## Unit 6/Week 2 at a Glance

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Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Fix-Up Monitoring.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Activate Prior Knowledge: Concept Web

Display a blank Realistic Fiction Concept Web (BLM 1) like the one shown here.

Say: Today we are going to begin reading a piece of realistic fiction. Who knows what fiction is? Yes, fiction is a made-up story. Realistic fiction is also a story. But it is a made-up story that could really happen. Let’s think about the kinds of things that make a story realistic.

• How do the characters look and act? What do they sound like?
• What are the settings like?
• Could the events really happen?

Make cultural connections. Ask students with different cultural backgrounds to talk about examples of realistic fiction that they know from their own countries. Have them talk about what makes the characters or events realistic.

Model sentence frames. Support ELLs by modeling how you use the following sentence frames:

Characters behave ______. Settings are ______.
The plot is ______.

Record students’ responses on the Realistic Fiction Concept Web. Say: Keep these ideas in mind as we read the story. You will see how the characters are like real people and how the story could actually take place.
**Introduce the Book**

Display the book *Postcard Clues* on an easel.

Show students the book cover and invite them to talk about where the girl is and why she is wearing a special mask.

**Ask:** Who can point to the title of this book for me? That’s right. The title is *Postcard Clues*. Read aloud the title as you point to each word.

**Say:** When people go on trips, they sometimes send postcards to friends to tell what they saw. Postcards are cards with space for writing. Sometimes the postcards have pictures on them. Who would like to point to the postcard on the cover? Let’s predict what the girl is writing.

**Say:** I think the girl is writing about a trip to the seashore. She is telling about the things she saw. Let’s name some of the things she saw.

Display the title page of *Postcard Clues* and point to the girl and her mother.

**Say:** We are going to read about a trip that the girl takes with her mother. The girl is going to write a postcard to her friend from each place they visit. Let’s read to find out where the girl and her mother go.

**Read the Book**

Invite students to listen and follow along as you read the complete story for their enjoyment. Emphasize with your voice the question on each postcard. Read the information in the charts and maps slowly.

Read the story a second time so students can participate. Have them read each question aloud. See if they can use the clues to answer it. If not, help them use fix-up monitoring strategies later during rereading.

**Comprehension: Fix-Up Monitoring/Summarize Information**

Return to the book cover and then turn to the title page. Reread the title and ask students to describe the pictures they see on the title page.

**Explain:** After reading a page or two, I like to stop and think about what I read. I try to think about the main ideas and events to see if I really understood what I read.

**Activate metacognitive strategies.** **Say:** Last week we talked about how good readers monitor their comprehension. I will show you how I summarize important events to make sure I understand everything. I use fix-up strategies to help make sense of what is not clear.

**Make Content Comprehensible for ELLs**

**Beginning**

Point to and name the sea animals, coral, and snorkel equipment on the cover of the book. Ask students to say the names with you.

**Intermediate**

Provide partners with sentence frames like these to help them talk about what the girl is writing on the postcard: I went ______ in the sea. I saw a ______ and a ______. I also saw colorful ______.

**All Levels**

If you have students whose first language is Spanish, share the English/Spanish cognate summarize/resumir as you explain and model summarizing.

Model the use of academic sentence frames to support ELLs’ vocabulary and language development. (See suggested sentence frames provided.)

**Support Special Needs Learners**

**Throughout the week, use the following strategies to help students who have learning disabilities access the content and focus on skills and strategies.**

Spend additional time previewing and summarizing the story. Help students read charts and maps and relate the information to clues in the text.

Read aloud the text more than once for students who would benefit from auditory input. You can also play the audio CD so that students can listen and follow along as the text is read.

Use the graphic organizer activities to build students’ schema related to the book’s content.

Validate and support students’ efforts to participate in instructional conversations and activities.
Important Events | Summary
--- | ---
Sarah leaves her home. She goes to the Golden Gate Bridge in California. | 
She visits Mt. McKinley in Alaska and goes hiking. | 
She visits Australia and goes scuba diving in the Great Barrier Reef. | 
She visits China and walks along the Great Wall. | 

Sample Summarize Information Annotations (BLM 2)

Connect and transfer. Say: We just used picture clues and fix-up strategies to help us summarize the story. This is a good strategy to use whenever you read or listen to a story. We will practice this strategy tomorrow, too, when we reread the rest of Postcard Clues.
**Small-Group Reading Instruction** (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice summarizing. See the list provided on the Small-Group Reading Instructional Planner.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

**Phonics Workshop** (20 MINUTES)

Use the Day 1 instruction provided in SpiralUp Phonics Skill Bag 17.

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**Comprehension Quick-Check**

Observe whether students are able to summarize the story. If they have difficulty, use the following additional explicit instruction.

**Say**: When we summarize, we tell only the most important ideas or events. The important ideas on page 10 are what country Sarah is in and what she sees and does. What clue helps us figure out the country? What do the pictures show? Allow responses.

If necessary, think aloud to model summarizing. **Say**: Sarah is in the country with the largest population. The chart shows that the country is China. The picture shows Sarah walking along the wall. Let’s summarize: Sarah visits China and walks along the Great Wall.

Encourage students to think about the main ideas in the story and to make their own summaries.

**Home/School Connection**

Ask students to use Describe the Place (BLM 3) to draw a place Sarah visited. Have them write a sentence using longest, highest, or largest to describe the place.
Day Two

Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Fix-Up Monitoring.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Retell Pages 2–11

Say: Yesterday we read the first half of Postcard Clues. Let’s take a few minutes to retell what happened in the story so far. Raise your hand if you would like to share something that happened in the story, and I will call on you.

Lead a discussion about the story events so far. Record students’ ideas on a simple Flow Chart (BLM 4). Allow students to remember as much information as they can without prompting. If necessary, use the following questions to guide their retelling:

- Sarah and her mother left their home. Where do they live?
- What place did they visit first? What did they see there?
- What place did they visit next? What did they see there?
- Then what place did they visit? What did they see there?

Conduct a shared reading of pages 2–11, inviting students to read along with dramatic expression.

Related Resources

- Audio CD
- Summarize (BLM 2)
- Flow Chart (BLM 4)
Reread Pages 12–21
Comprehension: Summarize Information

Say: Now we’ll reread the rest of Postcard Clues. We’ll summarize main ideas and events as we read along. Remember to study picture clues and use fix-up monitoring, such as looking back at the text or chart, to help you clarify ideas.

Point to each word as you read aloud with dramatic expression. Read the information in the charts and on the maps slowly and clearly. Stop at the end of each spread so that students can use picture clues and fix-up strategies to help them summarize. Use the question prompts provided, or your own, to encourage a lively discussion.

Pages 12–13:
Ask: Which huge lake does Sarah visit next? Why is the Caspian called a sea and not a lake?

Pages 14–15:
Ask: Where is Naples? Where can we find the name of the volcano that is near Naples? What happened when this volcano erupted?

Pages 16–17:
Say: Sarah visits a province in eastern Canada. What is its name? How can you tell?

Turn to pages 18–19, and ask students why this is Sarah’s last postcard. Help them figure out where Sarah is on the map. Now turn to page 20. Did Sam guess the last place from Sarah’s clues? Help students summarize the story as a whole, and record the summary.

<table>
<thead>
<tr>
<th>Important Events</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah visits the Caspian Sea.</td>
<td>Sarah takes a trip around the world with her mother. She sends her friend Sam postcards with clues about the places. Sam has to use the clues to guess the places.</td>
</tr>
<tr>
<td>She goes to Italy and visits Vesuvius. She sits at what is left of Pompeii.</td>
<td></td>
</tr>
<tr>
<td>She visits Nova Scotia in eastern Canada and returns home.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Summarize Information Annotations (BLM 2)

Connect and transfer. Say: We used information from the text, pictures, charts, and maps to make summaries today. Summarizing the story while you read helps you check your comprehension. When you summarize, you are really concentrating on the story. Remember to make summaries today during small-group reading instruction, too.

Make Content Comprehensible for ELLs

Beginning
As you name the places Sarah and her mom visit, have ELLs point to them on maps or in pictures. Then repeat the names together. Identify other important details in pictures, and have students repeat picture names after you.

Intermediate and Advanced
Model the use of academic sentence frames to support ELLs’ retelling of the previous day’s reading, for example:

Sam and her mom went to _______.
They saw the ______-est _______ in the world.
It is called _______.

Comprehension Quick-Check
Take note of which students can or cannot contribute their summaries to the discussion. Use the following additional instruction to reinforce how to use the text and pictures to summarize what happened.

On chart paper create a three-column chart with the headings Where They Went, What They Saw, and What Sarah Did.

Reread each two-page spread and work with students to identify the main events they can use to make a summary, for example, on pages 14–15:

Where They Went: Naples, Italy
What They Saw: volcano called Vesuvius
What Sarah Did: wrote a postcard from what was left of Pompeii

Say: Let’s summarize this spread. Sarah and her mom went to Italy. They saw a volcano called Vesuvius. Sarah wrote a postcard from what was left of Pompeii.
Oral Language Extension
During independent workstation time, pair students to discuss the drawings they made yesterday about one of the places Sarah visited. Have them read their descriptive sentences to each other. Ask partners to add any other information they know about the place. Encourage them to talk about which place they would like to visit and why.

Home/School Connection
Have students take home a copy of the Flow Chart (BLM 4) and record the places that Sarah and her mother visited. Ask students to use the chart to retell Postcard Clues to a family member.

Small-Group Reading Instruction (60 MINUTES)
Based on students’ instructional reading levels, select titles that provide opportunities for students to practice summarizing. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)
Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Phonics Workshop (20 MINUTES)
Use the Day 2 instruction provided in SpiralUp Phonics Skill Bag 17.
Day Three

Read-Aloud  (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Fix-Up Monitoring.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons  (20 MINUTES)

Retell the Story

Say: Yesterday we finished rereading Postcard Clues. Let’s take a few minutes to retell what happened in the story. First, work with a partner to review what we’ve already recorded on our Flow Chart. Then tell each other about the other places Sarah and her mother visited.

Think/Pair/Share. Have students in each pair take turns telling where Sarah and her mother went. Partner A tells about the first place. Partner B tells about the next, and so on through the end of the book.

Bring students together to share their ideas. Encourage each pair of students to contribute an idea to the retelling, and record ideas on the Flow Chart. Allow students to remember as much as they can without prompting. If necessary, use the following types of questions to guide their retelling:

- What did Sarah see in San Francisco?
- What mountain did Sarah visit?
- What did Sarah do in the Great Barrier Reef?

Reread

Conduct a shared reading of the entire book, inviting some volunteers to read the text on postcards and others to read or describe charts and maps.
Make Content Comprehensible for ELLs

Beginning
Have beginning ELLs point to features of the book that they enjoyed. Encourage them to act out the parts of the story that they would recommend to others. Tell them to think about what Sarah and her mom did in various places and to look at pictures of Sarah and other people in the story.

Intermediate
Encourage students to write words and short phrases in their Recommendation Charts. Provide sentence frames, such as the following, to help them present their ideas:

I liked/didn’t like ______.
I learned ______.
I recommend this book because ______.

All Levels
Pair ELLs with fluent English speakers during partner discussions and activities.

Comprehension Quick-Check
Take note of which students can or cannot retell the story. Ask the following questions to prompt their retelling:
- What did Sarah tell her friend Sam?
- What places did Sarah and her mom visit?
- What did they see and do?

Use small-group reading time to model and guide practice of retelling the events in a story.

Respond to the Story

Think/Pair/Share. Invite students to pair up and tell each other why they would or would not recommend this book to someone else. Encourage them to talk about the pictures they saw and the information they learned from the charts and maps. They should also think about the characters and the plot. Ask partners to jot down their ideas on the Recommendation Chart (BLM 5). Then have partners compare their ideas and discuss them.

Encourage partners to work together to develop three reasons why they would or would not recommend the book. Have them write the reasons at the bottom of the chart.

Bring students together after a few minutes. Call on various students to share the reasons that they and their partners would or would not recommend the story to others.

Also invite students to revisit their Realistic Fiction Concept Web and add any new ideas they have.
Comprehension: Reflect on Summarizing

Talk about students’ summaries of different sections of the story. Discuss what main points they included in each summary. Encourage students to talk about how the main points in each section are similar.

Connect and transfer. Say: Remember, good readers summarize as they read. I want you to practice summarizing when you read and listen to other stories.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making summaries. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Phonics Workshop (20 MINUTES)

Use the Day 3 instruction provided in SpiralUp Phonics Skill Bag 17.

<table>
<thead>
<tr>
<th>Recommendation Chart</th>
<th>Instructions: Would you recommend Postcard Clues? Complete the chart to share your thoughts and feelings.</th>
<th>I Recommend</th>
<th>I Don’t Recommend</th>
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</thead>
<tbody>
<tr>
<td>Pictures</td>
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<tr>
<td>Chart and Map</td>
<td></td>
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<tr>
<td>Characters</td>
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<tr>
<td>Plot (events, what happens)</td>
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<tr>
<td>We recommend / We don’t recommend</td>
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Recommendation Chart (BLM 5)
Lesson Objectives

**Students will:**
- Reread the big book to build fluency.
- Brainstorm ideas for writing about a place.
- Develop Tier Two Vocabulary (adjectives).

Related Resources
- Audio CD

**Read-Aloud (10 MINUTES)**

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Fix-Up Monitoring.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Reread the Story: Build Fluency**

Tell students you are going to read the story again, and you would like them to pay careful attention to your voice. Point out that each postcard ends with a question. Ask students to focus on how your voice rises as you read each question.

After reading, invite students to comment on what they heard in your voice.

Read the book again, inviting students to read along with you. Tell them to put expression into their voices, too.

**Brainstorm Writing Ideas: Summarize Information**

**Say:** As we read Postcard Clues, we learned about the places that Sarah and her mom visited. We saw the postcards that Sarah sent to her best friend Sam from each place. We also read the clues that Sarah wrote to describe where she was. Let’s pick a place that we all know, for example, our town. Let’s brainstorm a list of things that we would like to tell someone about our town.

Record students’ ideas about their town. As necessary, prompt students with questions like these:
- What place should someone visiting our town see?
- What kinds of things can they see or do there?
- What adjectives can we use to describe this place?

Reread students’ ideas aloud. Tell them you will revisit their ideas tomorrow. Save your group brainstorm to refer to then. A sample brainstorming list is provided on Day 5.
Develop Tier Two Vocabulary: Adjectives

Point out Sarah’s description of her friend on page 2 of Postcard Clues (“I say good-bye to my best friend Sam.”).

**Explain:** The word best describes Sarah’s friend. The word best is an adjective. Adjectives describe people, places, and things. Let’s look for other adjectives in the story.

Reread pages 8, 12, and 14 and guide students to identify other adjectives in the story (beautiful, huge, ancient). Draw a two-column chart on chart paper. Record students’ ideas in the lefthand column. Post the chart in the classroom to serve as an Adjectives anchor chart. Point out that adjectives can describe many different things, such as size, color, shape, or age.

Invite students to list other adjectives that could describe the places Sarah and her mom visit and the things they see. Add these to your anchor chart. Ask volunteers to create oral sentences using each word in meaningful contexts. Write some of the sentences in the right-hand column of your chart. Encourage students to be as creative as they can in using the adjectives. Point out that authors use adjectives to make their writing more interesting and help readers visualize. Post the chart on a classroom wall to refer to later.

**Small-Group Reading Instruction (60 minutes)**

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice summarizing. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences (10 minutes)**

Confer with individual students on their text selections and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

**Phonics Workshop (20 minutes)**

Use the Day 4 instruction provided in SpiralUp Phonics Skill Bag 17.
**Read-Aloud (10 MINUTES)**

Revisit the week’s read-alouds to make text-to-text connections and to provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

**Mini-Lessons (20 MINUTES)**

**Shared Writing: Use Adjectives to Write a Postcard**

**Say:** Yesterday we brainstormed a list of places that someone visiting our town should see. We talked about what they could see and do there. We also identified adjectives to describe the places. Let’s reread our ideas.

Reread the list of ideas students brainstormed. Lead a discussion about which of these places to include in the class postcard.

**Say:** Let’s imagine we have visited one of the places in our town and write a postcard for someone who has never been there. What will the postcard say?

As a group, decide on the place you will describe. Ask students to talk about what you can see and do in that place. Remind students to use adjectives to describe the place clearly for their reader.

Prompt students with questions like these:
- Are there [lakes] in the [park]? Are there [animals]?
- What can you do in the [playground]?
- What words can you use to describe the [playground]?

Record students’ ideas on chart paper. Reread the sentences with students, inviting them to suggest ways the sentences could be more vivid and descriptive.

**Say:** Good writers edit and revise their work. What things should we look for as we edit this text? Allow responses. Create a checklist on chart paper based on students’ ideas. Make sure that students include punctuation, spelling, and grammar, as well as content, clarity, and purpose. Then work with students to edit the text together. Model how writers edit and revise their work.

Give students blank white cards to illustrate their postcards. Display the completed shared writing and student illustrations for others to enjoy.

**Connect and transfer. Say:** We just brainstormed ideas, drafted a postcard, and edited and revised it. Then we illustrated it and published it. Remember to use these steps whenever you write something independently.
Place to Visit

Park
- Huge lake with fountain
- Ducks
- Playground

Petting Zoo
- Baby animals
- Man selling colorful balloons

Amusement Park
- Merry-go-round with beautiful horses
- Scary rides

Sample Brainstorming Ideas

1. **Small-Group Reading Instruction** (60 MINUTES)

   Based on students’ instructional reading levels, select titles that provide opportunities for students to practice summarizing. See the list provided on the Unit at a Glance chart.

   Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

2. **Individual Student Conferences** (10 MINUTES)

   Confer with individual students on their text selection and application of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

3. **Phonics Workshop** (20 MINUTES)

   Use the Day 5 instruction provided in SpiralUp Phonics Skill Bag 17.

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**Writing Model**

Dear __________,

Greetings from Hillside! Today we visited Elm Street Park. It has a huge lake with a beautiful fountain. We watched brown ducks and white swans swim and play in the lake. We gave them breadcrumbs to eat. We took photos of our class feeding the hungry birds. Then we went to the playground. We climbed on the yellow and green jungle gym. We also played on the swings. We hope you can come with us someday.

Your friends,
[Your name]'s Class