# Unit 7/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 “Make Inferences.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Activate Prior Knowledge: Sensory Description Chart**

Display a blank Sensory Description Chart (BLM 1) like the one shown here.

**Say:** Today we are going to begin reading a story about a baby bird that lives on a river. The story tells about him as he grows. Close your eyes and think about young birds you have seen. Imagine that you are at a river or lake, and you see baby birds with a mother.

- What do you see? What sounds do you hear?
- What does the air smell like near the water? What do you feel?

**Make cultural connections.** Students from some areas may not have experience with river or lake birds. Students from other countries may find the ducks and swans in the story unfamiliar. Ask them to share information about birds that they see in their countries.

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

- I see ______.
- I hear ______.
- I smell ______.
- I feel ______.

Record students’ responses on the Sensory Description Chart. **Say:** We will keep these sights, sounds, smells, and feelings in mind as we read the story. This will help us feel like we are there with the mother duck and the ducklings.

**Lesson Objectives**

Students will:

- Build academic vocabulary and concepts related to growing up and being different.
- Learn/review features of fiction.
- Make inferences about a text.
- Make before- and during-reading predictions.
- Build oral language and vocabulary through whole-group and partner discussion.

**Related Resources**

- Audio CD
- Sensory Description Chart (BLM 1)
- Make Predictions (BLM 2)
- What Will the Ugly Duckling Do? (BLM 3)

<table>
<thead>
<tr>
<th>SIGHT</th>
<th>SOUND</th>
<th>SMELL</th>
<th>FEEL</th>
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<tbody>
<tr>
<td>baby birds</td>
<td>flowing water</td>
<td>damp earth</td>
<td>warm breeze</td>
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<tr>
<td>following</td>
<td></td>
<td>smells</td>
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<td>mother</td>
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<td></td>
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<tr>
<td>mud</td>
<td>bird noises</td>
<td></td>
<td>soft feathers</td>
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<td>flapping</td>
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<td>wings</td>
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Sample Sensory Description Chart Annotations (BLM 1)
**Introduce the Book**

Display the book *The Ugly Duckling* on an easel.

Show students the book cover and invite them to describe the birds.

**Say:** *Let’s look at the title of this book.* Read aloud the title as you point to each word. *Why do you think this book is called The Ugly Duckling? Point to the ugly duckling. Does he look like the other ducklings? Do you think he might be a different kind of bird?*

Display the title page for *The Ugly Duckling* and point to the picture. **Say:** *The title page shows the title and names of the authors again. The picture on this title page shows us another scene from inside the book.*

**Comprehension: Make Inferences/Making Predictions Before Reading**

Return to the book cover and then turn to the inside front cover. Read the question aloud. Tell students they will find the answer in the book, but first they will make some predictions.

**Explain:** When I get a new book, I always make some predictions. When you make predictions, you guess what is going to happen.

Activate metacognitive strategies. **Say:** Last week we talked about how good readers make inferences. Inferences are guesses based on things we know. I will show you how I make inferences to help me predict what the book will be about.

Model. **Say:** The title of this book is *The Ugly Duckling.* I can see five little yellow ducks and one gray bird. The gray bird looks different. Based on this observation, I can infer that the gray bird may not be a duck. I predict that in the book we will learn what kind of bird it is.

**Say:** Now it’s your turn to make some predictions. What might happen to make the gray bird so unhappy? Look at the cover and title page again and think about the title. I’ll write your predictions on chart paper. After we read the book, we’ll look at the predictions again.

**Before-Reading Predictions**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. The ducklings might call the gray bird ugly.</td>
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<tr>
<td>2. The gray bird might feel different and alone.</td>
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**Make Content Comprehensible for ELLs**

**Beginning**

Have students point to the ducklings and gray bird on the cover as you name them. Then have students echo-read the names with you.

**Intermediate**

Have partners work together to come up with ideas about why the gray bird is sad. Provide a sentence frame like this: *I think the gray bird is sad because ______.*

**All Levels**

If you have students whose first language is Spanish, share the English/Spanish cognates *prediction/*la predicción and *inference/*la inferencia as you explain and model making predictions and inferences.

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 retelling the story. Encourage students to use movement and gestures to act out what is happening.

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 schema related to the book’s content. Validate and support students’ efforts to participate in instructional conversations and activities.
Read Pages 2–9

Comprehension: Make Predictions During Reading

Point to each word as you read aloud with dramatic expression. Emphasize the words that the other ducks say to the gray bird. Stop at the end of each section so that students can study the picture clues and make inferences to help them predict what will happen. Use these question prompts, or your own, to encourage a lively discussion.

Pages 2–4:
Ask: What did the ducklings tell the gray bird? What did the other ducks tell him? How do you think that made the gray bird feel?

Pages 5–6:
Ask: How did the other ducklings and ducks treat the gray bird? How did that make him feel? What is he going to do? Let’s make a prediction. What might happen when he runs away? Let’s make another prediction.

Pages 7–9:
Ask: How did the weather change? What do you think is going to happen to the gray bird?

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<tr>
<th>During-Reading Predictions</th>
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<tr>
<td>Page 5: He might cry.</td>
<td></td>
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<td>He might swim away from everyone.</td>
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<td>Page 6: He might get lost or lonely.</td>
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<td>He might find new friends.</td>
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<td>Page 9: Someone might rescue him.</td>
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Sample Make Predictions Annotations (BLM 2)

Connect and transfer. Say: We just used words and picture clues to make predictions. This is a good strategy to use whenever you read or listen to a story. We will practice this strategy tomorrow, too, when we finish The Ugly Duckling.
Reread Pages 2–9
Listen and Read Along

Tell students you will reread pages 2–9 so that they can participate. Invite volunteers to take turns reading the part of the narrator. Have other students read the parts of the ugly duckling, the other ducks and ducklings, and the swans.

Invite students to add additional sensory details to your Sensory Description Chart, based on their reading of these pages.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making predictions. 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 20.

Comprehension Quick-Check

Observe whether students are able to contribute their predictions. If they have difficulty, use the following additional explicit instruction.

Say: Think about what the words tell us. Then look carefully at the pictures. We can often find more clues in the pictures. We can use what we learn from the words and the pictures to make inferences and predictions.

If necessary, think aloud to model your predictions. For example, for pages 3–4 you might say: First, the ducklings tell the gray bird he is ugly. Then other ducks tell him he is ugly. I think that would make the gray bird feel sad. He looks sad, too. As he grows, he gets even uglier, and the other ducks tell him, too. I predict that he will get sadder and sadder.

Encourage students to think very carefully about the clues and make their own predictions.

Home/School Connection

Ask students to draw a picture of what they predict will happen after the gray bird swims away on his own. Have them write two sentences telling what will happen. Tell them to use What Will the Ugly Duckling Do? (BLM 3).

Phonics Workshop (20 MINUTES)

Use the Day 1 instruction provided in SpiralUp Phonics Skill Bag 20.
Read-Aloud (10 MINUTES)

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

Mini-Lessons (20 MINUTES)

Retell Pages 2–9

Say: Yesterday we read the first half of The Ugly Duckling. 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 Story Map (BLM 4). Allow them to remember as much information as they can without prompting. If necessary, use the following questions to guide their retelling:

• What happens first in the story? What do the other ducklings think of the gray bird? What do they say?
• What happens in the middle of the story? How do the other ducks treat the gray bird as he grows?

Conduct a shared reading of pages 2–9, inviting students to read along with dramatic expression. Have volunteers read the lines of dialogue.

Lesson Objectives

Students will:
• Retell story events.
• Make inferences and predictions during reading.
• Build oral language and vocabulary through whole-group discussion.

Related Resources

• Audio CD
• Make Predictions (BLM 2)
• Story Map (BLM 4)
Read Pages 10–16

Comprehension: Make Predictions During Reading

Say: Now we’ll read the rest of The Ugly Duckling. We’ll make more predictions as we read along. Remember to focus on the words and to look at the pictures for clues to help you make predictions.

Point to each word as you read aloud with dramatic expression. Emphasize the words that the other swans say to the gray bird. Stop at the end of each section so that students can study the picture clues and make inferences to help them predict what will happen. Use these question prompts, or your own, to encourage a lively discussion.

Pages 10–11:

Say: The ice melts. The sun shines. Let’s make an inference about the weather. Yes, spring has come. Let’s predict what the gray bird will do. Now let’s make another prediction. We know time has passed. Will the gray bird look the same or different?

Pages 12–13:

Ask: What does the gray bird see when he looks down at the water? What happened to change the ugly duckling into a beautiful bird? What do you think will happen when the other birds see him?

Pages 14–15:

Ask: What kind of birds begin to stroke the ugly duckling? Is he really an ugly duckling? Why did he think he was an ugly duckling?

Before turning to page 16, invite students to make their own predictions about what will happen. Record their predictions on chart paper. Turn to page 16 and read the story ending aloud. Encourage students to check their predictions to see if they were correct.

Connect and transfer. Say: We used word and picture clues to make predictions today. To make predictions, we have to concentrate on the story. This helps us understand it better. Remember to make predictions today during small-group reading instruction, too.

Make Content Comprehensible for ELLs

Beginning

Invite ELLs to point to images in the book as they retell events.
Encourage beginning ELLs to act out various scenes, for example, the ducks teasing the ugly duckling, who then swims away; the duckling falling asleep during winter; the duckling waking to see his reflection and meeting the other swans.
Supply simple language as they act out the scenes.

Intermediate

Model the use of academic language, such as first, next, then, and finally. Encourage ELLs to use these words to retell the story events in the Story Map.

Comprehension Quick-Check

Take note of which students can or cannot contribute their predictions to the discussion. Use the following additional instruction to reinforce how to use the words and pictures to make predictions about the story.

On chart paper create a three-column chart with the headings Word Clues, Picture Clues, and Prediction.
Reread each section of text and work with students to identify the words and pictures they can use to make predictions, for example, on pages 10–11:

Word Clues: The ice began to melt. The sun shone. He slid into the water and he began to swim.
Picture Clues: The bird and the butterflies show that it is spring.
Prediction: After the winter, the gray bird swims off to find other birds.

Say: We use the words and picture clues that the author and illustrator give us to make predictions about the story.

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<tr>
<th>During-Reading Predictions</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Page 11: He will swim off to find other birds. He will be bigger and look different.</td>
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<tr>
<td>Page 13: The birds will be happy to see him.</td>
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<tr>
<td>Page 15: He will see that he really is a swan and be happy.</td>
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Sample Make Predictions Annotations (BLM 2)
Oral Language Extension
During independent workstation time, pair students to talk about the drawings that they made yesterday to show what they predicted would happen after the gray bird swam away on his own. Have them compare their predictions. Now that they have finished reading the book, ask them to compare their predictions with what the author wrote. Are their predictions correct? Do their predictions make sense? Encourage them to talk about which ending they prefer.

Home/School Connection
Have students take home a copy of BLM 4 and record the story events. Have them use their Story Map to retell The Ugly Duckling 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 making predictions. 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 20.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” 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 reading* The Ugly Duckling. *Let’s take a few minutes to retell what happened in the story.*

Think/Pair/Share. Ask students to retell the story with a partner. Partner A retells the beginning of the story. Partner B retells the middle of the story. Partners A and B retell the story ending.

Bring students together to share their ideas. Encourage each pair of students to contribute an idea to the retelling, and record ideas on the Story Map. If necessary, use the following types of questions to guide their retelling:

- What happens to the gray bird after he swims away all alone?
- What does the gray bird do when spring comes?
- What does he see in the water?
- What birds does the gray bird find?

Reread

Conduct a shared reading of the entire book inviting students to read different parts of the book. Say: *Try to read with expression to help the story come alive.*

Related Resources

- Audio CD
- Sensory Description Chart (BLM 1)
- Story Map (BLM 4)
- Interview the Ugly Duckling (BLM 5)
**Make Content Comprehensible for ELLs**

**Beginning**
Invite ELLs to point to pictures in the book as they retell events. Encourage ELLs to act out what happened in the story. Have them refer to the Story Map for help. As they act out events, provide simple language to support their ideas.

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

- *In the beginning, the ugly duckling ____________.*
- *Later the ugly duckling ____________.*
- *At the end of the story, the ugly duckling ____________.*

**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 do the other ducks call the gray bird?
- How does that make him feel?
- What does he do?
- Is he really an ugly duckling? What is he?

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

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**Respond to the Story**

**Think/Pair/Share.** Invite partners to work together to think of two or three questions that they would like to ask the ugly duckling. Distribute Interview the Ugly Duckling (BLM 5) and have students write down their questions. Encourage them to work together to write answers that the ugly duckling might give.

Then ask partners to practice the interview. One student should be the interviewer and the other the ugly duckling. Have the interviewer ask the questions for the ugly duckling to answer.

Then bring the whole class together. Let pairs take turns performing their interviews for the class.

Also invite students to revisit their Story Map and add any new ideas they have.
**Comprehension: Reflect on Prediction**

Display the chart paper with students’ predictions about why the ugly duckling is sad. Ask them if they would like to revise their predictions now that they have read the whole story.

**Connect and transfer. Say:** Remember, good readers make predictions as they read. They revise their predictions as they learn more information. I want you to make and revise predictions 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 predictions. 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 20.
Day Four

**Read-Aloud (10 MINUTES)**

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” 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. You will make the story exciting by putting expression in your voice. Ask students to focus on how you use your voice to show how the ugly duckling feels: sad and lonely at the beginning of the story and happy at the end of the story.

After reading, invite students to comment on what they heard in your voice. Then read the book again, inviting students to read certain parts.

**Brainstorm Writing Ideas: Make Predictions**

**Say:** At the end of the story, the gray bird learned that he was not an ugly duckling, but a beautiful swan. Other swans swam around him and stroked him. He was very happy. Let’s make some predictions about what will happen to the “ugly duckling” now. We can use our imaginations and what we learned from the story to brainstorm some ideas.

Record students’ ideas about what might happen next in the story. As necessary, prompt students with questions like these:

- Will the gray bird join the other swans?
- Do you think he will have his own swan family?
- Do you think he will go back to show the ducks who he really is?
- Do you think the ducks will come looking for him?
- Will he always be happy being a swan?

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: Antonyms

Read the description of what the ugly duckling saw when he looked in the water on page 12. (He saw a beautiful bird with a long, long neck.)

**Explain:** The word **beautiful** means the opposite of **ugly**. The bird was an ugly duckling, but he was a beautiful swan. Words that have opposite meanings are called antonyms. Writers use antonyms to add contrast to their writing. Let’s think of antonyms for other words in the story.

Reread the first sentence on page 5 aloud. (The ugly duckling grew very sad.) Ask students if they know a word that means the opposite of **sad**. **Say:** Yes, **happy** is the opposite of **sad**. Turn to page 16 and ask students to look at the picture. **Ask:** How do you think the ugly duckling feels now? That’s right. He feels happy. **Sad** and **happy** are antonyms.

Record the antonyms on a chart, and ask students to suggest other antonyms that could be added. If needed, provide word prompts, such as **big**, **tall**, **up**, and **far**, and have students identify the antonyms. Post the chart on a classroom wall to serve as an Antonym anchor chart. Ask students to choose pairs of antonyms and use them in sentences.

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

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making predictions. 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 20.

**Make Content Comprehensible for ELLs**

**All Levels**

Define **beautiful** and **ugly** by pointing to pictures in the book. Point to students and objects in the classroom to illustrate the meanings of **big**, **tall**, **up**, and **far**. Have students point to other students and objects to illustrate the antonyms. Then help students make two sentences with each pair of antonyms, for example, **far**: Point to the playground. **Say:** Far. The playground is far. Point to your desk. **Say:** Near. My desk is near.

**Oral Language Extension**

During independent workstation time, display the inside back cover of the big book and invite pairs of students to use the picture prompts to retell what happened in the story. Remind them to talk about the ugly duckling’s feelings, as well as his actions. Encourage them to use sensory words and antonyms when they retell the story.

**Vocabulary Quick-Check**

Observe whether students are able to identify antonyms. If necessary, point out the words **big**, **sadly**, **alone**, **up**, and **happily** in the book. Encourage students to find a pair of antonyms in this list (sadly/happily). Then encourage them to say the other words one by one and name an antonym. Challenge students to make up one sentence using the words **sadly** and **happily**.
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 Prediction to Write a New Story Ending

Say: Yesterday we had some fun predicting how the story of the ugly duckling might continue. Let’s review some of our ideas.

Reread the list of ideas students brainstormed. Lead a discussion about which of these ideas students would like to write about. If there is some disagreement about which ending to choose, take a class vote.

Say: Let’s write about what happens to the ugly duckling after he finds out that he is a beautiful swan.

As a group, decide on the idea you will develop. Ask students to suggest sentences. Remind students to use antonyms in their writing.

Prompt students with questions like these:
- What antonyms can we use in our writing?
- What might the ugly duckling tell the other swans?
- What might he do with the other swans?
- Will he ever be alone again?

Record students’ ideas on chart paper. Reread what you have written with students. Invite them to suggest ways to use varying sentence lengths to make the writing more interesting. Encourage them to add dialogue.

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 clarity of content and purpose. Then work with students to edit the text together. Model how writers edit and revise their work.

Give students drawing paper and have them illustrate the new story ending. Display the completed shared writing and student illustrations.

Connect and transfer. Say: We just brainstormed ideas and drafted a new ending for the story. Then we edited and revised it. Finally we illustrated the new ending and published it for others to see. This is what good writers do. We should remember to use these steps whenever we write something.
What will happen next?

- The beautiful swan will swim and play with his new swan family.
- The beautiful swan will swim back up the river to find the ducks.
- The beautiful swan will have baby swans, and he will teach them to swim.

Sample Brainstorming Ideas

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making predictions. 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 5 instruction provided in SpiralUp Phonics Skill Bag 20.

Writing Model

“I am not an ugly duckling. I am a beautiful swan! I am just like you!” he exclaimed to the other swans.

The ugly duckling was not sad anymore. He was very happy. He had new friends that were just like him. He had a real family.

The ugly duckling swam and played with the other swans. They all flapped their wings and flew together over the river. And when winter came, they all stayed together until spring arrived.

The beautiful swan was never alone again.

What will happen next?

- The beautiful swan will swim and play with his new swan family.
- The beautiful swan will swim back up the river to find the ducks.
- The beautiful swan will have baby swans, and he will teach them to swim.