTE: Direct students to count tokens and record total in Token Tracker.

Total Time



60 mins.

Phonics

(c+af=)

Directions: Write a letter to a friend about your visit to your favorite place. It could be real or imaginary. Tell about one or two activities you did there. How did you feel about the visit? Underline each word that contains the inflectional ending -s, -ed, or -ing.

Dear _____,

Responses will vary.

Your friend,

Fluency Focus

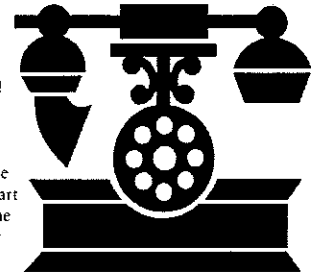
The First Telephone Call

Alexander Graham Bell and his helper, Thomas Watson, worked together on an important invention. They made a machine that used electricity to carry speech sounds along a wire. The machine was the first telephone.

Another inventor was also working on a machine that used electricity to carry speech sounds. His name was Elisha Gray. Both Bell and Gray tried to be the first to finish their invention, but Bell won the race.

On March 10, 1876, Alexander Graham Bell made the first telephone call ever. He spoke to Thomas Watson. Watson was in another room. Bell said, "Mr. Watson, come here. I want to see you."

Watson rushed into the room. He had heard Bell's voice over the wire! Both men were very excited.



Because of Bell, people near each other or far apart can talk to each other. The telephone brings together people from all over the world.

Your Turn to Write

Choose another place that you have opinions about. It could be a place that you feel strongly about. Use the chart below to list facts and your opinions about the place.

Sentence	Fact or Opinion
1. Answers will vary.	
2.	
3.	
4.	

Vocabulary

Write a word from the box for each clue. The boxed letters will spell the name of a rain forest bird.

canopy destruction equator extinct native

1. The imaginary line around the center of Earth

e q u a t o r

2. The act of ruining something

d e s t r u c t i o n

3. No longer living

e x t i n c t

4. People born in a certain place

n a t i v e





5. A covering or top layer

c a n o p y

Rain forest bird:

t o u c a n

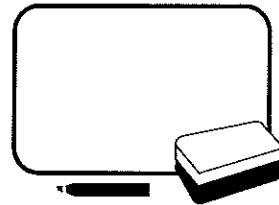
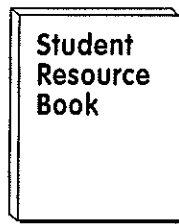
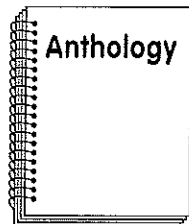
Lesson Twenty-Six

LESSON OBJECTIVE: Word Study identify compound words  12 mins.	Fluency read with increased speed, accuracy, and intonation  5 mins.	Comprehension summarize informational text  23 mins.	Vocabulary use content vocabulary words in context  10 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets; Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Captain Bluefin's Underwater Ride," "Lighter Than Air"
- Dry-erase boards, dry-erase markers, erasers



Welcome

 2 mins.

NOTE: Greet students by name and take attendance.
State Lesson Objectives for today.

During today's lesson, we are going to continue to identify compound words, practice reading with fluency, introduce the story "Lighter Than Air," and review our vocabulary words.

026

Word Study

identify
compound words

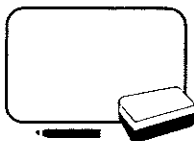
 **Review** 5 mins.

A. Read/Review Words with Day One Pattern/Skill

Let's begin today by reviewing what we know about compound words.

How do you make a compound word? (put two words together to make a new word)

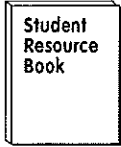
I'm going to say the first part of a compound word. Work with a partner to create the second part of a compound word. Write the word on your dry-erase board



NOTE: Say the following words: rain-, suit-, sail-, sun-, cow-, base-, sling-, fire-. Review the words the students have created (ex: rainbow, rainfall; firetruck, firefighter).

Good work!

B. Short Independent Practice



Now turn to your *Word Study Resource Sheet* in your *Student Resource Book*. **NOTE:** Review the directions aloud. Assist students as they work to complete the activity. Review responses when complete.



Differentiation

When students finish the resource sheet, have them use two of the words in either list to make different compound words.

Differentiation

Direct students to work with a partner to complete the activity.



Introduce Phonics Reader (Anthology) 2 mins.



Now we will read a story about a journey under the sea in a submarine. Along with some interesting and colorful creatures, I think you will find some new compound words. Turn now to “*Captain Bluefin’s Underwater Ride*” in your *Anthology*.



Applied Practice: Reading Phonics Reader (Anthology) 5 mins.

First, let’s look at the pictures. On some of them, there is a compound word. Find all the pictures that have compound words printed on them. When you find a compound word, we will read it together. **NOTE:** Direct students to share the words they find. Review aloud as a group.

Now turn to the beginning of the story. **NOTE:** Ask students to take turns reading, each reading one page and applying their Good Reader Strategies as they read. Monitor students’ comprehension of compound words as they read.

Fluency

read with increased speed, accuracy, and intonation

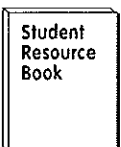


Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Now let’s turn our attention to our fluency practice. Today we are going to reread our fluency passage from our last session. Each time we read the passage, we practice reading with increased speed and accuracy.

Turn to your *Fluency Resource Sheet*, “*Birds Have Feathers*,” in your *Student Resource Book*.



Now, turn to a partner and have one partner *Whisper Read* our passage. **NOTE:** Direct students to work in pairs for the first round of *Whisper Reading*. Monitor select students' fluency as they read.

B. Comprehension Questions

Let's take a minute to review our passage. **NOTE:** Ask two or three comprehension questions to monitor students' understanding of the passage.

C. Continue Reading: *Whisper Reading*

Now it is time for your partner to *Whisper Read*. **NOTE:** Monitor select students' fluency as they read.

Comprehension

summarize
informational text



Introduction 8 mins.

A. Review Skill from Day One

Now let's review our comprehension skill of summarizing. In our last session, we learned that a summary is a short statement that tells what an article is mostly about.

B. Introduce Text Selection (Anthology)

The next article we are going to read is called "*Lighter Than Air*." It is a biography of a person who became a very successful skateboarder.

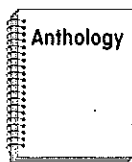
Who can tell us what a biography is? (A biography is the true story of someone's life.)

Have you ever been skateboarding, or do you know someone who skateboards? (Accept responses as time allows.)

Can anyone tell me what two words make up the compound word 'skateboard'? (skate and board)

C. State Lesson Objective/Purpose Based on Skill

During today's lesson we will read and summarize the article "*Lighter Than Air*," which describes the career of a young skateboarder named Tony Hawk. Turn to this article in your Anthologies.



C26


Strategies 10 mins.

This article has several sections. Remember that the title of a section can help you understand the most important idea of that section. As we read the article, look for important ideas in each section. Those important ideas will help you write a summary.

NOTE: Direct students to read aloud the first seven paragraphs of the article, ending with the sentence, "After that, Tony's life began to change."

When did Tony begin skateboarding? (when he was nine years old)

What is the most important idea in the section "Practice Makes Perfect"? (Tony competed in many contests.) NOTE: Write response on the dry-erase board.



NOTE: Read the next section, "Skateboarding Pays Off," aloud.

What is the most important idea in the section "Skateboarding Pays Off"? (Tony became a professional skateboarder when he was a teenager.)

NOTE: Write response on the dry-erase board.

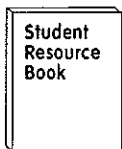
NOTE: Read the last section, "For the Love of the Sport," aloud.

What is the most important idea in the section "For the Love of the Sport"? (Tony retired from professional skateboarding, but he still supports the sport in different ways.) NOTE: Write response on the dry-erase board.

Now let's try to summarize these ideas. Write a summary on your dry-erase board.

NOTE: Encourage students to share their summaries.

A good summary of this article is, 'Tony started skateboarding at a young age. He practiced a lot and became a professional skateboarder. He is retired, but he still spends time helping other skateboarders.'


Integrated Writing Activity 5 mins.


You are now ready to complete an activity to summarize the article we just read. Turn in your Student Resource Book to your Comprehension Resource Sheet.

NOTE: Review the directions aloud. Remind students to refer to the responses on the dry-erase board. Provide assistance to students as they work. Review the completed activity with the students.



Differentiation

When they have completed the resource sheet, direct students to write a few sentences about a sports figure they admire.

Differentiation

Direct students to work with a partner to complete the resource sheet. Provide assistance as needed.

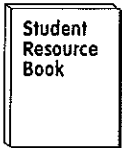
Vocabulary



Review

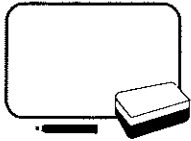
10 mins.

use content
vocabulary words
in context



A. Review Content Words

Now let's review our vocabulary words from the last session. Turn to your Vocabulary Resource Sheet in your Student Resource Book. We will now play a game called 'guess the word.' I will read a definition and you will write on your dry-erase board the word that matches the definition. Hold up your dry-erase board so we can share answers. Use the words in the Word Box to assist you.



NOTE: Refer to the Teacher Vocabulary Resource Sheet from Lesson 25 for the words and their definitions.

B. Guided Practice

Some of the words in today's vocabulary end with '-ed.' This is called an inflectional ending; it shows that something happened in the past.

What are the words with '-ed' endings in our vocabulary? (competed, supported, retired)

C. Independent Practice

Now let's complete the activity on our resource sheet. NOTE: Review the directions aloud. Assist students as needed. Review completed responses.



Differentiation

Direct students to write sentences on their dry-erase boards using two of the vocabulary words.

Differentiation

Direct students to complete a reduced portion of the resource sheet.

Lesson Twenty-Six

Summary/ Closure



3 mins.

We learned a lot today. Thinking back on the article, Tony Hawk's career was unusual. What are some other types of jobs or careers that not very many people have? NOTE: Encourage students to contribute to the discussion.

Count/ Record Tokens



5 mins.

NOTE: Direct students to count tokens and record total in Token Tracker.

Total Time



60 mins.

Word Study

Directions: Choose a word from Column 2 that will form a compound word with a word from column 1. Write the letter of the word on the line, and write the new word across from it in the New Word Column. The first one is done for you.

Column 1	Column 2	New Word
mail	<u>E</u> A. work	<u>mailman</u>
cup	<u>C</u> B. room	<u>cupcake</u>
pocket	<u>F</u> C. cake	<u>pocketbook</u>
home	<u>A</u> D. ball	<u>homework</u>
foot	<u>D</u> E. man	<u>football</u>
bed	<u>B</u> F. book	<u>bedroom</u>



Fluency Focus

Birds Have Feathers

Birds have feathers on their body. Short feathers help keep a bird warm. Long feathers help a bird fly.

Some baby birds have no feathers at first. Their mother has to keep them warm. Robins have no feathers when they are born. In about one week, their feathers start to grow. After 14 days, the robins have all their feathers.

Many birds take care of their coat. Many birds wash their feathers in water. Then they comb their feathers with their beak, just as people comb their hair!

Some birds live in cold places. They need warm coats. A bird's feathers hold air next to its skin. The bird's body warms this air. The warm air helps the bird's body keep warm.

A bird's coat can help it to find a mate, too. Sometimes a male bird's feathers can grow very long. They can be colorful, too. If a female bird likes them, she will be the male bird's mate. As you can see, feathers can be very useful.



Focus Skill

Summarize

When you **summarize**, you tell the most important ideas from each part of an article or story.

Use the information from the article to fill in the chart. Write the most important ideas from each part of the article.

Beginning
Tony Hawk started skateboarding when he was young.
Middle
Tony became a professional skateboarder.
End
He retired but still spends time helping the sport and skateboarding for fun.

Use the article and your chart to write a summary of the article.

Summary
Tony Hawk is a famous skateboarder who started when he was very young. He retired from professional skateboarding in his early thirties, but he still enjoys his sport.

Vocabulary

Directions: Fill in the blank in each sentence with a word from the vocabulary list that best completes the sentence.

Vocabulary Word Box

career	competed	confidence	highlight
imitate	professional	retired	supported

- My brother is hoping to have a career as a businessman.
- Mr. Baker retired from his job when he was sixty-five years old.
- Jason's long hours of studying gave him a lot of confidence when he took the test.
- Tenisha wants to be a professional musician when she is older.
- My little sister tries to imitate everything I do.
- Jorge and Mariposa competed in a tennis match.
- Getting a new bicycle was the highlight of my birthday.
- The two friends supported each other during difficult times.