

ELL Targeted Support Use Prior Experiences Play the Unit 5 video. Then use the leveled supports below to help students understand its meaning.

Using visuals from the video, ask students to name each type of weather in their home language. Then say the English word for the type of weather and have students repeat. Ask students to use prior experiences to name their favorite type of weather. Provide this sentence frame: *My favorite weather is ____*. **BEGINNING/INTERMEDIATE**

Have partners use prior experiences to talk about different types of weather they have seen. Ask them to talk about which type of weather is their favorite and why. **ADVANCED/ADVANCED HIGH**

ELPS 1.A.ii Use prior experiences to understand meanings in English.

Independent Reading

Read Unfamiliar Words Read aloud pp. 10–11 in the *Student Interactive*. Have students interact independently with texts for increasing periods of time, reading a few more pages every day. Ask them to:

- Circle any unfamiliar words they encounter in their texts.
- Sound out unfamiliar words and try to recognize word parts.
- Look for context clues in words and pictures.

STUDENT INTERACTIVE, pp. 10–11

UNIT 5

INDEPENDENT READING

Read Together

Independent Reading

When you get stuck, try these strategies:

1. Look at the letters in the word.
2. Think about the sounds the letters spell.
3. Look for word parts you know.

sun

set

My Independent Reading Log

| Date | Book | Pages Read | My Ratings |
|------|------|------------|------------|
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10 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4.A** Self-select text and interact independently with text for increasing periods of time; **ELPS 4.D.i** Reading; **4.F.iii** Reading

Directions Read aloud the information with students and discuss how they can use these strategies when they read on their own.

11 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4.A** Self-select text and interact independently with text for increasing periods of time; **ELPS 2.iii** Listening; **4.G.iii** Reading

Directions Have students select a text and interact independently with it for increasing periods of time. Tell them to read a few more pages every day and to use reading strategies such as looking for word parts they know. Then have students complete the chart.