

# mCLASS® Intervention

## 4th Grade - Flu and Comp. Burst #1

Reviewers' Account Louisiana

Created January 14, 2020

These students have been grouped together because they have similar instructional needs. This two-week plan, focused on **Reading Fluency and Comprehension Skills**, has been precisely tailored to those needs.

### Snapshot when Burst was created on January 14, 2020

| Students                                                                                           | Teacher                      | Phono. Aware. | Letter Sounds | Blending | Reg. Words                                                                        | Irreg. Words                                                                       | Letter Combos                                                                       | Adv. Phonics                                                                        | Reading Flu.                                                                        | Vocab.                                                                              | Comp. Skills                                                                        |
|----------------------------------------------------------------------------------------------------|------------------------------|---------------|---------------|----------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  Betty Anderson   | Reviewers' Account Louisiana |               |               |          |  |  |  |  |  |  |  |
|  Penelope Beatrix | Reviewers' Account Louisiana |               |               |          |  |  |  |  |  |  |  |
|  Jayce Boyter     | Reviewers' Account Louisiana |               |               |          |  |  |  |  |  |  |  |
|  David Pina       | Reviewers' Account Louisiana |               |               |          |  |  |  |  |  |  |  |

### Key

-  Beginner
-  Showing Progress
-  Proficient
-  No Results

If you need assistance or have any questions or comments, please send us an email at [edsupport@amplify.com](mailto:edsupport@amplify.com).

# Materials for Burst #1

Reviewers' Account Louisiana

Created January 14, 2020

BurstBase materials can be downloaded from <https://burstbase.net/dibels-8/intervention-lessons-materials>.  
All other Burst-specific materials can be found in the Supplemental Resources and your Burst kit.

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| <p><b>DAY 1</b></p> <p><b>A</b> Copies of <i>Jackie Evancho: A Little Girl With a Big Voice</i> (one for you and one for each student). One <i>Fluency Chart</i> per student. One blue and one red marker per student. One pencil per student. One-minute timer.</p> <p><b>B</b> Fluency bags.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). Board or projector. Dictionary (for Support activity).</p> <p><b>E</b> 20 blank index cards.</p> | <p><b>DAY 2</b></p> <p><b>A</b> Blank index cards.</p> <p><b>B</b> Fluency bags. Board or projector.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>K-W-L Chart</i> (one for the board and one for each student). Board or projector.</p> <p><b>E</b> Eight index cards. One-minute timer. Chalkboard or whiteboard. Chalk or dry-erase markers.</p> | <p><b>DAY 3</b></p> <p><b>A</b> Copies of <i>Jackie Evancho: A Little Girl With a Big Voice</i>, as needed. Fluency bags.</p> <p><b>B</b> <i>Nonfiction Question Sheet</i> (copies for you and your group). Fluency bags. One-minute timer.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>Making an Inference Chart</i> (one for the board and one for each student). Board or projector.</p> <p><b>E</b> 16 blank index cards.</p> | <p><b>DAY 4</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, for you and your group. Fluency bags. One-minute timer.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>Let's Get Literal</i> worksheet (one for the board and one for each student). Board or projector.</p> <p><b>E</b> <i>The Plot Pie Game Board</i>. <i>The Plot Pie Number Cards</i>. Watch or cell phone timer. Small basket or container. Chalkboard or whiteboard.</p> | <p><b>DAY 5</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, for you and your group.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>Word Web chart</i> (10 for the board). Board or projector.</p> <p><b>E</b> 18 blank index cards.</p>    |
| <p><b>DAY 6</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, as needed.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>Journey to the Theme Chart</i> (one for the board and one for every two students). Board or projector.</p> <p><b>E</b> Eight index cards. One-minute timer. Chalkboard or whiteboard. Chalk or dry-erase markers.</p>                                                                                      | <p><b>DAY 7</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, as needed.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>Understanding the Author's Perspective</i> worksheet (one for the board and one for each student). Board or projector.</p> <p><b>E</b> 16 blank index cards.</p>                                                    | <p><b>DAY 8</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, as needed. Fluency bags. One-minute timer.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). Board or projector. Index cards.</p> <p><b>E</b> Glossary from the comprehension story or selection. Index cards. Board or projector.</p>                                                                                                                              | <p><b>DAY 9</b></p> <p><b>AB</b> Copies of the play <i>A New Plan</i>, as needed.</p> <p><b>CD</b> <i>A Hurricane Is Coming!</i> (copies for you and your group). <i>What Can You Infer?</i> worksheet (one for the board and one for each student). Board or projector.</p> <p><b>E</b> 18 blank index cards.</p>                                                                                                                                                                        | <p><b>DAY 10</b></p> <p><i>Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.</i></p> <p><b>Mobile Device</b></p> <p>Allow other students to work on skills activities as you assess.</p> |

# 4th Grade - Flu and Comp. Burst #1

Reviewers' Account Louisiana

Created January 14, 2020

## Students

Betty A, Penelope B, Jayce B,  
David P

## Skills

Reading Fluency,  
Comprehension Skills

## Progress Monitor: ORF

Note: you may need to administer additional measures if your students haven't demonstrated proficiency in earlier reading skills. [Learn more](#)

### Day 1

- A** Introduce One-Minute Timed Reading
- B** Model With Expression: Declarative Sentences
- CD** Introduce: Vocabulary and Comprehension
- E** Reading or Not: Fluency Game

### Day 2

- A** Word Awareness: Multisyllabic Words
- B** Read With Expression: Declarative Sentences
- CD** Apply the Skills: Activate Prior Knowledge
- E** The Final Setting: Comprehension Game

### Day 3

- A** Practice Reading With Fluency
- B** Review One-Minute Timed Reading
- CD** Narrative Text: Make an Inference
- E** Speed Battle: Fluency Game

### Day 4

- AB** Introduce Reader's Theatre: One-Minute Timed Reading
- CD** Narrative Text: Answer Literal Questions
- E** The Plot Pie: Comprehension Game

### Day 5

- AB** Practice Reading Lines
- CD** Reinforce: Vocabulary and Comprehension
- E** Punctuation Mix-Up: Fluency Game

### Day 6

- AB** Repeated Readings
- CD** Narrative Text: Essential Message/Theme
- E** The Final Setting: Comprehension Game

### Day 7\*

- AB** Reading With Expression: Declarative Sentences
- CD** Narrative Text: Author's Perspective
- E** Speed Battle: Fluency Game

### Day 8\*

- AB** Rehearse the Play: Review One-Minute Timed Reading
- CD** Review: Vocabulary and Comprehension
- E** Definition Recognition: Vocabulary Game

### Day 9\*

- AB** Perform the Play
- CD** Apply the Skills: Make an Inference
- E** Punctuation Mix-Up: Fluency Game

### Day 10\*

Progress Monitor: ORF

Note: you may need to administer additional measures if your students haven't demonstrated proficiency in earlier reading skills. [Learn more](#)

Have students play a game you've already played with them while you progress monitor one student. [Learn more](#)

# Introduce One-Minute Timed Reading

**Goal:** Given a passage, the student can read a passage fluently and accurately.

**In a Nutshell:** (5–8 minutes)

Students read in pairs for one minute and record how many words they read per minute on the *Fluency Chart*.

## MATERIALS

- Copies of *Jackie Evancho: A Little Girl With a Big Voice* (one for you and one for each student).
- One *Fluency Chart* per student.
- One resealable bag per student.
- One blue and one red marker per student.
- One pencil per student.
- One-minute timer.

## PREPARE

- Make enough copies of the passage *Jackie Evancho: A Little Girl With a Big Voice* and the *Fluency Chart* for you and every student.
- For each student, assemble a resealable bag with a copy of *Jackie Evancho: A Little Girl With a Big Voice* and the *Fluency Chart*, a pencil, and a red and a blue marker. These will be your Fluency bags.
- Group students in pairs. If you have an odd number of students, partner with the remaining student. You may wish to partner with the student in the group who needs the most support.

## INTRODUCE

### 1 Build Background

Distribute the Fluency bags. Have students take out the passage *Jackie Evancho: A Little Girl With a Big Voice*.



We're going to practice reading with fluency. Reading with fluency means that you are reading a passage smoothly and accurately. When you fluently read a passage out loud, your audience is able to understand every word you read as well as the overall meaning of the passage. Later on today, I will also be teaching you about declarative sentences, which will help you become a more fluent reader.

### 2 Model the Process

If students are not familiar with timed reading, model it for them as follows.



We are going to start our work on this passage with a timed reading. For the timed reading, I am going to break you into pairs. One partner will read *Jackie Evancho: A Little Girl With a Big Voice* for 1 minute. The other partner will time you using this timer. Hold up the timer for everyone to see. Your partner will also follow along as you read to help keep track of the words you read correctly and any mistakes you make. Then you will switch and your partner will get a chance to read while you time your partner. After everyone has had a chance to read, you'll count the number of words you read correctly. Then you'll record that number on the *Fluency Chart* in your bags.



My turn first. Who will time me as I read for 1 minute? Choose a volunteer. I want the rest of you to follow along as I read. Read at approximately the target fluency rate for this group. Skip a few words and replace one word for another as you read to show students how to record these mistakes. Remind students that accuracy and expression are as important as speed. Ask students to tell you what word you read to.

(Continued on next page)



## Support

Have the stronger reader be Partner 1 so that the other student has the opportunity to listen to the passage one time before reading it aloud.



## Challenge

If time allows, have students pick a book of their choice to read aloud to their partner for 1 minute. Students can then compare that reading rate to the one they recorded with the assigned passage.

### PRACTICE

#### 3 Timed Reading

You may want to remind or explain to students that with each passage they will be doing a timed reading at the beginning and at the end of their work on that passage. The purpose of the timed reading is to see the progress they have made. Assign partners and have them sit together. Assign Partner 1 and Partner 2 in each pair.



**Let's do our first timed reading for this passage. Partner 1, you will read the passage first. Partner 2, you will tell your partner when the time is up.**

#### 4 Complete the Chart

After everyone has read, help students count and fill in their *Fluency Charts*.



**Now let's see how many words you read.**

Tell students to look at the number at the start of the line where they circled their last word. Then ask them to count up from that number to the word they circled. Next, ask them to subtract the words they missed or read incorrectly. Ask them to use the blue marker to shade in their *Fluency Chart* up to the number of words they read correctly. Help students with their charts as needed.

- 5 Have students put the materials back in their Fluency bags and keep them for the next session.

# Model With Expression: Declarative Sentences

**Goal:** The student can read a passage fluently and accurately.

**In a Nutshell:** (5–8 minutes)

Students hear the teacher model fluent reading before practicing the passage independently.

## MATERIALS

- Fluency bags.

## PREPARE

Review your copy of the passage *Jackie Evancho: A Little Girl With a Big Voice* and practice reading it aloud several times before modeling for students. Pay particular attention to declarative sentences.

## MODEL

### 1 Build Background

Have students open their Fluency bags and take out the passage *Jackie Evancho: A Little Girl With a Big Voice*.



As we work on our fluency skills with *Jackie Evancho: A Little Girl With a Big Voice*, we are going to spend some time focusing on declarative sentences. Before we talk about declarative sentences, I want to talk about the passage. In this passage, the author mentions that Jackie sang songs from the musical *Phantom of the Opera*. *Phantom of the Opera* is a musical play performed on stage. There are many songs in this musical and Jackie used these songs to strengthen her voice. This passage uses many declarative sentences to state facts about Jackie's musical development. Your voice should sound steady when you read declarative sentences. Declarative sentences can be short or long, simple or complex. They always end with periods.

### 2 Model Reading the Passage

Have students turn over their copies of the passage.



I'm going to read *Jackie Evancho: A Little Girl With a Big Voice* to you. Listen for the way I say the words as I read. Pay close attention to how my voice sounds as I read declarative sentences. Read the passage aloud, modeling declarative sentences. Students should not be following along with their copies of the passage. They should be listening to the modeled reading so they have a sense of what the passage should sound like.



Tell me what you noticed about the way I read. Elicit feedback. As I read, I maintained a steady tone. I sounded sure of what I was reading.

(Continued on next page)



## Support

If students are struggling with words in the passage, give them some time to work out the words independently before providing support.



## Challenge

If students can read the passage easily, challenge them to read the passage with a steady pace.

### PRACTICE

#### 3 Students Read the Passage



Now it's your turn to read the passage. I would like each of you to read the passage aloud quietly to yourselves. As you are reading, pay attention to the sound of your voice as you read declarative sentences. Have students read the passage quietly, but loud enough that you can hear each student. If some students are reading in sync, stop one of them briefly until they are all reading independently. Assist struggling readers individually, as needed.

#### 4 Wrap Up

Close the activity by discussing with students the way that declarative sentences affected the reading. Ask students what they noticed about reading declarative sentences. To offer additional support, you may want to ask students if there were any vocabulary words in the passage that they would like clarified.



When we sit down with this passage again, you will have several opportunities to read it aloud to practice your fluency skills. When it is time to do that, I want you to keep in mind what we talked about today. You'll want to think about how this passage sounded when you heard it read fluently and you'll also want to think about specific ways that declarative sentences will affect your reading. These things will help you become more fluent readers.

#### 5 Have students put the materials back in their Fluency bags and collect them for the next session.

# Introduce: Vocabulary and Comprehension

**Goal:** The student can preview a story and learn new vocabulary and definitions when reading.

**In a Nutshell:** (15 minutes)

The teacher helps students make predictions about *A Hurricane Is Coming!* by previewing the cover, table of contents, and illustrations, and defines the vocabulary using examples and non-examples.

## MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- Board or projector.
- Dictionary (for Support activity).

## PREPARE

- Review the list of words and their meanings.
- Write the new vocabulary words on the board.

## VOCABULARY

anxious, calmly, gust, hunch, moan, nervous, reply, respond, swirl, whip

## INTRODUCE

### 1 Build Background



Today we will preview a new story, and then learn new words to add to our vocabulary. These words are in the text we will read and in the glossary. Distribute copies of the story. Point to the glossary.



Let's preview our story. Point to and read the title. What do you think the story is about? What about the chapter titles in the table of contents? Elicit responses. Now, look at the cover illustration. Does it offer more clues? Elicit responses. Let's flip through the other illustrations. Display additional pages. What do you think now? Elicit responses. Once we begin reading, we will see if our predictions are correct.

## MODEL

### 2 Develop Vocabulary Meaning



Let's turn to the glossary. The first word is *anxious*, which means experiencing uneasiness or worry. Now I'll use the word: *The boy is anxious about his math test.*



Now I'll give you several examples, and you will tell me if they apply to the word or not. Raise your hands for *yes*, or cross your arms for *no*. Are these signs of being *anxious*? *Pacing back and forth. Trembling. Peanut butter cups. Voice squeaking.* After each example, pause, then signal yes or no. Explain your answer.

## PRACTICE

### 3 Use Examples and Non-Examples



Now it's your turn. Let's do this for the rest of our words. Pause between each example so students can respond together. Ask students who respond incorrectly to explain their answers, to demonstrate if they understand the word.

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## Support

Explain how a dictionary provides more detailed definitions than a glossary. Ask each student to look up at least one word in the dictionary.



## Challenge

Ask students to create their own examples and non-examples for the new vocabulary. Ask them to use these words in a sentence to exhibit basic understanding of their meanings.

## Introduce: Vocabulary and Comprehension

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**Calmly:** in a quiet or sedate manner. *They walked down the stairs quietly and calmly.* Are these also examples of doing something calmly? *A seagull by the shore. A nap on a rainy day. The school band practicing loudly. Taking a stroll.*



**Gust:** sudden, strong rush of wind. *Just when I thought the storm was over, I felt a gust of wind.* Is a gust happening here? *Strong winds blowing. Losing your hat to the wind. An old diary. A dangerous day for sailing.*



**Hunch:** to arch the back into a hump. *I didn't see his face because he was hunched over.* Would you hunch over in these situations? *Searching the floor for an earring. Looking down. Popcorn. Walking with stomach cramps.*



**Moan:** to make a long, mournful sound. *The cat moaned when she stepped on a piece of glass.* Are these reasons why someone might moan? *Getting a tooth pulled. Touching a hot pot. Ducks walking behind their mom. Someone shoving you.*



**Nervous:** excited, anxious, or fearful. *Speaking in front of the class made him nervous.* Are these examples of things that might make a person nervous? *Jumping off a diving board. Meeting a new classmate. A new candy. Getting a haircut.*



**Reply:** to respond in words, writing, or action. *I was waiting for him to reply to my email.* Are these also examples of replying? *Answering a text message. Raising a hand in class. Eating a sandwich. Answering when the doctor asks how you feel.*



**Respond:** to answer, to give a reply. *He hasn't responded to my call.* Are these examples of responding? *Saying yes to a party. Saying you're welcome. Hitting your head. Clapping.*



**Swirl:** to move in a whirling, circular motion. *I swirl the chocolate frosting on the cake.* Are the following examples of things that swirl? *She spun in circles on the stage. A pinwheel responding to the wind. A bowl of blueberries. A merry-go-round.*



**Whip:** to take, pull, snatch, jerk, or move quickly or unexpectedly. *The wind whipped her hair.* Are these examples of something whipped? *Making whipped cream. Wind hitting a person's face. Holding hands. Making an egg-white omelet.*

### 4 Wrap Up



You did a great job learning a whole lot of new words! The more words we learn, the better we comprehend our story. Write the new vocabulary on a Burst Word Wall. Try to incorporate the words into other lessons throughout the day. Next time we meet, we will begin reading *A Hurricane Is Coming!* Let's keep our eyes open for the words we added to our vocabulary when they pop up along the way.

# Reading or Not: Fluency Game

**Goal:** The student can read a sentence fluently.

**In a Nutshell:** (5 minutes)

Students share a sentence while other students guess if they are reading the sentence or not.

## MATERIALS

- 20 blank index cards.

## PREPARE

- Write the following 10 sentences on index cards: *I sleep on the top bunk. My dog likes pancakes. I ate hot dogs for breakfast. I wanted to sleep late this morning. I love getting mail. My dad plays electric guitar. I wish I could fly. I always sing in the shower. Purple is my favorite color. I love sports.*
- Mix remaining blank index cards into the deck.

## INTRODUCE

### 1 Explain the Rules



We are going to play a game called Reading or Not. The goal of this game is to read a sentence as naturally as possible so that you do not sound like you are reading at all. Each player will get a card. Some of the cards have sentences on them and some are blank. If you get a card with a sentence, you have 30 seconds to read the sentence silently to prepare for reading it aloud. If you get a blank card, you have 30 seconds to think of a sentence to say. It can be any sentence at all. Then, once we are all ready, we will go around the table and say our sentences. As each player says his or her sentence, the rest of us will try to guess if you are reading or not.

## PRACTICE

### 2 Play the Game



**Let's begin.** Pass out one card to each student. Give students 30 seconds to either read the sentence silently or think of a sentence to say. Then call on students one by one to share their sentences. As each student shares a sentence, ask the group, **Reading or not?** Play several rounds of the game. Save the cards for future use.

# Word Awareness: Multisyllabic Words

**Goal:** The student can read multisyllabic words accurately.

**In a Nutshell:** (5–8 minutes)

Students learn to read multisyllabic words syllable by syllable.

## MATERIALS

- Blank index cards.

## PREPARE

- Write the following multisyllabic words on index cards: *powerful*, *excited*, *decided*, *continued*, *practicing*, *famous*.
- When modeling and pronouncing the syllables in a word such as *capital*, take care to pronounce the correct vowel sound in each syllable. Remember, vowel sounds can be long, short, or schwas. Note, for example, that the /i/ in *capital* is short.

## MODEL

### 1 Build Background



Last time, we worked on our fluency skills with a new passage. In order to read a passage fluently, it's important to read all the words correctly. Today, we are going to talk about a strategy for reading long words that have several syllables. What do you already know about syllables? Elicit responses. A syllable is part of a word. Each syllable has a vowel sound. For example, in the word *powerful*, there are three syllables. Show students the card with the word *powerful*. Say the word to the students so they can hear each syllable distinctly.



When you come across a long word in your passage, the best thing to do is to break it down syllable by syllable. When you've figured out each syllable, then read the whole word. Let's see how it sounds with *pow-er-ful*. Point to each syllable as you read it. Then read the whole word.

## PRACTICE

### 2 Practice the Strategy

Show students the index card with the word *excited*.



Let's practice this strategy now with words from the passage *Jackie Evancho: A Little Girl With a Big Voice*. We'll start with this word. First, we will break this word into syllables. Let's do this one together. Cover all but the first syllable of the word with a blank index card. Have students read the syllable and then reveal the next syllable. Continue until they have read each syllable. **What's the word? Right: ex-cit-ed.**



Let's do some more. Show students the next index card. Cover all but the first syllable. Call on one student to read the word, syllable by syllable, as you reveal each syllable. **What's the word?** Continue through the word cards, giving each student several turns to practice.

- 3 If time permits, help students define these and any other unfamiliar words from the passage before moving on to the next activity.



## Support

If students struggle with the strategy, model it again. Use simpler words, such as *opera*, *talent*, *favorite*.



## Challenge

Substitute longer and more difficult words, such as *received*, *phantom*, *contestant*. Have students read the syllables without covering the other word parts.

# Read With Expression: Declarative Sentences

**Goal:** The student can read a passage fluently with a demonstrated understanding of various punctuation marks.

**In a Nutshell:** (5–8 minutes)

Students practice reading declarative sentences from a passage.

## MATERIALS

- Fluency bags.
- Board or projector.

## PREPARE

Write on the board or projector the following sentence from the passage *Jackie Evancho: A Little Girl With a Big Voice*: *When Jackie's mom heard her daughter's voice, she knew it was special.*

## MODEL

### 1 Build Background



As we work on the passage *Jackie Evancho: A Little Girl With a Big Voice*, we are going to build our fluency skills. Last time, we started talking about declarative sentences. What do you remember about declarative sentences? Elicit responses. Declarative sentences are the most common kind of sentence. A declarative sentence makes a statement and ends with a period. They do not ask questions, they simply state facts.

### 2 Model Reading Declarative Sentences



Today, we are going to practice reading sentences that end with a period. When we read a sentence that ends in a period, our voice is steady. It sounds calm and confident. Listen as I read a sentence in two ways. First, read the sentence as a question. *It is warm outside today?* How did I sound? Did I sound sure that it is warm outside? Elicit responses. I sounded unsure because I read the sentence as a question. Next, read the sentence as a declarative sentence. *It is warm outside today.* How did I sound? Elicit responses. I sounded sure of myself because I read the sentence as a declarative sentence.



Look at the sentence on the board. Read the sentence silently and think about how it should sound. Now listen while I read it. Read the sentence on the board. Did that sound right to you? Why? Elicit responses.

## PRACTICE

### 3 Students Practice Reading Declarative Sentences

Have students take out their copies of the passage *Jackie Evancho: A Little Girl With a Big Voice*.



Now, you will practice reading the entire passage *Jackie Evancho: A Little Girl With a Big Voice*. I want you to read the passage aloud to yourselves. Make sure to read the declarative sentences in a steady, confident voice. Have students read the passage quietly, but loud enough that you can hear each student. If some students are reading in sync, stop one of them briefly until they are all reading independently. Correct students' expression individually, as needed.

### 4 Have students put the materials back in their Fluency bags and collect them for the next session.



## Support

Model difficult declarative sentences from the passage and have students repeat for additional practice.



## Challenge

Have students write a few additional sentences from the passage. Have them experiment with using different types of punctuation on their sentences and discuss how changing the punctuation affects the meaning of the sentence.

# Apply the Skills: Activate Prior Knowledge

**Goal:** The student can activate prior knowledge.

**In a Nutshell:** (15 minutes)

The teacher explains the process of activating prior knowledge. Students activate prior knowledge as they read a story.

## MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *K-W-L Chart* (one for the board and one for each student).
- Board or projector.

## PREPARE

On the board or projector, post the *K-W-L Chart*.

## BEFORE READING

### 1 Preview



Today, we will begin reading *A Hurricane Is Coming!* But before we start reading, we are going to activate our prior knowledge. Who can tell me what that means? Right! It means we use what we already know to understand what we read. When we connect what we know to something that we read, it helps us understand the text. It also gets us more excited about a story.



Let me show you what I mean. The story we will read for the next two weeks is called *A Hurricane Is Coming!* What can you infer, or figure out, just from the title? (Possible answer: *The story will be about a hurricane, or a bad storm.*) When I think of hurricanes, I think of ... Ask each student in the group to think of at least one response and write it on the board. (Possible answers: *Hurricane Katrina, tropical storms, names of hurricanes, natural disasters*) As we do this, we are activating our prior knowledge, or thinking about what we know about the topic. This helps us make a connection to the text.



When I think about hurricanes, I think of danger. I think of people trying to be safe by doing the smart thing until the storm blows over. I have to say, I am eager to start reading this story. I hope you are too.

## READING

### 2 First Read



Now it's time to read Chapter One: *Danger on the Way*. What does that make you think of? Answers will vary. Distribute copies of the story and have students take turns reading aloud the first chapter.

## AFTER READING



Now that we have read the first chapter, let's share examples of prior knowledge with the group. If there are no volunteers, share an example of your own prior knowledge or personal connections to the text. Elicit responses by asking questions such as the following: **How would you and your family prepare for a storm? Would putting boards on your windows make you feel safe?**

(Continued on next page)



## Support

Share *The Popcorn Book* by Tomie de Paola. It will help students connect the text to themselves, their knowledge, and their experiences. The story reads as a *K-W-L Chart*.



## Challenge

Ask students: **If you were about to read a book about how pizza is made, what connections could you make prior to reading?** Have them make connections to self, to world, and to text.

## Apply the Skills: Activate Prior Knowledge

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**Let's take some time to look at a *K-W-L Chart*.** As you distribute the charts, review the definition of the chart. **In the left column, we will write what we already know about hurricanes. Here is where** (point to the left column) **we will write what we knew about hurricanes before we started reading. Take a minute or so to do that. Now I want you to skip the middle column and look at the right column. This is where you will write what you have learned so far from reading this chapter. For instance, you may write, if a hurricane is on the way, you may want to board up the windows. Great! Now in the middle column, I want you to write what you would like to learn about hurricanes.** Give students a few minutes to fill in their charts and then have the group come together. Have the students share their charts with the rest of the group and discuss.

### 3 Wrap Up



**Readers, you did a really good job today. I like the way you used what you already knew to help you understand the story. Remember that every reader brings his or her own experiences, likes, and dislikes to a story. That is what makes reading such a rewarding experience. We each read in a way that is unique to us. No two people experience a book in exactly the same way. That is why it is so much fun to discuss books together.**

# The Final Setting: Comprehension Game

**Goal:** The student can identify the setting in a story.

**In a Nutshell:** (5–8 minutes)

Students work as a team to draw and guess the setting from a story within 60 seconds to win the game.

## MATERIALS

- Eight index cards.
- One-minute timer.
- Chalkboard or whiteboard.
- Chalk or dry-erase markers.

## PREPARE

- You have eight index cards, enough to play the game twice, if time permits. On each of the index cards, write the description of a setting from today's reading. The setting can include a place, time of day, weather, and sights. Alaska under the northern lights or the Ferris wheel at a festival are good sample setting descriptions.
- Write each student's name in a column on the board. You will record students' scores here.
- For the modeling portion of this game, prepare to draw a setting from another popular story within 60 seconds to demonstrate the game rules.
- If you find that students are having difficulty making it to the fourth round, reduce the rounds to three or two.

## INTRODUCE

### 1 Build Background



Readers, all stories have a **setting**, the time and place that the action happens. Get ready to put your artist caps on, because you are going to identify the setting in today's reading by playing The Final Setting!

### 2 Explain



Your objective in the game is to draw a series of four settings and have your peers correctly guess each setting within 60 seconds. The person who successfully makes it to the final fourth round within 60 seconds wins! I will choose a student to be the first one to draw. I will show this student the first of a series of four setting descriptions on an index card. This person must draw the setting on the board as quickly and clearly as possible so the rest of you can quickly and correctly guess the setting. Each correct guess allows you to draw the next setting. In order to win, you must draw all four settings within 60 seconds. I will keep track of the time with a timer. Show students the timer. Then, it will be another student's turn to draw.



Your peers can shout out their guesses, but the person drawing is not allowed to act, write, or speak words in this game. You score one point for each correct setting given within the 60 seconds. I will keep track of the scores on the board. Show students the score chart on the board. After your 60 seconds is up, I will tally the scores. The student with the most points at the end of the game wins.

## MODEL

- 3 If students are not yet clear on how to play this game, model it for the group. Draw a series of four settings from another popular story within 60 seconds. Allow the group to guess the settings.

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## The Final Setting: Comprehension Game

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### PLAY

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**Let's play The Final Setting!** Distribute the chalk or dry-erase marker to the first drawer. Show him or her the first index card. Start the timer. Then, let the game begin! If time permits, play additional rounds of the game so that all students have a chance to draw.

# Practice Reading With Fluency

**Goal:** The student can read a passage fluently with expression and accuracy.

**In a Nutshell:** (5–8 minutes)

Students practice reading a passage fluently in pairs.

## MATERIALS

- Copies of *Jackie Evancho: A Little Girl With a Big Voice*, as needed.
- Fluency bags.

## PREPARE

Take out and review your copy of the passage *Jackie Evancho: A Little Girl With a Big Voice*.

## MODEL

### 1 Build Background

Distribute the Fluency bags and have students sit with their partners.



We have been reading *Jackie Evancho: A Little Girl With a Big Voice* this week. With this passage, we've been working on declarative sentences. Remember, when you read declarative sentences, your voice should sound steady. Today you are going to practice reading the complete passage *Jackie Evancho: A Little Girl With a Big Voice* to your partner. Before reading the passage, we are going to practice declarative sentences one more time. Have students take out the passage.

## PRACTICE

### 2 Practice Declarative Sentences



Each of you will read a small part of the passage aloud to the group. As you are reading, remember to read declarative sentences correctly. Call on students one by one to read sentences from the second paragraph aloud to the group. Correct students on their expression as needed.

### 3 Partner 1 Reads and Partner 2 Follows Along



All right. Now, you are going to read the entire passage to your partner. Remember to read with expression. Your partner should follow along as you read. You may want to have the stronger readers read the passage first, giving their partners another chance to hear the passage modeled before they, in turn, read it aloud. Allow students 2 minutes of practice.

### 4 Partner 2 Reads and Partner 1 Follows Along



Okay, now switch roles. Partner 2 will read while Partner 1 follows along. Allow students 2 minutes to read, helping them as needed. Then continue to the next activity, *Review One-Minute Timed Reading*.

### 5 Have students retain Fluency bags for the second exercise.



## Support

If students are struggling to read the passage smoothly, model reading a small part of the passage. Then have students repeat after you.



## Challenge

If students show mastery of declarative sentences, draw their attention to another aspect of the passage that presents a challenge, such as volume and pacing.

# Review One-Minute Timed Reading

**Goal:** The student can read a passage fluently and accurately.

**In a Nutshell:** (5–8 minutes)

Students read in pairs for one minute and record how many words per minute they read on the *Fluency Chart*.

## MATERIALS

- *Nonfiction Question Sheet* (copies for you and your group).
- Fluency bags.
- One-minute timer.

## PREPARE

Take out and review your copy of the passage *Jackie Evancho: A Little Girl with a Big Voice*.

## MODEL

### 1 Build Background

Hold up the timer.



On the first day we worked with this passage, we used a timer to time each other as we read for 1 minute. Today, we are going to do that again. You are going to read the passage *Jackie Evancho: A Little Girl with a Big Voice* again for 1 minute to see if you can read more than you did on the first day. Partner 1 will read the passage first. Partner 2 will follow along as Partner 1 reads and will mark any mistakes. Partner 2 will also circle the last word read before the timer runs out. Then you'll switch roles.

## PRACTICE

### 2 Timed Reading



Let's begin. Remember, when it is your turn, read quickly, but with expression. Both are important. Start the timer and prompt students when to start and when to stop reading for both Partner 1 and Partner 2.

### 3 Complete the Chart

After all students have read, help them calculate their scores and fill in their charts.



Let's see how many words you read. Look at the number at the start of the line where you circled your last word. Then count up from that number to the word you circled. Next, subtract the number of words you missed. Use your red markers to shade in your *Fluency Chart* to the number of words you read correctly. Gather the group.



So how did you do? Elicit responses. Discuss with students the possible reasons they read more, fewer, or the same amount of words as their first reading. As we get more and more familiar with a passage, we read it more fluently. Knowing how to pronounce all the words and read the sentences accurately allows us to read a little faster. But remember, reading with fluency does not mean that you are racing to read the most words. You should take your time to read the words correctly.

### 4 Review the Passage



Let's talk about what the passage was about. Use the questions on the *Nonfiction Question Sheet* to discuss the passage with students.

### 5 Have students put the materials back in their Fluency bags and collect them for the next session.



## Support

You may want to partner with any student who is still struggling with the passage and time that student yourself.



## Challenge

If a student gets to the end of the passage before 1 minute is up, tell him or her to start over from the beginning. Then have the student add those additional words when filling out the *Fluency Chart*.

# Narrative Text: Make an Inference

**Goal:** The student can make inferences about a chapter in a story.

**In a Nutshell:** (15 minutes)

The teacher introduces the process of making inferences. Students read a chapter in a story and make an inference.

## MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *Making an Inference Chart* (one for the board and one for each student).
- Board or projector.

## PREPARE

On the board or projector, post the *Making an Inference Chart*.

## BEFORE READING

### 1 Preview



Welcome back, readers! Who can tell me the name of the story we have been reading? (*A Hurricane Is Coming!*)



Now I'm going to ask you to be story detectives and to make inferences. An inference is when you read between the lines to find something the text does not directly state. An inference is a conclusion. How does James feel about the impending hurricane? To answer this question, we may have to look for clues and make an inference. Distribute copies of the story to the group. Have students refer to it as they answer these questions. In Chapter One, Mom says, "I know you're anxious, James." That tells us that James is tense. What else? Answers will vary. Next question: How do we know that a storm is coming? Elicit a discussion based on the clues.

## READING

### 2 Second Read



Today our purpose for reading *A Hurricane Is Coming!* is to answer this question: How does James's mom try to help James ease his nerves? As we read, look for clues that will help solve the mystery. Have students take turns reading aloud until Chapter Two is finished. Review any difficult vocabulary words with the group before moving on.

## AFTER READING

### 3 Discuss the Text



Now let's solve the mystery. How do we know that James is nervous? (Possible answers: from his behavior; from the way his mom says she knows he's anxious) How does James's mom try to help James ease his nerves? (Possible answers: by helping him to stay busy; by reassuring him that his grandmother is tough)



Excellent inferences! Now we are going to work on a *Making an Inference Chart*. Distribute the chart. Have students work in assigned pairs. Allow 5 minutes for this activity. Then come together as a group to review the chart.

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## Support

There are lots of things we can infer every day. Have the group look around the room and see what they can infer from their surroundings. Help them along by asking questions such as: What can you infer about the weather by the way the group is dressed? What can you infer about the season by the things you see on the walls? What else can be inferred?



## Challenge

Assign each student in the group a partner. Ask students to look at their partners' shoes. Have them tell three things that they can infer from those shoes.

### 4 Wrap Up



We found out that we can discover lots of clues to answer this question: How does James feel about the impending hurricane? We found clues by looking inside the story and by thinking about our own lives and experiences.



Congratulations, story detectives! We read with the purpose of solving a mystery, and we succeeded. Great job, everyone!

# Speed Battle: Fluency Game

**Goal:** Students can read multisyllabic words correctly.

**In a Nutshell:** (5 minutes)

Students must read and collect the most multisyllabic word cards to win the game.

## MATERIALS

- 16 blank index cards.

## PREPARE

Write the following multisyllabic words on 16 blank index cards:

- Two-syllable words: *daughter, angel, famous*
- Three-syllable words: *musical, excited, decided, continued, however, practicing, contestant*
- Four-syllable words: *America, beautifully, incredibly*
- Five-syllable words: *classification, international, elementary*

## MODEL

### 1 Explain the Rules



We are going to play a word game called Speed Battle. To start, one of you will turn to the person on your right and flip over a card so you both can see it. Then both of you will read the word on the card aloud. The student who says the word correctly first gets to keep the word card. Remember that the game is called Speed Battle, so you will have to read quickly! You will flip over the card after I say *flip*.



The rest of us are going to be the judges, and we will decide who reads the word first. If we decide that you both read it correctly at the same time, it's a Double Speed Battle! This means that you will flip over two cards at the same time and read both of them. The first student who reads them both correctly will get to keep all three cards. If no one can read both of the cards correctly, we will move on to the next two students and I will collect those cards.



The student with the most cards at the end of the game will be our Speed Battle champion!

### 2 Model How to Play

If students are unfamiliar with this game, model for the group how to play.

## PRACTICE

### 3 Play the Game

Play several rounds of the game until all players have had the same number of turns. Have students tally the number of cards they have won.

### 4 Keep the word cards for use in future lessons.

# Introduce Reader's Theatre: One-Minute Timed Reading

**Goal:** The student can read a play with fluency and accuracy.

**In a Nutshell:** (10 minutes)

Students learn about the features of a play and do a one-minute timed reading.

## MATERIALS

- Copies of the play *A New Plan*, for you and your group.
- Fluency bags.
- One-minute timer.

## PREPARE

- Reassemble a resealable Fluency bag for each student by swapping the previous passage with a copy of *A New Plan*. Bags should also contain a *Fluency Chart*, a pencil, and a red and a blue marker.
- Review your copy of the play *A New Plan*.
- Decide which role each student will play. You may want to assign a more proficient reader for the role of the Narrator and you may also choose to take on a role yourself, depending on the number of students in your group.
- Assign partners.

## INTRODUCE

### 1 Build Background



Tell me what you already know about plays. Elicit responses. **A play is a story meant to be read out loud. Plays have characters and dialogue and are generally works of fiction.**



As we continue to work on our fluency skills, we are going to practice and perform a play. Show students your copy of *A New Plan*. **Today I am going to give you copies of the play that we'll be working on. The first thing we are going to do with this script is a 1-minute timed reading.** Distribute Fluency bags to students and have them take out the play.



This play, *A New Plan*, is about a band preparing to perform in a concert. **For the timed reading, you will read as far as you can in 1 minute. For this reading, you are only going to read the dialogue. Do not worry about reading the characters' names or reading any particular part.** If students are not familiar with or need to be reminded about this process, explain that Partner 1 will read first while Partner 2 follows along. Partner 2 will circle the last word Partner 1 reads and mark any mistakes made. Then the partners will switch roles.

## PRACTICE

### 2 Conduct a Timed Reading



**Let's get started.** Start the timer and prompt students when to start and when to stop reading for both Partner 1 and Partner 2.

(Continued on next page)



## Support

For students who are new to this genre, take extra time to go over the features of the play. Explain to students how and where to find the setting, characters' names, and stage directions.



## Challenge

Discuss with students how a play and a reading passage can be both similar and different. Talk about how authors use different strategies to communicate with their audiences depending on the genre they are writing in.

### 3 Complete the Chart



**Let's see how many words you read.** Have students look at the number at the start of the line where the last word was circled. Then count up from that number to the last word read. Next, subtract the number of words missed. Have students use their red markers to shade in their *Fluency Charts* to the number of words read correctly. On Day 8, students will be timed again on the same lines they read today in order to determine their fluency progress.

### 4 Wrap Up



**Over the next few days, we will be reading this play together. As we work with this script, we are going to focus on declarative sentences. This means as we read our lines, we will practice reading declarative sentences with correct tone. Now let's talk about what role each of you will play.** Discuss the assigned parts. If there is time, have students look through the parts of the script they will be reading. **Next time we will read the entire play together.**

5 Have students put the materials back in their Fluency bags and collect them for a later session.

# Narrative Text: Answer Literal Questions

**Goal:** The student can demonstrate an understanding of a story by answering literal questions.

**In a Nutshell:** (15 minutes)

The teacher checks for literal understanding of *A Hurricane Is Coming!*

## MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *Let's Get Literal* worksheet (one for the board and one for each student).
- Board or projector.

## PREPARE

Post the *Let's Get Literal* worksheet on the board or projector.

## INTRODUCE

### 1 Preview and Build Background



We have been reading *A Hurricane Is Coming!* So far, we have set a purpose for reading. The purpose was to find out what happens in the story. We also activated our prior knowledge. We took what we already knew about hurricanes and we filled out a *K-W-L Chart*. As we did that, we thought about what we knew about hurricanes, and what we wanted to learn about hurricanes. As we read, we filled in facts we learned from the reading. We also made inferences. To make an inference, we read between the lines and draw a conclusion, right? Who remembers what we inferred? Elicit responses. (*how James felt about the hurricane*) Great job! I can tell from your responses that you all have been engaged with the story.



Today we are going to skim through Chapters One and Two, which we have already read. Then we are going to answer questions about the text. Distribute copies of *A Hurricane Is Coming!*

## REREADING

### 2 Third Read



Who can tell me what a literal question is? A literal question is one in which the answer is right in the story. Great!



Let's look at the first three sentences in Chapter Two: *Securing the House*. "The wind grew stronger and a few raindrops began to smack against the window. Dad lifted the board onto the sill. It blocked the whole window." Based on what I just read to you, do you think it is raining? How do you know? (*In the first line, it says that a few raindrops began to smack against the window.*) Was the wind getting stronger or weaker? (*In the first line, it says the wind grew stronger.*) Was Grandma held up in traffic? (*We don't know. It's not in the text.*)



That's right. Let's take another look at Chapter Two. Who can think of a literal question from this chapter? (Possible responses: *Does Grandma have a cell phone? Is Grandma set in her ways?*) Elicit a response from each student in the group to make sure they understand the concept of literal questions.

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## Support

If students have difficulty answering a literal question, guide them to the sentence that provides the answer. Ask them to read the sentence aloud. Then ask if they can find the part of the sentence that answers the question.



## Challenge

Assign partners. Have students pick a portion of text from Chapters One or Two of *A Hurricane Is Coming!* Have students ask their partners literal questions pertaining to the text.

### AFTER READING

#### 3 Test the Skill



**Let's test our literal question and answer skills now.** Distribute the worksheet *Let's Get Literal*. Read the directions aloud. Give students about 7 minutes to complete the worksheet. Then come together as a group and review each question.

#### 4 Wrap Up



**Great job, readers!** Today you showed me that you really understand literal questions. That will help you when you are trying to understand what it is that you are reading. Next time we'll practice telling the story of *A Hurricane Is Coming!* in our own words.

# The Plot Pie: Comprehension Game

**Goal:** The student can identify plot events.

**In a Nutshell:** (5–8 minutes)

Students work individually to identify plot events from today's reading to win the game.

## MATERIALS

- *The Plot Pie Game Board.*
- *The Plot Pie Number Cards.*
- Watch or cell phone timer.
- Small basket or container.
- Chalkboard or whiteboard.

## PREPARE

- Review today's story to offer support during the game, if needed.
- Cut out the *The Plot Pie Number Cards*. Fold them up and place them in the basket or container.
- Write students' names in columns on the board. You will track students' scores in the columns. Then post *The Plot Pie Game Board*.
- For the modeling portion of this game, choose a different story. Prepare to model picking a number card from the basket and answering a question on the game board that has the same number as the card within 30 seconds.
- Use a watch or cell phone app to time each 30-second round.

## INTRODUCE

### 1 Build Background



Readers, the plot is the action or events that take place in a story. Usually, the beginning of a story tells about the characters, setting, and the problem. The middle of the story shows how the problem rises. Then the action in the story falls until the story reaches a solution, the answer to the problem. All of these events make up the story's plot. Today, you will play The Plot Pie Game!

### 2 Explain



The objective of the game is to get the highest score by answering the questions correctly within 30 seconds. If you do, you win! Each of you will take turns playing. I will pass this basket to the first person. Show students the basket. This person will pick a number card from the basket. Then, he or she will answer the question on the game board that has the same number as the card. Show students the game board and a number card. If you answer the question correctly within 30 seconds, you will receive the number of points next to the question on the game board. I will keep track of the time and the scores on the board. Show students the timer and the score chart on the board. Then it's the next person's turn to play. The person with the most points at the end of the game wins!

## MODEL

- 3 If students are not yet clear on how to play this game, model it for the group. Pick a number card from the basket and answer the question on the game board that has the same number as the card within 30 seconds.

## PLAY



4 It's time to play The Plot Pie Game! If time permits, play additional rounds of the game so that students have a chance to answer different questions.

# Practice Reading Lines

**Goal:** The student can read lines in a play fluently and accurately.

**In a Nutshell:** (10 minutes)

Students practice reading their lines out loud.

## MATERIALS

- Copies of the play *A New Plan*, for you and your group.

## PREPARE

Review your copy of *A New Plan* and practice reading it out loud several times before modeling for students.

## INTRODUCE

### 1 Build Background



Last time, we started to work on the play *A New Plan*. In a few days, we will perform this play in front of a live audience. In order to prepare for that, we need to practice it a lot. As we practice, I want you to think about the tone you will use as you read your lines. You will need to think about the type of punctuation in your lines and make sure that your voice reflects the punctuation used. Distribute copies of the play.

### 2 Model Reading the Play



I am going to read the beginning of *A New Plan* out loud, and I want you to follow along as I read. While I am reading, pay attention to the parts of the script I read out loud and the parts of the script I don't. Read several lines of the play. Discuss with students that, as actors, they will read the dialogue out loud, but not the characters' names or setting.

## PRACTICE

### 3 Read the Play Together



Now we are going to read the entire script as a group. Remember to read only the dialogue out loud. Turn to the beginning of the play and be ready to read when it's time for your part. Let's begin. Assist students with finding and reading their lines. Help them with decoding and pronunciation as needed.

### 4 Wrap Up



Well done. Last time, we talked a little about declarative sentences. What do you already know about this topic? Discuss with students how declarative sentences would affect the way they read their lines. For example, ask students how punctuation affects the meaning of their lines.



For your homework, please take your copies of the script. Read the whole play again. Make sure to concentrate on reading the lines that belong to your character. As you read, think about your understanding of the play. We'll clarify anything that you do not understand in the script the next time we meet. The more we practice, the more we will begin to sound like experienced actors.



## Support

For students who struggle with decoding, look through their lines ahead of time and circle words that might be challenging for them. Review these words with them while the rest of the group is looking at their lines.



## Challenge

Have students make a short timeline of events that happen in the play. Discuss with students how to use the setting, dialogue, and stage directions to improve their understanding of the events in the play.

# Reinforce: Vocabulary and Comprehension

**Goal:** The student can follow beginning/middle/end story structure. The student can explore the meanings of the words using a *Word Web* chart to strengthen his or her understanding of new vocabulary.

## In a Nutshell: (15 minutes)

The teacher guides students to retell *A Hurricane Is Coming!* The teacher reinforces word knowledge by engaging students in a vocabulary enhancement exercise.

### MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *Word Web* chart (10 for the board).
- Board or projector.

### PREPARE

- Write the vocabulary words on the board.
- Post the *Word Web* chart on the board or projector.

### VOCABULARY

anxious, calmly, gust, hunch, moan, nervous, reply, respond, swirl, whip

## 1 Build Background



Today we will do two things. We will read Chapter Three: Down in the Basement and retell the story. Then we will work more closely with our new vocabulary for this Burst. Distribute copies of *A Hurricane Is Coming!* to students. Have students read Chapter Three: Down in the Basement independently.

## READING

## 2 Read and Retell



When we retell a story, we use our own words to repeat the important events of the story. We make sure to start with the beginning of the story. Then we work our way to the middle, and we finish with the end. Who would like to volunteer to begin to retell *A Hurricane Is Coming!*? If you have any problems along the way, someone in the group will help you. Elicit volunteers to retell the beginning, the middle, and the end of the story. If a student has trouble, invite another student to help. Excellent retells.

## STRENGTHEN VOCABULARY

## 3 Review the New Vocabulary



Let's turn to the glossary, and take another look at the words we are adding to our vocabulary. Ask students to take turns reading the definitions of the words.

## 4 Explain the Activity



Now we are going to use a *Word Web* chart to explore these words even further. A *Word Web* chart helps us see how words or ideas are related. Here's how it works. First, we write the word that we are going to explore in the center circle. Point to the center circle. Then, we think of things related to that word and write them in the outer circles. These words can be synonyms, antonyms, phrases, or sentences you can relate to this word. The *Word Web* helps us better understand the new vocabulary.

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## Support

Ask students to point to the words and to read each one of them out loud. Say the meaning of each word and ask students to think of something they have done or can imagine doing related to that word and share it with the group. Model as follows: For example, my word is *gust*. I know that *gust* is when the wind is blowing really hard. If I close my eyes and imagine it, I can hear the sound that a gust of wind makes. When I think of *gust*, I think of being inside and looking out the window and watching things blow all around outside, such as garbage cans and lawn chairs.



## Challenge

Ask students to give additional examples for each word. You can also flip the exercise; you give the students examples and they guess the word.

## Reinforce: Vocabulary and Comprehension

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### 5 Model the Activity

If students are not yet comfortable with this activity, or if this is their first time using the *Word Web* chart, model it for them as follows.



I'm going to give you a better idea of how to do it. I will start out by writing the word *anxious* in the middle of the web. Based on what I read in the glossary, I know that *anxious* means experiencing uneasiness or worry. So I will write this in the middle circle of the web under the word *anxious*. Now I will ask myself: What do I think of when I hear the word *anxious*? I think of how a person feels when he or she is anxious. The word *anxious* also reminds me of how people might look when they are worried. They may be crying. They may look scared or upset. Write *worry*, *scared*, and *crying* in the outer circles of the web.

### PRACTICE

### 6 Students Work on the *Word Web* Chart



Now it's your turn. What words do you think of when you hear the word *anxious*? Remind students they can think of words that mean the same or the opposite of the target word, or even something that describes or reminds them of the word. Encourage them to offer phrases and sentences as well. Elicit and record responses in the outer circles of the web. **Now let's try out the *Word Web* with the remaining words.** Use a new copy of the *Word Web* chart for each word. Encourage students to use the new vocabulary in their conversation or writing to practice even further.

### 7 Wrap Up



Great job! Next time we meet, we'll talk more about the story, *A Hurricane Is Coming!* Remember, keep your eyes open for the words we added to our vocabulary.

# Punctuation Mix-Up: Fluency Game

**Goal:** The student can read a sentence with the appropriate expression.

**In a Nutshell:** (5 minutes)

A student draws two cards, one with a sentence and one with a punctuation mark. He or she then reads the sentence on the card with the appropriate expression based on the punctuation card drawn.

## MATERIALS

- 18 blank index cards.

## PREPARE

- Write the following sentences, without punctuation, on index cards: *Granddad loves to surf, We're having turkey burgers for lunch, There's a snake in your boot, He used to have blue suede shoes, You ate pickles for breakfast, I have to finish my homework, Dinosaurs are extinct, My sister loves frozen peas, Fourteen balloons are not enough.*
- Write the following punctuation marks on nine index cards: three with a question mark, three with an exclamation point, and three with a period. Shuffle the deck.

## INTRODUCE

### 1 Explain the Rules



We are going to play a game called **Punctuation Mix-Up**. Show students the two decks of cards. **In this game, you will draw two cards, one from each deck. On one card, there will be a sentence. On the other card, there will be a punctuation mark.** Turn over one card from each deck to show students each type of card. **You will read the sentence on the sentence card using the punctuation shown on the punctuation card.** If you draw a period, you will read the sentence as a declarative sentence. If you draw a question mark, you will read the sentence as an interrogative sentence. If you draw an exclamation point, you will read the sentence as an exclamatory sentence. Read the sentence using the punctuation indicated.

### 2 Model How to Play

If students are not yet clear on how to play this game, model for the group by reading through a few rounds of cards.

## PRACTICE

### 3 Play the Game



**Let's begin.** Place the two decks of cards face down on the table. Play enough rounds of the game so that each player participates several times. After each sentence, collect the cards into their separate decks. Shuffle each deck separately after each round. Collect the cards at the end of the game and store them for future use.

# Repeated Readings

**Goal:** The student can read lines in a play fluently and accurately and demonstrate an understanding of the script.

## In a Nutshell: (10 minutes)

Students discuss the events of the play and practice their lines as a group and with partners.

### MATERIALS

- Copies of the play *A New Plan*, as needed.

### PREPARE

Review your copy of the play *A New Plan*.

## INTRODUCE

### 1 Build Background



We've been using the play *A New Plan* to build our fluency skills. The last time we met, I asked you to read the play at home and focus specifically on your understanding of the script. It's very important that you understand what is happening in this play. Professional actors give their best performances when they have a thorough understanding of the script they are working with, and the same is true for you. The better you understand the play, the better your performance will be. Are there any words or ideas in this script that you would like me to explain or clarify? Elicit responses and resolve any questions students have. Distribute copies of *A New Plan*.

### 2 Monitor for Comprehension



What is happening in this play? Elicit responses. When playwrights begin to work on a play, they have a message in mind that they want to communicate to their audience. What message do you think this playwright is trying to communicate? Discuss with students a basic summary of the script to monitor for meaning and comprehension. Again, resolve any questions and clarify the script as needed.

## PRACTICE

### 3 Read the Play Together



We will now read the entire play as a group. You all need to follow along and be ready to read when it's your turn. When it's time for you to read your lines, take your time and read them loud enough for everyone to hear. Let's get started. If students struggle with their lines, encourage them to read their lines again, or model the lines for them and have them repeat after you.



Great job, everybody! Working repeatedly on this script will affect your fluency skills in several ways. It will help you read your lines more smoothly and with confidence. It will also make the entire play easier for you and your audience to understand. By practicing the same script many times, your fluency rate is much more likely to improve, which will help you to become better readers overall.

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### Support

For students who struggle to understand the play, map out the setting and events on the board to diagram the narrative.



### Challenge

For students who have a clear understanding of the play and its meaning, encourage them to think about other plays, books, stories, or movies that have a similar theme. Discuss with students how the theme in *A New Plan* compares to other narratives they are familiar with.

### 4 Work in Pairs



Now it's your turn to practice your lines with a partner. Partner 1 will start and read through all of the lines assigned to his or her role. Partner 2 will follow along. Then you will switch roles, and Partner 2 will read his or her lines as Partner 1 follows along. You may need to remind some students to track the script as their partners read. Also, be available to aid struggling readers with difficult lines in the script.

### 5 Wrap Up



You all did a great job practicing your lines today. Take some time to think about what your character is like and use that to determine how you will read your lines. Next time, we will practice our lines again, focusing specifically on declarative sentences.

6 Collect copies of the play from students and retain them for the next session.

# Narrative Text: Essential Message/Theme

**Goal:** The student can determine the essential message or theme of a story.

## In a Nutshell: (15 minutes)

The teacher introduces the concept of essential message/theme. Students determine the essential message of *A Hurricane Is Coming!*

### MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *Journey to the Theme Chart* (one for the board and one for every two students).
- Board or projector.

### PREPARE

Post the *Journey to the Theme Chart* on the board or projector.

### BEFORE READING

#### 1 Preview



So far, we've learned different purposes for reading: to find out what happens in a story and to figure out a story's beginning, middle, and end. Today, we will learn another purpose for reading: to find the theme, or big idea.



The theme is the big idea, the underlying message of the text. The theme is usually not stated in the text. Instead, the reader has to dig through the story elements to find it. It is often a message about people, life, or the world. The theme is not the topic, which in this case would be hurricanes.

#### 2 Discuss



Now that we have read *A Hurricane Is Coming!* who can say what the theme is? Elicit responses. (Possible answers: *Always be prepared. You can't fight Mother Nature.*) There are no wrong answers here, as long as you can support what you are saying with the text. If you have trouble finding the theme, ask yourself, "What did I learn from this story?"

### AFTER READING

#### 3 Discuss the Text



What did you learn from reading *A Hurricane Is Coming!*? Elicit a response from each student. (Possible responses: *I learned that hurricanes have to be taken seriously. I learned that it's important to prepare for a hurricane so that family members will be safe.*) As students offer their ideas, praise them for good thinking and ask them to explain their reasoning.



Now we are going to work on the *Journey to the Theme Chart*, which will help us identify the theme of a story. Distribute the charts. I will assign you a partner and I will give you a few minutes to work with your partner. Then we will come together and discuss your work as a group. (More possible themes for this story: *Pay attention to the warning signs of natural disasters. Worrying is a useless emotion. It pays to be prepared.*)

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### Support

If students have difficulty grasping the idea of theme, group picture books by theme. Select books about friendship or family. Give students a chance to compare and contrast them.



### Challenge

When students try to identify the theme, they should ask: **What does this story make me think about? What do I think the author wants to tell me? How does the story make me feel?**

### 4 Wrap Up



Readers, we have learned a lot while reading this story. We learned to set different purposes for reading. We learned to solve a mystery about a story. We learned to retell a story. Finally, we learned to figure out a story's big idea. Next time, we'll take a look at the author's perspective.

# The Final Setting: Comprehension Game

**Goal:** The student can identify the setting in a story.

**In a Nutshell:** (5–8 minutes)

Students work as a team to draw and guess the setting from a story within 60 seconds to win the game.

## MATERIALS

- Eight index cards.
- One-minute timer.
- Chalkboard or whiteboard.
- Chalk or dry-erase markers.

## PREPARE

- You have eight index cards, enough to play the game twice, if time permits. On each of the index cards, write the description of a setting from today's reading. The setting can include a place, time of day, weather, and sights. Alaska under the northern lights or the Ferris wheel at a festival are good sample setting descriptions.
- Write each student's name in a column on the board. You will record students' scores here.
- For the modeling portion of this game, prepare to draw a setting from another popular story within 60 seconds to demonstrate the game rules.
- If you find that students are having difficulty making it to the fourth round, reduce the rounds to three or two.

## INTRODUCE

### 1 Build Background



Readers, all stories have a **setting**, the time and place that the action happens. Get ready to put your artist caps on, because you are going to identify the setting in today's reading by playing The Final Setting!

### 2 Explain



Your objective in the game is to draw a series of four settings and have your peers correctly guess each setting within 60 seconds. The person who successfully makes it to the final fourth round within 60 seconds wins! I will choose a student to be the first one to draw. I will show this student the first of a series of four setting descriptions on an index card. This person must draw the setting on the board as quickly and clearly as possible so the rest of you can quickly and correctly guess the setting. Each correct guess allows you to draw the next setting. In order to win, you must draw all four settings within 60 seconds. I will keep track of the time with a timer. Show students the timer. Then, it will be another student's turn to draw.



Your peers can shout out their guesses, but the person drawing is not allowed to act, write, or speak words in this game. You score one point for each correct setting given within the 60 seconds. I will keep track of the scores on the board. Show students the score chart on the board. After your 60 seconds is up, I will tally the scores. The student with the most points at the end of the game wins.

## MODEL

- 3 If students are not yet clear on how to play this game, model it for the group. Draw a series of four settings from another popular story within 60 seconds. Allow the group to guess the settings.

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## The Final Setting: Comprehension Game

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### PLAY

4



**Let's play The Final Setting!** Distribute the chalk or dry-erase marker to the first drawer. Show him or her the first index card. Start the timer. Then, let the game begin! If time permits, play additional rounds of the game so that all students have a chance to draw.

# Reading With Expression: Declarative Sentences

**Goal:** The student can read a script fluently and accurately.

**In a Nutshell:** (10 minutes)

Students practice reading lines from the play, focusing on declarative sentences.

## MATERIALS

- Copies of the play *A New Plan*, as needed.

## PREPARE

Review your copy of the play *A New Plan*.

## MODEL

### 1 Build Background



Through your work on the play *A New Plan*, each of you is developing an understanding of your character. In the play, your character does and says things that give you information about his or her personality. The better you understand who your character is, the better you will be able to read your lines in a way that best suits your role.

### 2 Discuss the Lines



Today I want to focus specifically on declarative sentences. Remember, a declarative sentence states a fact and ends with a period. It does not need an answer or an action from the reader or audience. When you read declarative sentences, your voice should sound steady and you should sound confident. Distribute copies of the play.

## PRACTICE

### 3 Practice the Lines



Now take a few minutes to reread your lines to yourselves and think about how your voice should sound when you read declarative sentences. Give students time to read through their lines quietly. Discuss how their lines are affected by punctuation.



Now let's read through the play again together. Remember to think about how declarative sentences affect your lines. Have students read the script without too much interruption. Try not to correct, unless it is in relation to the target skill.

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## Support

Have students list specific quotes and actions of their characters to help them determine the personality and voice of their roles.



## Challenge

After analyzing the personality and voice of their characters, have students write a paragraph in the voice of their roles, describing the way the characters feel about the events in the play.

### 4 Wrap Up



Great job, everyone. The next time we meet, it will be our last day to practice this script before we perform our play for a live audience!

- 5 Collect copies of the play from students and retain them for the next session.

# Narrative Text: Author's Perspective

**Goal:** The student can read a story to determine the author's perspective.

## In a Nutshell: (15 minutes)

The teacher introduces the students to the concept of author's perspective. Students then discuss the author's perspective.

### MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *Understanding the Author's Perspective* worksheet (one for the board and one for each student).
- Board or projector.

### PREPARE

Post the *Understanding the Author's Perspective* worksheet on the board or projector.

### BEFORE READING

#### 1 Review and Engage



Today, we are going to talk about author's perspective. The author's perspective refers to how an author feels about a subject. The author's perspective can be found by looking at the words in the text, the illustrations, and the story's purpose. The reader can usually find the author's perspective, or viewpoint, in one or more of the characters. What is the author's perspective in *A Hurricane Is Coming!*? Let's find out. Distribute copies of the story.



What telltale signs in the story reflect an attitude or opinion about hurricanes? Let's start by looking at Chapter One. The author tries to say hurricanes are serious and should not be ignored. He, Joshua Morison, lets readers know it helps to prepare by boarding up windows, staying off the road if you can, and by stocking supplies, such as canned foods, water, flashlights, and sleeping bags, within reach.

### SKIM THE TEXT

#### 2 Find Examples



There are many indicators in the text that show a hurricane is a powerful thing that causes devastating damage. In Chapter One, the first line reads: "Wind whipped through the trees in the front yard as the sky darkened in the west." That is a striking image, isn't it? The second sentence refers to the lack of cars on the road due to the hurricane moving closer. Later, the author says that James's dad looked "very small hunched over, fighting against the wind." Very powerful, right?



Now it's time for you to find examples in the text. Remember, you are looking for words that show the author takes hurricanes very seriously. Who can find an example? Elicit responses. Answers will vary.



Now, let's look at the art on the cover, in Chapter One, and in Chapter Two. Select one of these illustrations and tell me how the picture shows us the message that the author wants us to know that hurricanes are very strong and powerful? Have each person in the group point to something specific in the art that supports the message. (Possible response: *In the cover art, a boy looks very worried. His mom is trying to calm him, but he still looks scared.*)

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### Support

Find the author's perspective in other stories the group has read together. Have each student share his or her thoughts and contribute evidence of the author's perspective.



### Challenge

Ask: How does James's mom help James feel better about the situation he is in? Do you think the author did that purposely? Why or why not?



**Now, we will fill out a worksheet called *Understanding the Author's Perspective*.**

Distribute the worksheet and read aloud the directions. Explain to students that they are underlining only the sentences that give the reader the feeling that there is something to worry about. For example, tell them that in sentence two, "Dad had already covered the window," there is nothing scary about that sentence. Give the students at least 5 minutes to do this assignment. Then bring students together and review their answers. Explain that there are five responses that should be underlined. (Answers: 1. Wind whipped through the trees. 3. "I know you're anxious, James, but we have to be safe." 8. Mom could see how nervous James was. 10. James listened to the hurricane. It was getting loud and scary. 11. The wind moaned in the chimney like a ghost.) **Excellent job, readers!**

### 3 Wrap Up



**Readers, you did a really good job today looking at author's perspective. Next time, we will do a retell of the story.**

# Speed Battle: Fluency Game

**Goal:** Students can read multisyllabic words correctly.

**In a Nutshell:** (5 minutes)

Students must read and collect the most multisyllabic word cards to win the game.

## MATERIALS

- 16 blank index cards.

## PREPARE

Write the following multisyllabic words on 16 blank index cards:

- Two-syllable words: *almost, problem, concert, homemade, answered*
- Three-syllable words: *narrator, neighborhood, tragedy, piano, another*
- Four-syllable words: *disappointed, incredibly, complimented*
- Five-syllable words: *enthusiastic, curiosity, congratulations*

## MODEL

### 1 Explain the Rules



We are going to play a word game called Speed Battle. To start, one of you will turn to the person on your right and flip over a card so you both can see it. Then both of you will read the word on the card aloud. The student who says the word correctly first gets to keep the word card. Remember that the game is called Speed Battle, so you will have to read quickly! You will flip over the card after I say *flip*.



The rest of us are going to be the judges, and we will decide who reads the word first. If we decide that you both read it correctly at the same time, it's a Double Speed Battle! This means that you will flip over two cards at the same time and read both of them. The first student who reads them both correctly will get to keep all three cards. If no one can read both of the cards correctly, we will move on to the next two students and I will collect those cards.



The student with the most cards at the end of the game will be our Speed Battle champion!

### 2 Model How to Play

If students are unfamiliar with this game, model for the group how to play.

## PRACTICE

### 3 Play the Game

Play several rounds of the game until all players have had the same number of turns. Have students tally the number of cards they have won.

### 4 Keep the word cards for use in future lessons.

# Rehearse the Play: Review One-Minute Timed Reading

**Goal:** The student can read a play fluently and accurately.

**In a Nutshell:** (10 minutes)

Students complete a 1-minute timed reading and then rehearse the play as a group.

## MATERIALS

- Copies of the play *A New Plan*, as needed.
- Fluency bags.
- One-minute timer.

## PREPARE

Review your copy of the play *A New Plan*.

## INTRODUCE

### 1 Build Background



We are one day away from performing our play in front of a live audience. Before we can perform, it is important that we continue to rehearse. We've been working on this script for several days and the more we rehearse, the more fluently we'll be able to read our lines.



Before our rehearsal today, we are going to time ourselves reading the script. You will read with your partners for 1 minute to see how your fluency rate was affected after all the work that you've put into the script this week. Distribute copies of *A New Plan* and Fluency bags to the group.

## PRACTICE

### 2 Conduct a Timed Reading



For this timed reading, you will not necessarily read the lines for your role. You will start at the beginning of the script and read as many lines of dialogue as you can in 1 minute. Pair up students as Partner 1 and Partner 2. Remind them that they do not need to read the names of the characters.



Begin when I say, "Start reading." Start the timer and prompt students when to start and when to stop reading for Partners 1 and 2. After all students have read, help them count and fill in their *Fluency Charts* with the number of words read accurately.



Now let's see how many words you read. How does your rate today compare to your rate from a few days ago? Discuss.

### 3 Rehearse



Now it's time for our rehearsal. Let's read this play as if we were performing for a live audience. Don't forget to read declarative sentences correctly. Let's begin. As students read, limit your intervention as much as possible.

### 4 Wrap Up



I am really looking forward to your performance. Please take home the script tonight to practice. Have students keep their scripts and put the remaining materials back in their Fluency bags, and collect them for a later session.



## Support

For students whose fluency rate has not improved, give them some time to work with a new partner for additional reading practice.



## Challenge

For students with improved fluency rates, ask them if there were any specific exercises that really helped them with the script. Discuss with students the activities that were the most useful to build their fluency skills and why.

# Review: Vocabulary and Comprehension

**Goal:** The student can engage in a group retell of the story. The student can play Vocabulary Tic-Tac-Toe to demonstrate an understanding of a word's meaning.

## In a Nutshell: (15 minutes)

The teacher moderates a student retelling of *A Hurricane Is Coming!* The teacher challenges the student to select a vocabulary word to define in a game of Vocabulary Tic-Tac-Toe.

### MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- Board or projector.
- Index cards.

### PREPARE

- Write the vocabulary words on the board.
- Draw a large Tic-Tac-Toe grid on the board in advance. Write each vocabulary word on a card.

### VOCABULARY

anxious, calmly, gust, hunch, moan, nervous, reply, respond, swirl, whip

## BEFORE READING

### 1 Build Background



Today, we will do two things. First, we will retell *A Hurricane Is Coming!* Then, we will use the new vocabulary in a fun activity. Distribute copies of the story. **Who can tell me what happens at the beginning of the story?** (*A hurricane is coming, and James is anxious about it. James is expecting his grandmother. As James's father prepares for the hurricane by boarding up the windows, James wonders if his grandmother is all right.*)



Excellent. Now, each one of you will have a turn retelling a bit of the story until we have retold it all. **Who would like to go next?** Choose volunteers. **Excellent. Were all the important details included in the retell?** Elicit responses. **Now it's time for some fun with vocabulary.**

## MODEL

### 2 Explain the Activity



We are going to play Vocabulary Tic-Tac-Toe. I will divide you into two teams: Xs and Os. When I call on you, pick up a word card. Then read the word and tell its meaning, or use it in a sentence. If you cannot tell the meaning, place the card back at the bottom of the pile, and someone from the other team will get a turn. If you get it right, place an X or an O in a square on the Tic-Tac-Toe grid on the board.



Let's say that the word is *hunch*. You can use the definition that comes from the story, which is to arch the back into a hump. Or, you can use another definition of *hunch*, if you know one. *Hunch* also means an idea about something based on a feeling, not a fact. Keep the activity lively and move at a brisk pace. Refer to and repeat the precise definitions, whenever possible. Play a second round if time permits, ensuring that each student gets at least one turn to represent his or her group.

### 3 Wrap Up



Great work! Tomorrow, we will finish working with *A Hurricane Is Coming!*



### Support

Before beginning the Tic-Tac-Toe game, have students review each word. Encourage them to ask clarifying questions about the words and their meanings before the game begins.



### Challenge

Once students have mastered Vocabulary Tic-Tac-Toe, spice it up by playing a round with antonyms for each vocabulary word.

# Definition Recognition: Vocabulary Game

**Goal:** The student can use memory skills to learn vocabulary words and their definitions.

**In a Nutshell:** (5–8 minutes)

Students play the classic memory game to match the vocabulary word with its synonym.

## MATERIALS

- Glossary from the comprehension story or selection.
- Index cards.
- Board or projector.

## PREPARE

- Write the vocabulary words on index cards.
- Write simple definitions (two or three words) for the vocabulary words on separate index cards.

## INTRODUCE

### 1 Build Background



Today, we are going to play a fun vocabulary game. We will have to use our memory to recognize the definitions of the words we learned this week. It's a lot like a game you may already know called the Memory Game.

### 2 Explain



In this game, you play the classic memory card game, but instead of matching pictures, you match a word with its definition. A player takes a turn by turning over two cards. The objective of the game is to turn over the word and its definition card. The player has to remember where the word and definition are located. When a student uncovers a pair, those cards are taken off the board and the student gets two points. Scramble the vocabulary word and definition cards. Place them face down in front of the group. Arrange the cards in five columns of four.

## MODEL

- 3 If students are not yet clear on how to play the game, model it for the group.

## PLAY



**Let's play the Definition Recognition Game.** Students may work in small groups to play this game. You can have two or three games going at the same time. If time permits, or to make the game more challenging, students can also create their own cards with pictures that best describe the definition.

# Perform the Play

**Goal:** The student can perform a play with fluency and accuracy.

**In a Nutshell:** (10 minutes)

Students perform the play as a group in front of a small audience.

## MATERIALS

- Copies of the play *A New Plan*, as needed.

## PREPARE

- Invite guests such as the principal, support staff, parents, other teachers, or other Burst groups to this performance.
- Prepare the guests by explaining beforehand that this Burst group will perform a play about kids who make their own musical instruments. Encourage the guests to praise the students by giving them a specific compliment on what they appreciated about their performance.

## INTRODUCE

### 1 Build Background



We have spent the last few days working on our lines in the play *A New Plan* and we've talked specifically about reading declarative sentences correctly. We've rehearsed our lines together many times and we're now ready to perform our play! If there are guests, let the class know who has been invited: principal, teachers, other Burst groups, etc. **As you perform the play, remember that the main goal today is to communicate the message of the play as clearly as possible to your audience.**



We're almost ready to begin. When it's your turn to read your part, read your lines from the script just like we've been practicing. If you get stuck, don't worry. I will be right here to help. If you make a mistake, you can reread the line or just keep going. It's up to you.

## PERFORM

### 2 Perform the Play



**Welcome!** If you have guests, welcome them to the play. **We are so happy you came today to see our performance of the play *A New Plan*. Our actors have been working hard over the past several days to prepare for this performance and we hope you enjoy it!** Give a signal for students to begin. Do not correct anyone during the play. Provide help only if someone clearly needs support. When the play is over, encourage the audience to clap.



**Thank you for that great performance! I'd now like to introduce our actors.** Introduce each student by name and the role that they played. **I'd like to take comments from our audience.** Lead a short discussion with the audience about the students' performance, focusing on praise for their specific work and what you and the audience appreciated about the performance.

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## Support

Before the performance, practice the lines from the play with students who struggle. Model specific lines to help them overcome any reading obstacles and challenges.



## Challenge

After the play is over, ask students what kind of audience this play may have been targeting. Is it relevant to a general audience? Is it relevant to them?

### 3 Discuss the Play



**What did you learn from the process of preparing for and performing a play?** Ask students what they found most interesting about this process. Ask them how they felt performing in front of an audience and whether or not they felt prepared.



**All of you worked so hard to put on a great performance today. You should be proud of yourselves for today's work and for your preparation over the past several days. Well done!**

# Apply the Skills: Make an Inference

**Goal:** The student can make inferences about a story.

**In a Nutshell:** (15 minutes)

The teacher reviews the process of making an inference. Students use *A Hurricane Is Coming!* to make inferences.

## MATERIALS

- *A Hurricane Is Coming!* (copies for you and your group).
- *What Can You Infer?* worksheet (one for the board and one for each student).
- Board or projector.

## PREPARE

- On the board or projector, post the *What Can You Infer?* worksheet.
- On the board, write: *What helps ease James's nerves while he waits for his grandmother to arrive?*

## BEFORE READING

### 1 Preview



Readers, sometimes writers leave things for us to figure out in a story. In *A Hurricane Is Coming!* we don't know for sure if James eats pizza. We don't know how the hurricane turns out. We have to figure this out for ourselves. Put on your detective hats. It's time to make an inference. That means we will find clues in the story to answer our questions. Then we will think about our own experiences and what we know. We will put it all together to figure out things the story does not spell out for us.



I have written a mystery question on the board. Read the question aloud. Now let's reread the story. As we read, I want you to look and listen for clues that will answer this question: *What helps to ease James's nerves while he waits for his grandmother to arrive?* When you find a clue, raise your hand.

## READING

### 2 Final Read



**All right, let's read!** Distribute copies of *A Hurricane Is Coming!* Have students take turns reading the story aloud. Pause when students raise their hands, and write their clues on the board. If students do not offer clues on their own, ask questions like the following: **On this page, what do we learn about James's attitude toward the hurricane?** Then ask questions to elicit clues from students' own experiences. For example, ask: **In your experience, how do people act when they are nervous or tense about something? What makes them feel better?**

## AFTER READING

### 3 Discuss the Text



**Let's look at our clues again.** Point to the board. **How do these clues help us answer this question: *What helps to ease James's nerves while he waits for his grandmother to arrive?*** (Possible clues: *James's mom tells James that his grandmother is tough and smart; Mom suggests that James tell his grandmother that he thinks she should buy a cell phone; Mom suggests that James should go down to the basement to check the supplies so that he sees that the family is prepared.*) **Excellent!**

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## Support

Have students look at the illustrations throughout the story and tell a new story based on them. What can be inferred from the illustrations?



## Challenge

Pair students and have them come up with their own inferential questions. Then come together as a group and ask each student to explain how he or she came up with the question.

## Apply the Skills: Make an Inference

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We can always use more practice with making inferences. I am going to give each of you a worksheet called *What Can You Infer?* Distribute the worksheet. Remember, inferring means taking what you know and making a guess. Let's read the examples together and then I will give you a few minutes to complete the sheet. (Answers: 1. b; 2. a; 3. b; 4. b; 5. a; 6. c)

### 4 Wrap Up



Readers, you have been fantastic story detectives. Your clues and inferences show me you have gotten to know this story really well. Now it's time to say goodbye to *A Hurricane Is Coming!* I hope you liked it. I know it made me think about how smart it is to prepare for things like hurricanes. What do you think? Encourage students to practice this Burst's skills with a new story from the school or town library.

# Punctuation Mix-Up: Fluency Game

**Goal:** The student can read a sentence with the appropriate expression.

## In a Nutshell: (5 minutes)

A student draws two cards, one with a sentence and one with a punctuation mark. He or she then reads the sentence on the card with the appropriate expression based on the punctuation card drawn.

### MATERIALS

- 18 blank index cards.

### PREPARE

- Write the following sentences, without punctuation, on index cards: *These clowns ride llamas, Tomorrow is Saturday, Grandma has a red skateboard, My mom is the principal, My little sister eats olives, We're having canned spinach for lunch, It's going to snow tomorrow, You can talk to horses, Monkeys like to sleep in tree houses.*
- Write the following punctuation marks on nine index cards: three with a question mark, three with an exclamation point, and three with a period. Shuffle the deck.

## INTRODUCE

### 1 Explain the Rules



We are going to play a game called **Punctuation Mix-Up**. Show students the two decks of cards. In this game, you will draw two cards, one from each deck. On one card, there will be a sentence. On the other card, there will be a punctuation mark. Turn over one card from each deck to show students each type of card. You will read the sentence on the sentence card using the punctuation shown on the punctuation card. If you draw a period, you will read the sentence as a declarative sentence. If you draw a question mark, you will read the sentence as an interrogative sentence. If you draw an exclamation point, you will read the sentence as an exclamatory sentence. Read the sentence using the punctuation indicated.

### 2 Model How to Play

If students are not yet clear on how to play this game, model for the group by reading through a few rounds of cards.

## PRACTICE

### 3 Play the Game



**Let's begin.** Place the two decks of cards face down on the table. Play enough rounds of the game so that each player participates several times. After each sentence, collect the cards into their separate decks. Shuffle each deck separately after each round. Collect the cards at the end of the game and store them for future use.

# Complete Progress Monitoring

## ORF

Note: when you have students in your group who have not demonstrated proficiency in earlier reading skills, mCLASS Intervention assumes your students are missing those earlier reading skills and may hold the group back. As a result, you may also need to progress monitor earlier skills to ensure your students move on when they are ready. You can see if any of your students need additional measures on the [Prepare for Next Burst tab](#).

If you have not already progress monitored students, complete progress monitoring today so you stay on schedule.

The image contains three screenshots of the mCLASS app interface. The top-left screenshot shows the main menu with 'Progress Monitoring' highlighted and a callout box stating '1. Tap Progress Monitoring.' The top-right screenshot shows a list of students under the 'Reading' tab, with 'Emma Ashley' highlighted and a callout box stating '2. Tap a student's name.' The bottom screenshot shows the assessment screen for Emma Ashley, with a callout box stating '3. Administer all required measures.' and an 'Assess' button.

**mCLASS**  
Grade 2 Middle of Year  
12/01/18 - 03/31/19

Benchmark **Progress Monitoring**

1. Tap Progress Monitoring.

Reading Español Math

**Reading** Español

DIBELS®8 Intervention Placement Name

Emma Ashley

2. Tap a student's name.

Henry Dobson

Reading Español Math

DIBELS Intervention Placement Name

133 Below Completed Emma Ashley

Skill Form Assess

The following measures are required for progress monitoring to update the next set of lessons in mCLASS

Reading Fluency ORF G2\_F4

3. Administer all required measures.

Assess

Remember to sync the day before you want to request the next Burst. mCLASS Intervention performs item-level analysis of new student results overnight and will be ready to deliver targeted instruction the next day.

While you are assessing one student, the other students in the group can repeat some of the *Apply the Skills* activities from earlier in this Burst.

If you have already completed progress monitoring, you could use today's session to:

- Review the Burst and complete any activities you ran out of time completing.
- Repeat the activities that students did not master.
- Repeat the *Apply the Skills* activities.
- Select any other activity and use the *Harder* adjustment.

# Print Materials

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# Jackie Evancho: A Little Girl With a Big Voice

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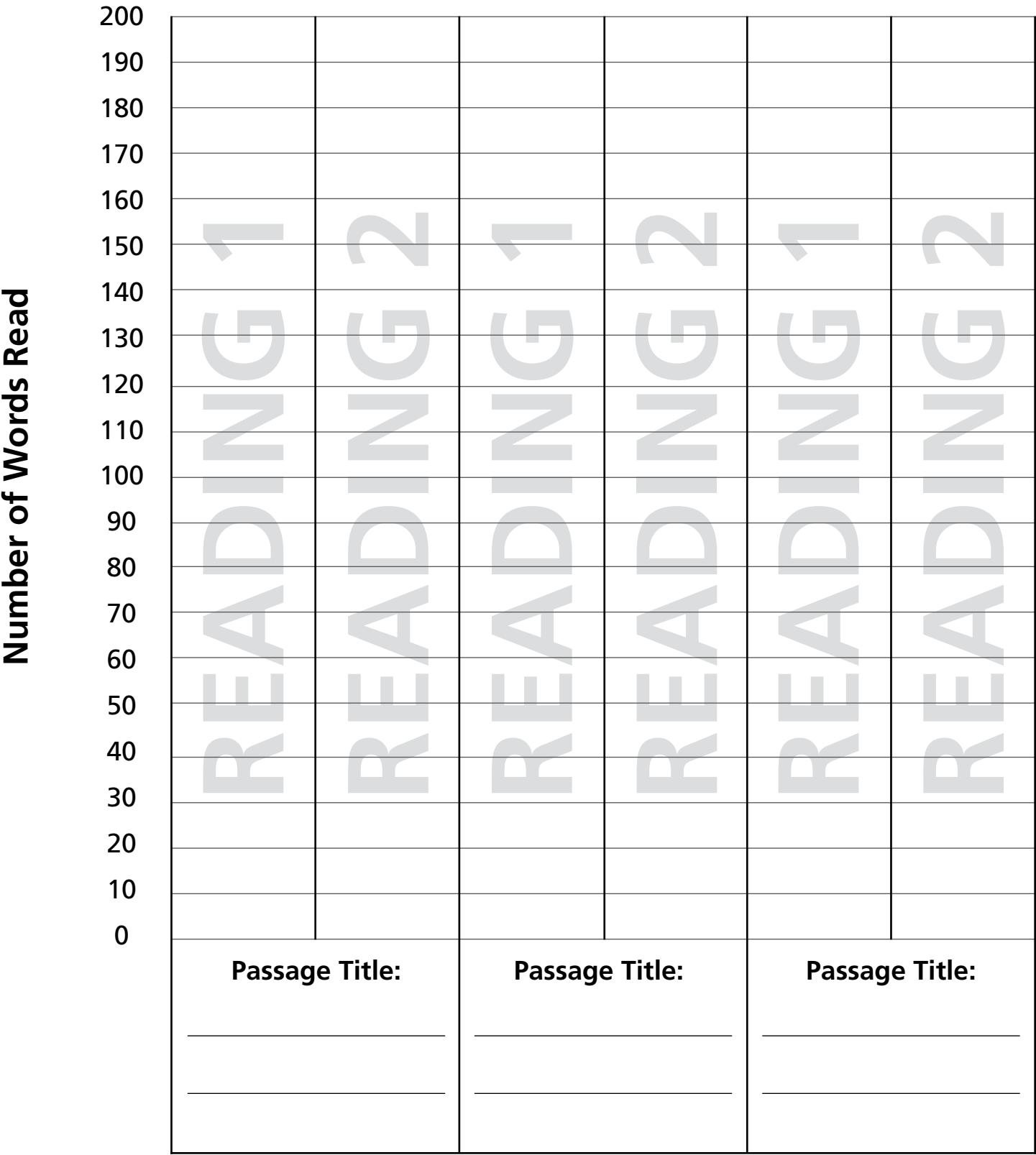
Some people say 11-year-old Jackie Evancho has a voice like an angel. It is a  
17 powerful voice that has received a lot of praise.

26 When Jackie was only 7 years old, she fell in love with the musical *Phantom of*  
42 *the Opera*. She began singing the songs around the house. When Jackie's mom  
55 heard her daughter's voice, she knew it was special. She signed up Jackie for a  
70 talent contest. She didn't win but was excited that she came in second place. She  
85 decided to take singing lessons and continued practicing almost every day.

96 Then in 2010, she was a contestant on the TV show *America's Got Talent*.  
110 Millions of people watched and heard her sing. Right away she became a  
123 favorite. Jackie came in second again. However, she still felt like a winner. The  
137 show made her world-famous. Her records have sold in the millions. Looks like this  
152 little girl with a big voice will always hold first place for her fans.

# Fluency Chart

Name: \_\_\_\_\_



# A Hurricane Is Coming!

Illustrated by Jennifer Bricking

By Joshua Morison



# Table of Contents

Chapter One

**Danger on the Way . . . . . 1**

Chapter Two

**Securing the House . . . . . 2**

Chapter Three

**Down in the Basement . . . . . 3**

**Glossary . . . . . 4**

## Chapter One

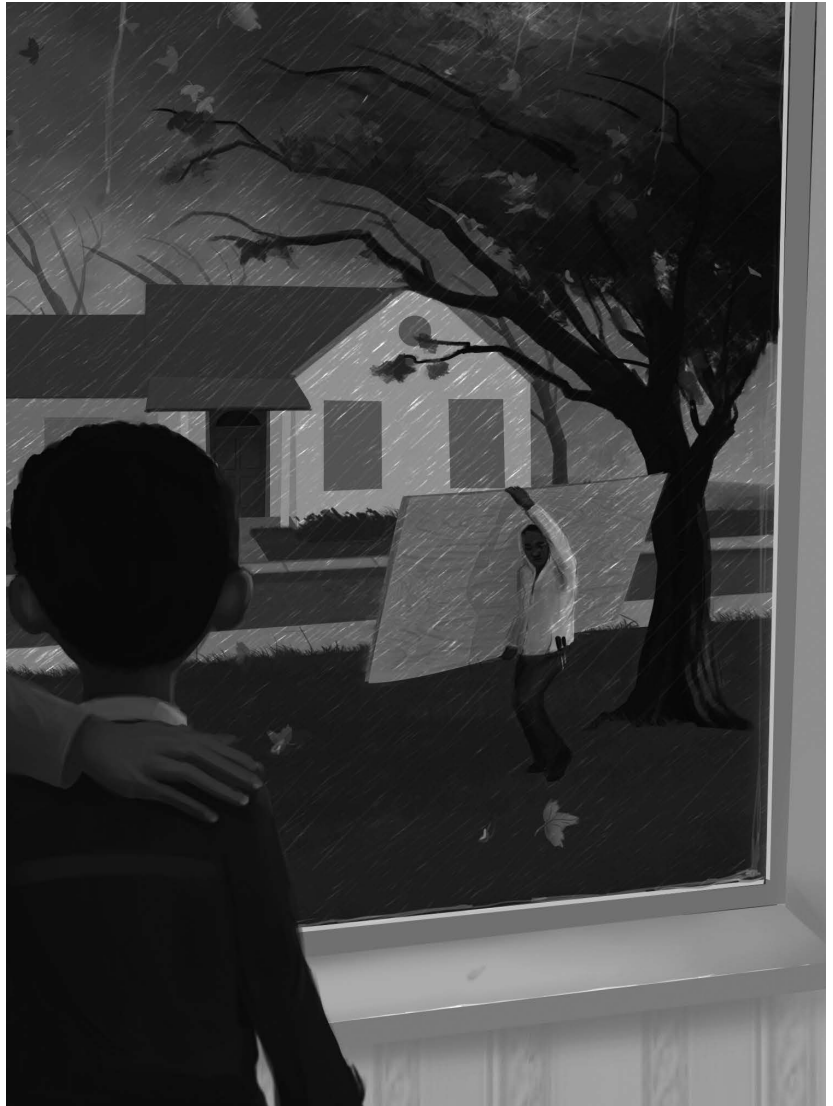
### Danger on the Way

Wind **whipped** through the trees in the front yard as the sky darkened in the west. The hurricane was getting closer, so there wasn't a single car on the road. James, who was staring out the window, began to get **anxious**.

"Mom, when is Grandma supposed to arrive? I'm worried about her," said James.

"Don't worry, James. Your grandmother is tough and smart," his mom **replied**, gently.

James returned to looking out at the driveway. Leaves were now blowing off the trees and **swirling** in the air. James's dad came out of the garage, carrying a huge board. He looked very small **hunched** over, fighting against the wind. His shirt and pants flapped wildly as the **gusts** of wind became more powerful. Dad had already covered every other window.



"Does Dad have to cover *all* the windows? Wouldn't it be better if we could leave one uncovered, so we could watch for Grandma?" James asked.

"I know you're anxious, James, but we have to be safe," Mom **calmly** replied.

## Chapter Two

### Securing the House



The wind grew stronger and a few raindrops began to smack against the window. Dad lifted the board onto the sill. It blocked the whole window. That made the room inside very dark, so Mom turned on a light.

"I think Grandma should buy a cell phone," James said. "Then, we wouldn't have to worry about where she is. She could just call and tell us she's okay."

"I agree with you, James, but your grandmother is set in her ways," Mom **responded**. "When she arrives, though, why don't you try to change her mind?"

"That's a good idea," James said, walking over to the couch.

He plopped down and tried to be calm. Outside, he could hear his dad screwing the board over the window. He also heard the rain slapping hard against the roof. The wind **moaned** in the chimney like a ghost.

Mom could see how **nervous** James was.

"Let's go down to the basement, James," she suggested. "We can check on our supplies together."

## Chapter Three

### Down in the Basement

In the basement, James and his mom looked over the shelves. There were many gallons of water and cans of food. They had a radio, a flashlight, and four sleeping bags.

"It seems like we're prepared, Mom," James commented. He felt a little better. The basement was very safe. They would wait out the storm there.

Soon, Dad appeared.

"The windows are all covered," he said. "Everything is safe and sound now."

"Has Grandma arrived yet?" James asked. Thinking about her made him anxious again.

"Not yet, James, but we'll wait for her down here," Dad replied. "We can have a snack, if you'd like."



James listened to the hurricane.

It was getting loud and scary. He wasn't hungry, just concerned.

At that very moment, the basement door burst open. It was Grandma!

"Sorry I'm late, but I stopped to grab some food," she said. "Would anyone like pizza?"

"Grandma, we're so happy you're safe!" shouted James, and everyone smiled. "Pizza sounds like a great way to pass the time during this storm!"

## Glossary

**anxious:** (adjective) experiencing uneasiness or worry.

**calmly:** (adverb) in a quiet or sedate manner.

**gust:** (noun) sudden, strong rush of wind.

**hunch:** (verb) to arch the back into a hump.

**moan:** (verb) to make a long, mournful sound.

**nervous:** (adjective) excited, anxious, or fearful.

**reply:** (verb) to respond in words, writing, or action.

**respond:** (verb) to answer, to give a reply.

**swirl:** (verb) to move in a whirling, circular motion.

**whip:** (verb) to take, pull, snatch, jerk, or move quickly or unexpectedly.

# K-W-L Chart

Name: \_\_\_\_\_ Our Research Topic: \_\_\_\_\_

## What I Know

## What I Want to Know

## What I Learned

- \_\_\_\_\_
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# Nonfiction Question Sheet

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Name: \_\_\_\_\_

1. What is the main idea of this passage?
  
  
  
  
  
  
  
  
  
  
2. Why did the author write this passage?
  
  
  
  
  
  
  
  
  
  
3. What evidence does the author give to support his or her point of view?
  
  
  
  
  
  
  
  
  
  
4. What other texts have you read that remind you of this passage? How are they similar? How are they different?
  
  
  
  
  
  
  
  
  
  
5. Which new vocabulary word did you learn from this passage? What is the definition of that word?

Name: \_\_\_\_\_

**Inference Question:** \_\_\_\_\_

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# A NEW PLAN

## Cast:

Jason \_\_\_\_\_

Alpana \_\_\_\_\_

Anton \_\_\_\_\_

Felicia \_\_\_\_\_

Narrator \_\_\_\_\_

Setting: A small house in a bustling neighborhood

11 **Jason:** I have great news! Our band was chosen to play three  
songs in the concert!

15 **Alpana:** I am so happy we get to help raise money for our  
27 school's new theater!

30 **Anton:** We should get together to practice every day.

38 **Felicia:** I agree. I know we have been playing together for  
48 almost a year, but we want to be as good as we can be.

62 **Alpana:** Do you think it will be okay with your parents if we  
74 practice at your house every day, Jason?

81 **Jason:** It shouldn't be a problem.

86 **Felicia:** Then let's start right away!

91 **Narrator:** The band practiced after school and on the  
99 weekends. Felicia strummed the guitar. Anton blew air into the  
109 trumpet. Jason banged on his drums, while Alpana played the  
119 keyboard.

120 **Alpana:** I know we need to practice more, but I'm beat.

130 **Anton:** Me too, but I think we should practice again tomorrow  
140 before the concert.

143 **Felicia:** Is it okay if I leave my guitar here? I don't want to lug  
157 it back and forth.

161 **Alpana:** Can we all leave our instruments here?

168 **Jason:** Sure! See you all tomorrow!

o o o o

173 **Narrator:** When they got to Jason's house in the morning, he  
183 answered the door with a disappointed look on his face.

193 **Jason:** The sewer backed up, and the basement is flooded.

202 **Narrator:** The kids pushed past Jason and ran downstairs. The  
water came up to their shins.



**Anton:** Our instruments are ruined!

**Alpana:** This is a tragedy!

**Narrator:** The kids sat around the kitchen table with their chins  
on their hands. Then, Felicia jumped up.

**Felicia:** Maybe this isn't as bad as we think! Just because we  
don't have any instruments doesn't mean we can't play.

**Anton:** What are you suggesting?

**Felicia:** What if we make our own instruments from scratch?

**Alpana:** That's not a bad idea. We can figure out how to play  
our songs on homemade instruments.

**Jason:** It can't hurt to try. Let's draw some ideas for instruments.

**Alpana:** I can't make a new piano, but I can make something that sounds like one.

**Anton:** I can't make a new trumpet, but I can make something I can blow into that will make sounds.

**Felicia:** I can't make a guitar, but I can make something with strings to pluck.

**Jason:** I can definitely make some kind of drums.

**Anton:** Let's collect supplies from around the house. Then we'll make a list of things we still need. Jason, could your mom take us to the hardware store?

**Jason:** I'll ask her because I need to get some of that white plastic tubing.

**Alpana:** I need a whole bunch of glasses. We'll have to go to another kind of store for those.

**Jason:** She said she'll be happy to take us.

**Anton:** Since Jason's dad's workshop in the basement is under water, we can go over to my house with all of our supplies. My dad has tools, and he will happily help us.

**Jason:** I need help sawing the plastic tubing to different lengths.

**Felicia:** I need help pounding some nails into this old picture frame.

**Anton:** I need help drilling holes in this bamboo I found at Jason's house.

**Alpana:** I don't need any help with mine.

o o o o

**Narrator:** The kids worked hard all day. When evening rolled around, they all complimented each other on their instruments.

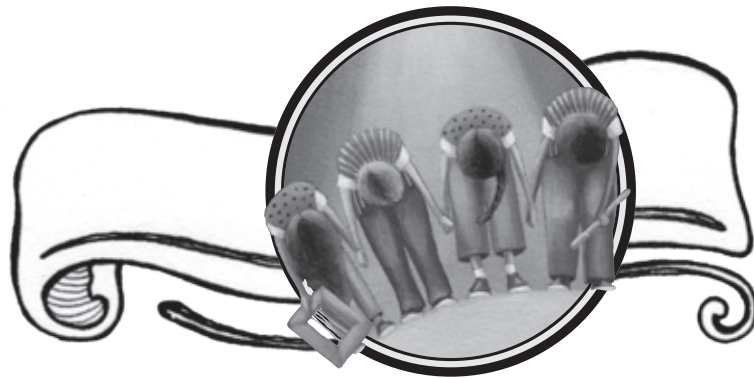
**Jason:** I can't believe the flute you made with the piece of bamboo, Anton!

**Felicia:** The instrument you made with glasses filled with different amounts of water is so cool, Alpana!

**Alpana:** Look at the great drums you made with plastic tubing, Jason!

**Anton:** The guitar you made out of a picture frame and wires is so unique, Felicia!

**Narrator:** The kids found that their songs sounded even better than they imagined on their new instruments. Plus, they were a hit at the concert!



---

# Let's Get Literal

---

Name: \_\_\_\_\_

1. A literal question can be answered by:
  - a. reading the text.
  - b. talking to others about the topic.
  - c. thinking about what you know about the topic.

Read the sentences, then answer the questions. The answers are literally right there in the text.

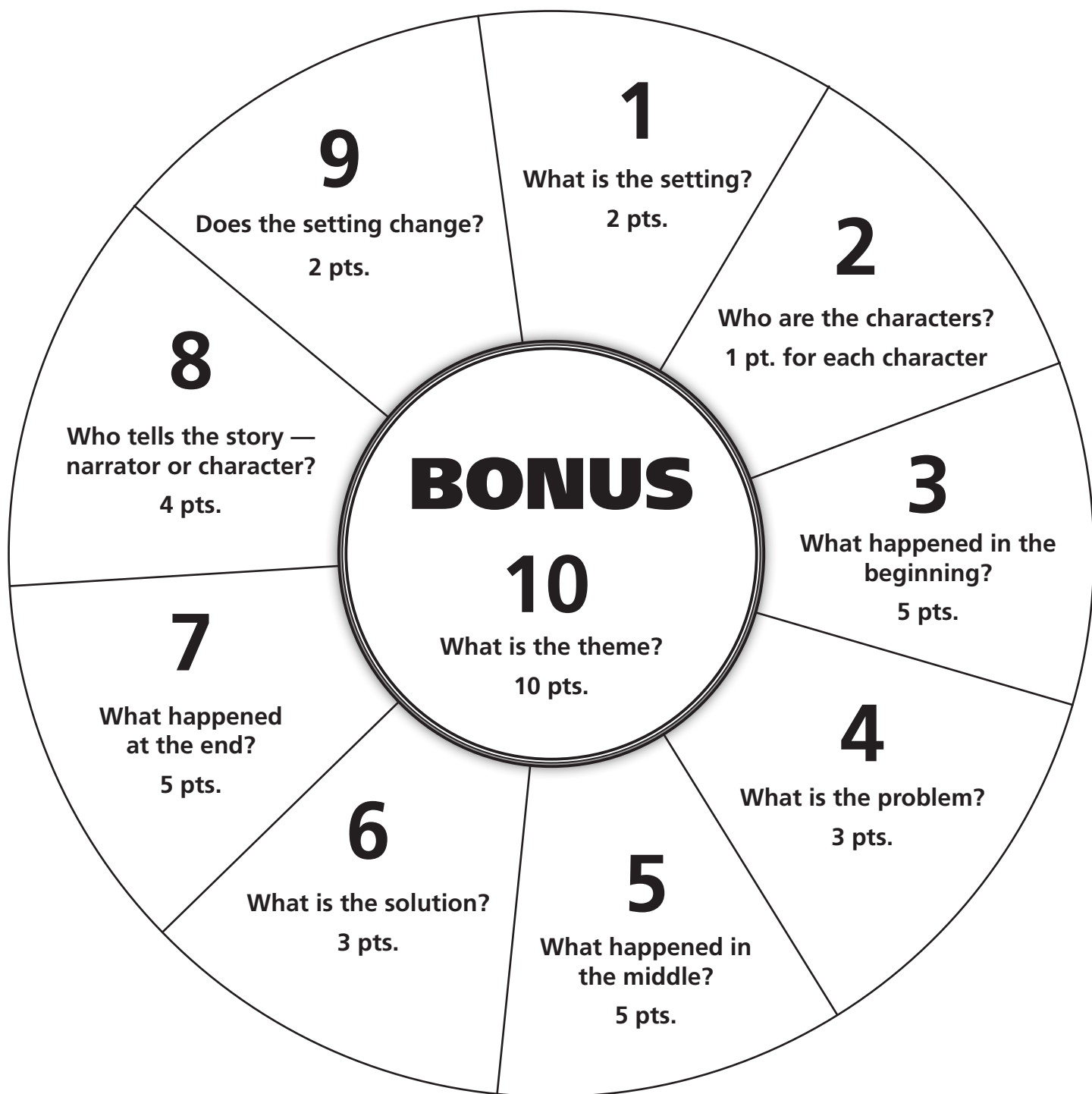
2. James hated tropical storms since he was a baby. Once, during a violent thunderstorm, he got locked in the basement by a strong, whipping wind. Did James always hate storms?

- 
3. James was very close with his grandma. They spent a lot of time together when his parents were at work. They would play cards, bake cookies, and tell stories. How do you know James cared for his grandma?

- 
4. How do you know these are literal questions?

- 
5. Based on what you read in the story, how would you describe James?
- 
-

# The Plot Pie Game Board



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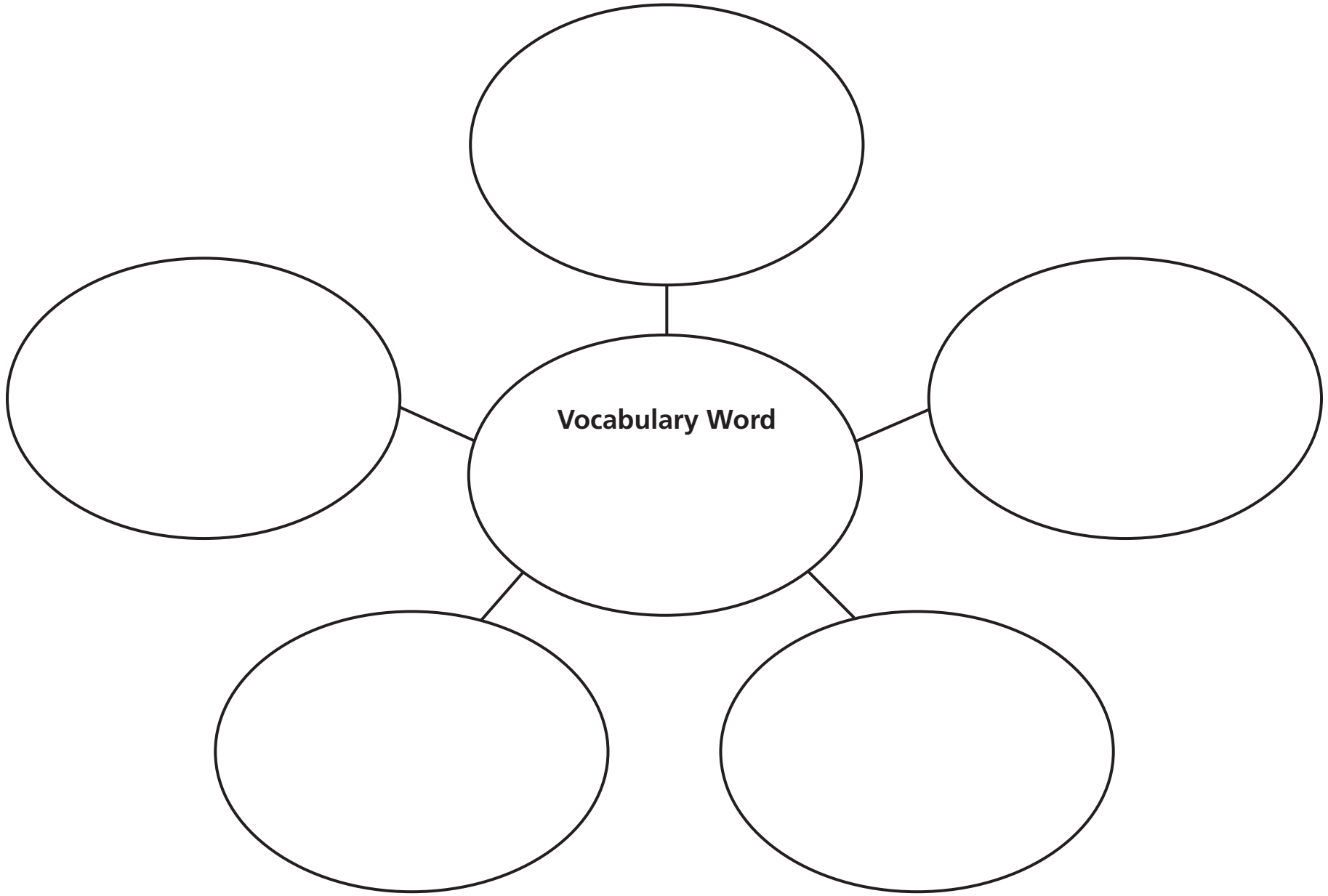
# The Plot Pie Number Cards

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# Word Web

Name: \_\_\_\_\_



# Journey to the Theme Chart

Name: \_\_\_\_\_

**What's the theme?**

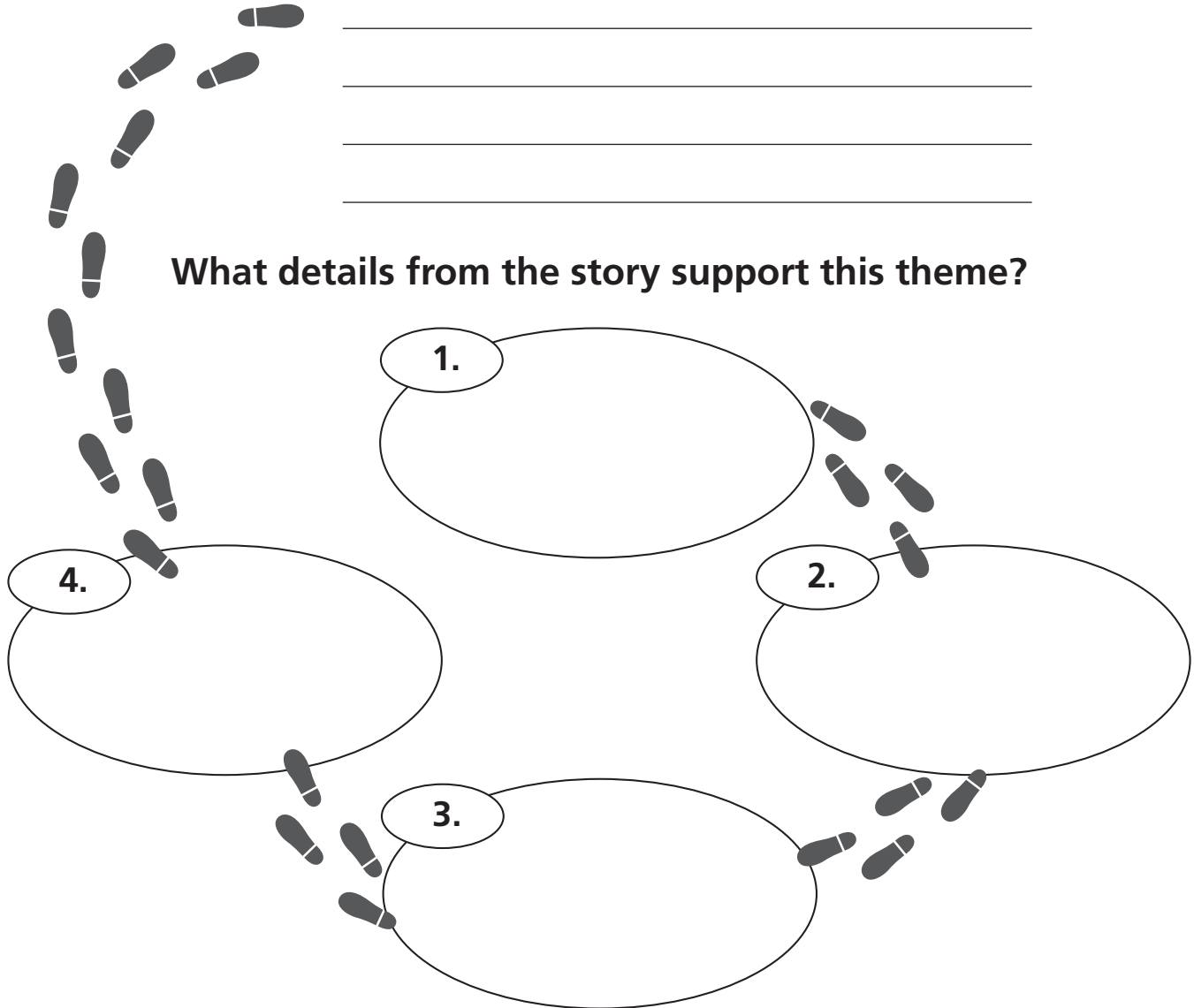


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What details from the story support this theme?**



1.

2.

3.

4.

**How does this theme relate to me or to the people I know?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

# Understanding the Author's Perspective

---

Name: \_\_\_\_\_

The author's perspective is how an author feels about a subject. Underline the phrases from *A Hurricane Is Coming!* which support the idea that the author believes hurricanes can make people feel anxious and scared. Underline only those sentences that give the reader the feeling that there is something to worry about. (Hint: You will underline five sentences.)

1. Wind whipped through the trees.
2. Dad had already covered the window.
3. "I know you're anxious, James, but we have to be safe."
4. It blocked the whole window.
5. Mom turned on a light.
6. "I think Grandma should buy a cell phone."
7. "That's a good idea," James said.
8. Mom could see how nervous James was.
9. The basement was very safe.
10. James listened to the hurricane. It was getting loud and scary.
11. The wind moaned in the chimney like a ghost.

---

# What Can You Infer?

---

Name: \_\_\_\_\_

Inferring means taking what you know and making a guess. What can you infer from the information below? Circle the correct answer.

1. If you go to a Brazilian restaurant, you can infer that:
  - a. there will be a lot of food.
  - b. there will be Brazilian food.
  - c. everyone will have a great time.
  
2. If you see a police car with a flashing light on your street, you can infer that:
  - a. someone had some type of emergency.
  - b. the fire department will also be called.
  - c. a kitten is stuck in a tree.
  
3. If you don't study for a test, you can infer that:
  - a. you are going to be in trouble.
  - b. you may not do well.
  - c. you will do better next time.
  
4. If you go to a birthday party, you can infer that:
  - a. you will get a present.
  - b. there will be cake.
  - c. there will be a big crowd.
  
5. If the power in your house goes out, you can infer that:
  - a. the lights won't work.
  - b. you won't have running water.
  - c. you will have to cancel your party.
  
6. If your dog loves to eat, you can infer that:
  - a. it will eat your socks.
  - b. it will not touch your favorite fruit bars.
  - c. it will want your lunch.