

# 4

PROLOGUE

Module 1

**A Great  
Heart**



Arts  
& letters™





Prologue | 4 | Module 1

# A Great Heart

What does having a great heart mean?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*<sup>2</sup>®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC

[greatminds.org](http://greatminds.org)

© 2025 Great Minds PBC. All rights reserved. No part of this work may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems—without written permission from the copyright holder. Where expressly indicated, teachers may copy pages solely for use by students in their classrooms.

Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 27 26 25 24 23

ISBN 979-8-88811-254-0

# Contents



## Prologue Module Overview

---

<b>Prologue Module Focus</b> . . . . .	<b>1</b>
<b>Prologue Texts</b> . . . . .	<b>2</b>
<b>Knowledge Threads</b> . . . . .	<b>3</b>
<b>Prologue Materials and Preparation</b> . . . . .	<b>3</b>
<b>Prologue English Language Development Standards</b> . . . . .	<b>4</b>
<b>Prologue Language Connections</b> . . . . .	<b>6</b>
<b>Module Plan</b> . . . . .	<b>9</b>



## Arc A | “Heart to Heart”

---

<b>Prologue to L3</b> . . . . .	<b>12</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Identify words related to the heart in “Heart to Heart.”</li><li>• <b>Language Progress</b>   Take turns with others when speaking.</li></ul>	
<b>Prologue to L4</b> . . . . .	<b>16</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Explain the meaning of heart-related idioms.</li><li>• <b>Language Progress</b>   Write in complete sentences.</li></ul>	
<b>Prologue to L5</b> . . . . .	<b>22</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Distinguish between literal and figurative references to the heart in “Heart to Heart.”</li><li>• <b>Language Progress</b>   Speak at a rate others can understand.</li></ul>	



## Arc B | *The Circulatory Story*

---

<b>Prologue to L8</b> . . . . .	<b>28</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Identify key details and main ideas in <i>The Circulatory Story</i>.</li><li>• <b>Language Progress</b>   Use topic-specific vocabulary to explain the topic.</li></ul>	
<b>Prologue to L9</b> . . . . .	<b>34</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Identify comparisons in <i>The Circulatory Story</i>.</li><li>• <b>Language Progress</b>   Support what you say with relevant textual evidence.</li></ul>	
<b>Prologue to L12</b> . . . . .	<b>40</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Classify similes and metaphors in <i>The Circulatory Story</i>.</li><li>• <b>Language Progress</b>   Use topic-specific vocabulary to explain the topic.</li></ul>	
<b>Prologue to L13</b> . . . . .	<b>46</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Explain how a part of the circulatory system helps blood circulate throughout the body.</li><li>• <b>Language Progress</b>   Support what you say with relevant textual evidence.</li></ul>	
<b>Prologue to L14</b> . . . . .	<b>52</b>
<ul style="list-style-type: none"><li>• <b>Learning Goal</b>   Discuss the use and purpose of elaboration.</li><li>• <b>Language Progress</b>   Use elaboration to develop each piece of evidence.</li></ul>	



## Arc C | *The Gross Clinic*

### Prologue to L17 ..... 58

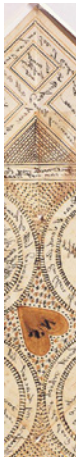
- **Learning Goal** | Discuss important ideas in two proof paragraphs.
- **Language Progress** | Use a coordinating conjunction to expand or link ideas.

### Prologue to L18 ..... 64

- **Learning Goal** | Discuss two proof paragraphs and why they matter.
- **Language Progress** | Write in complete sentences.

### Prologue to L21 ..... 70

- **Learning Goal** | Identify the use and purpose of coordinating conjunctions.
- **Language Progress** | Use a coordinating conjunction to expand or link ideas.



## Arc D | “The Legacy of Walter Dean Myers”

### Prologue to L23 ..... 76

- **Learning Goal** | Identify details about Walter Dean Myers.
- **Language Progress** | Use relative pronouns correctly.

### Prologue to L25 ..... 82

- **Learning Goal** | Use relative pronouns and relative adverbs to combine sentences.
- **Language Progress** | Use relative pronouns and relative adverbs correctly.



## Arc E | *Love That Dog*

### Prologue to L27 ..... 88

- **Learning Goal** | Examine the journal structure of *Love That Dog*.
- **Language Progress** | Take turns with others when speaking.

### Prologue to L28 ..... 94

- **Learning Goal** | Summarize events in *Love That Dog*.
- **Language Progress** | Use a transition word or phrase to connect ideas.

### Prologue to L29 ..... 98

- **Learning Goal** | Examine first-person point of view.
- **Language Progress** | Take turns with others when speaking.

### Prologue to L31 ..... 104

- **Learning Goal** | Practice the elements of fluent reading: phrasing, expression, and reading at an appropriate rate.
- **Language Progress** | Speak at a rate others can understand.

### Prologue to L32 ..... 110

- **Learning Goal** | Determine how Jack changes in *Love That Dog*.
- **Language Progress** | Listen closely to identify a speaker’s points and evidence.



# Appendices

---

- Prologue Vocabulary* . . . . . 114**
- Prologue Reference Charts* . . . . . 117**
- Prologue Student Resources* . . . . . 123**
- Works Cited* . . . . . 132**
- Credits* . . . . . 133**
- Acknowledgments* . . . . . 133**





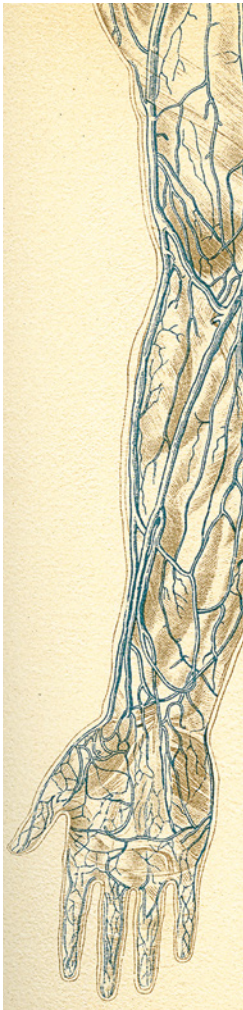
## ESSENTIAL QUESTION

# What does having a great heart mean?

## PROLOGUE MODULE FOCUS

In module 1, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of what it means to have a great heart.

- *Prologue* lessons support reading development by helping students identify main ideas and key details and practice inferring and summarizing events in literary and informational texts. Students also review some elements of poetry.
- *Prologue* lessons support writing development by helping students develop theses, proof paragraphs, and concluding paragraphs for informational essays. Students examine writing models and practice using textual evidence and elaboration to support thesis points. They add transition words and phrases to connect their ideas.
- *Prologue* lessons support speaking and listening development by providing additional instruction and practice for the module's speaking and listening goals: Speak at a rate others can understand; take turns with others when speaking; support what you say with relevant textual evidence; and listen closely to identify a speaker's points and evidence. Use the Module 1 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by providing practice with speaking and writing in complete sentences and using topic-specific vocabulary. Students examine the function of relative pronouns and adverbs and practice using them orally and in writing.



## PROLOGUE TEXTS

### Books

---

#### Literary

- *Love That Dog*, Sharon Creech

#### Informational

- *The Circulatory Story*, Mary K. Corcoran and Jef Czekaj

### Poetry

---

- “Heart to Heart,” Rita Dove



### Art

---

- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)*, Thomas Eakins

### Blog

---

- “The Legacy of Walter Dean Myers,” Anne Rouyer



## KNOWLEDGE THREADS

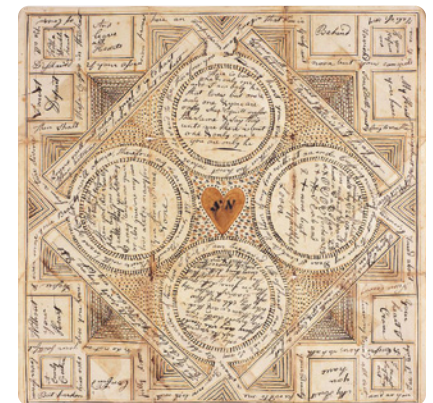
- Authors use literal and figurative language to explain the complex physical functions of the human heart.
- Authors use literal and figurative language to explain complex emotions frequently associated with the heart.
- The heart, an organ that is part of the circulatory system, pumps blood to supply the body's cells with oxygen.
- A person with a literal great heart has a healthy heart with functioning valves and clean arteries.
- A person with a figurative great heart exhibits empathy, generosity, and courage.
- Authors and artists depict what it means to have a literal or figurative great heart.



## PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 1 Speaking and Listening Goal Tracker from the Great Minds® Digital Platform.
- Ensure access to the module 1 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



# PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

*Arts & Letters Prologue* lessons for module 1 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

## WIDA Standards

---

**ELD-SI.4-12.Narrate:** Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning

**ELD-SI.4-12.Inform:** Multilingual learners will

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**ELD-SI.4-12.Explain:** Multilingual learners will

- Generate and convey initial thinking

**ELD-LA.4-5.Narrate.Interpretive:** Multilingual learners will interpret language arts narratives by

- Analyzing how character attributes and actions develop across event sequences

**ELD-LA.4-5.Inform.Interpretive:** Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics

**ELD-LA.4-5.Inform.Expressive:** Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add precision and details to define, describe, compare, and classify topic and/or entity

## ELP Standards

---

**Standard 1:** An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

**Standard 2:** An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**Standard 3:** An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

**Standard 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

**Standard 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

**Standard 9:** An ELL can create clear and coherent grade-appropriate speech and text.

**Standard 10:** An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

## PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

### Contrastive Analysis

---

This module focuses on helping students to expand their sentences using relative pronouns and relative adverbs. *Prologue* lessons help students understand how coordinating conjunctions and transitions are used to connect ideas. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Mandarin Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	<p>Conjunctions are also used in Spanish, with similar meaning to English terms.</p> <p>Relative pronouns and adverbs are also used in Spanish, with similar meaning to English terms.</p>	<p>There is not a 1:1 correspondence between English and Spanish conjunctions. There may be confusion between <i>since</i>, <i>so that</i>, and <i>as</i>.</p> <p>There is not a 1:1 correspondence between English and Spanish relative pronouns and adverbs. Students may overuse <i>that</i> because it is sometimes optional in English but not in Spanish.</p>
Arabic	<p>Conjunctions, relative pronouns, and relative adverbs are also used in Arabic, with similar meaning to English terms.</p>	<p>In Arabic, relative pronouns change to represent the gender and number of the noun.</p>
Mandarin Chinese	<p>Conjunctions are also used in Chinese, with similar meaning to English terms.</p>	<p>Conjunctions can be omitted in Chinese if the relationship between the two ideas is clear.</p> <p>Chinese does not have relative pronouns and relative adverbs. The order of the sentence helps reflect the connection.</p>

## Spanish Cognates

---

Here are Spanish cognates for terms taught in module 1 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
circulate (v.)	circular (v.)
circulatory system	sistema circulatorio
compare (v.)	comparar (v.)
compassionate (adj.)	compasivo (adj.)
elaboration (n.)	elaboración (s.)
empathetic (adj.)	empático (adj.)
figurative (adj.)	figurado (adj.)
generous (adj.)	generoso (adj.)
line (n.)	línea (s.)
literal (adj.)	literal (adj.)
metaphor (n.)	metáfora (s.)
simile (n.)	simil (s.)
tribute (n.)	tributo (s.)

# MODULE PLAN




**Essential Question** | What does having a great heart mean?

## KEY





 = **assessment**




 = **Prologue lesson**

## Arc A | “Heart to Heart”

Lesson 1 <b>Opening Bookend</b>	Lesson 2 <b>Wonder</b> “Heart to Heart” <i>Mother and Child</i>	Lesson 3 <b>Organize</b> “Heart to Heart” <i>Mother and Child</i> 	Lesson 4 <b>Reveal</b> “Heart to Heart” <i>Mother and Child</i> 	Lesson 5 <b>Distill</b> “Heart to Heart” <i>Mother and Child</i> 	Lesson 6 <b>Know</b> “Heart to Heart” <i>Mother and Child</i>
------------------------------------	--	---	---	--	--


## Arc B | *The Circulatory Story*

Lesson 7 <b>Wonder</b> <i>The Circulatory Story</i>	Lesson 8 <b>Organize</b> <i>The Circulatory Story</i> 	Lesson 9 <b>Reveal</b> <i>The Circulatory Story</i> 	Lesson 10 <b>Organize</b> <i>The Circulatory Story</i>	Lesson 11 <b>Reveal</b> <i>The Circulatory Story</i>	Lesson 12 <b>Reveal</b> <i>The Circulatory Story</i> 	Lesson 13 <b>Distill</b> <i>The Circulatory Story</i> 
---	--	--	--	--	---	--

Lesson 14 <b>Know</b> <i>The Circulatory Story</i> 	Lesson 15  <b>Reading Comprehension Assessment 1</b>  <b>Module Task 1 completed</b>	Lesson 16 <b>Responsive Teaching</b>
---	--	---

## Arc C | *The Gross Clinic*

---

Lesson 17 <b>Wonder</b> <i>The Gross Clinic</i> <b>P</b>	Lesson 18 <b>Organize</b> <i>The Gross Clinic</i> <b>P</b>	Lesson 19 <b>Reveal</b> <i>The Gross Clinic</i>  <b>Module Task 2 completed</b>	Lesson 20 <b>Distill</b> <i>The Gross Clinic</i>	Lesson 21 <b>Know</b> <i>The Gross Clinic</i> <b>P</b>
---	---	---	--	---

## Arc D | “The Legacy of Walter Dean Myers”

---

Lesson 22 <b>Wonder</b> “The Legacy of Walter Dean Myers”	Lesson 23 <b>Organize</b> “The Legacy of Walter Dean Myers” <b>P</b>	Lesson 24 <b>Reveal</b> “The Legacy of Walter Dean Myers”	Lesson 25 <b>Know</b> “The Legacy of Walter Dean Myers” <b>P</b>
--	--	--	--

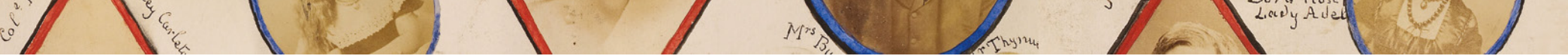
## Arc E | *Love That Dog*

Lesson 26 <b>Wonder</b> <i>Love That Dog</i>	Lesson 27 <b>Organize</b> <i>Love That Dog</i> <b>P</b>	Lesson 28 <b>Organize</b> <i>Love That Dog</i> <b>P</b>	Lesson 29 <b>Reveal</b> <i>Love That Dog</i> <b>P</b> <b>Module Task 3 completed</b> <b>P</b>	Lesson 30 <b>Organize</b> <i>Love That Dog</i>	Lesson 31 <b>Reveal</b> <i>Love That Dog</i> <b>P</b>	Lesson 32 <b>Distill</b> <i>Love That Dog</i> <b>P</b>
--	--	--	--	--	--	---

Lesson 33 <b>Know</b> <i>Love That Dog</i> “Love That Boy”	Lesson 34 <b>Reading Comprehension Assessment 2</b>	Lesson 35 <b>Responsive Teaching</b>
---	--	---

## Module Finale

Lesson 36 <b>Know</b> module texts	Lesson 37 <b>Know</b> module texts	Lesson 38 <b>Know</b> module texts	Lesson 39 <b>Know</b> module texts <b>End-of-Module Task completed</b>	Lesson 40 <b>Closing Bookend</b>
--	--	--	---	-------------------------------------



# Prologue to Lesson 3

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students identify words in “Heart to Heart” that are related to the heart. As they discuss the heart, students practice taking turns with others while speaking. This work prepares students to discuss the poem in more detail in lesson 3.

### Learning Goal

Identify words related to the heart in “Heart to Heart.”

 **LEARNING TASK:** Explain how two words in the poem relate to the heart.


### Language Progress


In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, model the Think–Pair–Share routine with a student, and emphasize how to take turns speaking while sharing ideas.

To support students with intermediate English proficiency, provide additional opportunities for them to practice taking turns, such as a follow-up Mix and Mingle.

### Vocabulary

line (n.) 

stanza (n.) 

### Materials

#### TEACHER

- class Fluency Practice for “Heart to Heart” (*Learn* book, Fluency)

#### STUDENTS

- Fluency Practice for “Heart to Heart” (*Learn* book, Fluency)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Poetry Elements

1. Display the class Fluency Practice for “Heart to Heart,” and direct students to the page in their *Learn* book. Remind students that this text is a poem. The organization of a poem differs from the organization of a story.
2. Direct attention to the three groups of words in the poem and explain that each group is a stanza. Introduce the vocabulary term *stanza* by displaying the term and definition. Explain that the Vocabulary Exploration routine has four parts. First, you say the term and simultaneously clap once for each syllable. Then, students copy the action by repeating the term and clapping once for each syllable. Next, you identify and share word parts or challenging letter-sound correspondences that can help students accurately decode the word. Finally, you invite a student to read aloud the definition.
3. Practice this routine with the term *stanza*.
4. Instruct students to label a stanza in the poem.
5. Direct attention to each line in the poem and explain that these are lines. Introduce the vocabulary term *line* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *line* has a Spanish cognate: *línea*. Share this language connection with students whose home language is Spanish.

6. Instruct students to write the word *line* in the margin of their fluency passage. Explain that sometimes a line is just one word.
7. Explain that stanzas and lines help readers point to a specific place in a poem. Practice using these terms by prompting students to point to specific stanzas and lines in the poem.
8. Tell students that they will look at specific words in the poem to help them understand the text better.

**Fluency Practice**  
"Heart to Heart"

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**

- Accuracy:** Correctly decode the words.
- Phrasing:** Group words into phrases, and pause for punctuation.
- Expression:** Use voice to show feeling.
- Rate:** Read at an appropriate speed.

#### Definition

**stanza (n.):** a group of lines in a poem

#### Definition

**line (n.):** a row of words written across a page

## LEARN 20 minutes

### Identify Words Related to the Heart

---

1. Read aloud “Heart to Heart” as students follow along in their fluency passage. Model effective phrasing and pausing at punctuation. Define unknown words as needed, such as *regret*, *shapely*, *clutch*, and *mute*.
2. Direct attention to the repeated pronoun *it* in stanzas 1, 2, and 3.
3. Tell students that they will follow the instructional routine Think–Pair–Share to discuss the pronoun *it*. Explain that this routine has three parts. First, students silently think about their response. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Instruct students to Think–Pair–Share to answer this question:

 **What does the word *it* in this poem refer to?**

#### Language Support

For students with beginning English proficiency, refer them to the poem’s title as a clue. Echo Read the title.

#### Language Expansion

For students with intermediate English proficiency, invite them to explain how they know the poem is about the heart.

4. Reinforce the correct response: The word *it* refers to the heart.
5. Tell students that they will find and underline words in the poem that are related to the word *heart*. Think aloud as you underline the word *red*.
6. Pair students and instruct them to find and explain words in the poem that relate to the heart. Display this sentence frame:

In line \_\_\_\_\_, I see the word \_\_\_\_\_. I think this is related to the word *heart* because \_\_\_\_\_.

#### Sample Think Aloud

In line 1, I see the word *red*. I think this is related to the word *heart* because I know hearts are often red on Valentine’s Day cards. The color red is often related to the feeling of love. Red roses are given to people as an expression of love. So I will underline the word *red*.

7. Invite a few students to share their responses.


**Key Ideas**

- **line 2:** sweet—Someone who is kind can have a sweet heart, or you can call someone a sweetheart.
- **line 3:** melt—Candy hearts that are made of chocolate can melt.
- **line 15:** muscle—The heart is a muscle inside the body.
- **line 16:** lopsided—The shape of the heart is lopsided, or uneven.
- **line 18:** feel—You can feel your heart beating, especially after you exercise.
- **line 27:** bottom—The heart has a top and a bottom.

**LAND** 5 minutes

Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a new partner to explain how two words in the poem relate to the heart. Tell them to include the line number in their response and to take turns speaking while sharing.

---

**Analyze Student Progress**

**Monitor:** Do students identify two words in the poem that relate to the heart and explain their choices?

**Offer Immediate Support:** If students need additional support, Echo Read lines 1 and 2 and ask, “How do these lines relate to the heart?”

---

2. Invite a few students to share their responses.
3. Summarize that readers can closely study the parts and words of a poem to better understand what the poem is about.



# Prologue to Lesson 4

**Essential Question** | What does having a great heart mean?

## OVERVIEW

### Preview

Students distinguish between literal and figurative language. As they discuss heart-related idioms, students practice writing in complete sentences. This work prepares students to discuss idioms in lesson 4.

### Learning Goal

Explain the meaning of heart-related idioms.

 **LEARNING TASK:** Use a heart-related idiom in a sentence.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Write in complete sentences.

To support students with beginning English proficiency, model the difference between phrases and complete sentences. Point out the subject and predicate in the sentences.

To support students with intermediate English proficiency, prompt them to expand their sentences with more details by asking questions such as *how?* *why?* or *when?*

### Vocabulary

figurative (adj.)

heart (n.)

literal (adj.)

### Materials

#### TEACHER

- Knowledge Cards: *heart, literal, figurative*
- image of key to my heart (digital platform)

#### STUDENTS

- Idioms, Sentences, and Meanings Chart (*Prologue* Student Resources appendix)

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

1. Draw a symbol of a heart with a crooked line down the middle of it. Ask this question:

 **What does this drawing mean?**

2. Reinforce the correct response: a broken heart.

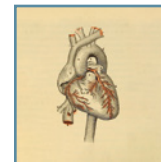
3. Ask this question:

 **What does it mean to have a broken heart?**

### Key Ideas

- you feel sad
- someone hurt your feelings

4. Introduce the vocabulary term *heart* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
5. Direct attention to the image on the Knowledge Card. Instruct students to Think–Pair–Share to answer this question:



### Definition

**heart (n.):** the organ in a person's chest that pumps blood through their veins and arteries

 **How is the heart on this card different from the drawing of a broken heart?**

### Language Support

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

**Key Ideas**

- The heart on this card shows the organ inside the body, but the drawing does not show a real heart.
- The drawing can mean a real heart or feelings such as love or pain, but the card only shows the organ inside the body.

6. Tell students that they will learn about different ways to describe the heart.

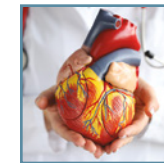
**LEARN** 20 minutes

**Illustrate Idioms**

1. Introduce the vocabulary terms *literal* and *figurative* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.

**Language Support**

The terms *literal* and *figurative* have Spanish cognates: *literal* and *figurado*. Share these language connections with students whose home language is Spanish.



2. Direct attention to the Knowledge Card for *heart*. Explain that the heart inside a body is a literal heart because it is the physical organ that pumps blood. Tell students that using the word *heart* to describe someone’s feelings or character is a figurative use of the term because this type of heart does not refer to the actual organ.

3. Display and direct students to the Idioms, Sentences, and Meanings Chart. Explain that idioms are a type of figurative language. Direct attention to the idiom *a broken heart* in the Idioms column of the chart. Remind students that they already discussed the meaning of this idiom.

**Teacher Note**

You may invite students to share a common idiom in their home language.

**Definitions**

**literal (adj.):** involving the ordinary or usual meaning of a word or phrase

**figurative (adj.):** involving the meaning of a word or phrase that is different from its ordinary or usual meaning

**L4 | Idioms, Sentences, and Meanings Chart**

Idioms	Sentences	Meanings
melts my heart	The cute kitten melts my heart.	makes me feel sympathy or affection
my heart turned over	When the story ended, my heart turned over.	felt strong feelings
a broken heart	Because my lizard died, my heart is broken.	feeling very sad
harden my heart	After I am hurt, I harden my heart.	block myself from feeling love
open my heart	With time, I learned to open my heart again.	allow myself to feel something
a key to my heart	One special person has the key to my heart.	a way to unlock love, or make my heart feel love
wear my heart on my sleeve	People say I wear my heart on my sleeve.	openly express emotions

4. Explain that forms of the idioms on the chart are in the poem “Heart to Heart.” Tell students that discussing these idioms will help them better understand the poem.
5. Direct attention to the idiom *key to my heart*. Display the image of key to my heart. Ask this question:

 **Does a heart literally have a keyhole for a key?**

6. Reinforce the correct response: no.
7. Think aloud to model how to understand the meaning of the idiom *key to my heart*.
8. Explain that when you read aloud and then students say or read aloud the same text after you, they are Echo Reading. Practice this routine by reading aloud the sentence and the meaning for the idiom *key to my heart* and instructing students to echo you.
9. Direct students to the idiom *melts my heart*. Echo Read the sample sentence. Ask this question:

 **Can my heart literally melt?**

10. Reinforce the correct response: no.
11. Instruct students to Think–Pair–Share to answer this question:

 **What does the idiom *melts my heart* mean in your own words?**

#### Language Support

For students with beginning English proficiency, prompt them to describe how they feel when they see a cute animal, or provide other examples to clarify the meaning.

#### Sample Think Aloud

This idiom makes it sound like there is a key that can open my heart, as if my heart, like a door, has a keyhole. But I know this is not true. I need to think about the figurative meaning of *heart* and my feelings. I think this idiom means that there is a way to unlock love, or make me feel love.

12. Pair students, and assign them one of the remaining idioms from the chart. Echo Read the idiom, sentence, and meaning with each pair. Instruct pairs to work together to write a new sentence that includes the idiom. Then instruct pairs to draw a picture to illustrate the meaning of their sentence.

#### Language Expansion

For students with intermediate English proficiency, prompt them to explain how they determined the meaning of the idiom.

13. Invite a few students to share their drawings.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to write a sentence using the idiom *a broken heart*.

#### Language Support

For students with beginning English proficiency, provide this sentence frame: I had a broken heart when \_\_\_\_\_.

---

#### Analyze Student Progress

**Monitor:** Do students correctly use the idiom to describe an example of feeling sad?

**Offer Immediate Support:** If students need additional support using the idiom in a sentence, review the sample sentence on the chart.

---

2. Invite a few students to share their sentences.
3. Summarize that writers use figurative language, including idioms, to explain concepts or feelings and to make their writing more interesting.





# Prologue to Lesson 5

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students distinguish between literal and figurative descriptions of the heart in “Heart to Heart.” As they discuss the heart, students practice speaking at a rate others can understand. This work prepares students to discuss the central ideas of the poem in lesson 5.

### Learning Goal

Distinguish between literal and figurative references to the heart in “Heart to Heart.”

 **LEARNING TASK:** Explain how to tell the difference between the literal and the figurative use of *heart*.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Speak at a rate others can understand.

To support students with beginning English proficiency, model a nonexample and then an example of speaking slowly enough to be understood. To support students with intermediate English proficiency, record them speaking and instruct them to adjust their speed, as needed, after hearing themselves.

### Vocabulary

figurative (adj.)

literal (adj.)

### Materials

#### TEACHER

- Fluency Practice for “Heart to Heart” (*Learn* book, Fluency)
- Knowledge Cards: *literal*, *figurative*
- Heart Sentences Sort for “Heart to Heart” (*Prologue* Student Resources appendix)
- class Literal or Figurative Chart

#### STUDENTS

- Fluency Practice for “Heart to Heart” (*Learn* book, Fluency)
- sticky notes

### Preparation

- Cut apart the sentences on the Heart Sentences Sort for “Heart to Heart.” You will need one set for each pair of students.

# LAUNCH 5 minutes

## Build Knowledge About Literal and Figurative Language

1. Direct students to the Fluency Practice for “Heart to Heart,” located in the *Learn* book. Echo Read the title of the poem.
2. Instruct students to Think–Pair–Share to answer this question:

 **What do you think *heart to heart* means?**

### Key Ideas

- two hearts tied together
  - one heart speaking to another
  - something moving from one heart to another
3. Reinforce the correct response: a close conversation between people. Tell students that a heart-to-heart is when someone shares their feelings with another person.
  4. Explain that *heart to heart* is an idiom. Remind students that an idiom is figurative language that sounds like one thing but means something else.
  5. Review the vocabulary terms *literal* and *figurative* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.

### Language Support

The terms *literal* and *figurative* have Spanish cognates: *literal* and *figurado*. Share these language connections with students whose home language is Spanish.

**Fluency Practice**  
“Heart to Heart”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

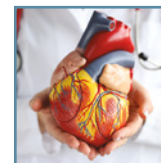
**Fluency Elements**

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.



### Definitions

**literal (adj.):** involving the ordinary or usual meaning of a word or phrase

**figurative (adj.):** involving the meaning of a word or phrase that is different from its ordinary or usual meaning

# LEARN 20 minutes

## Sort Literal and Figurative Sentences

1. Display the Heart Sentences Sort for “Heart to Heart.” Explain that these sentences are an adaptation, or slightly changed, from what appears in the poem. Echo Read the first sentence.

2. Instruct students to Think-Pair-Share to answer this question:

**Does the first sentence refer to the literal or figurative heart? How do you know?**

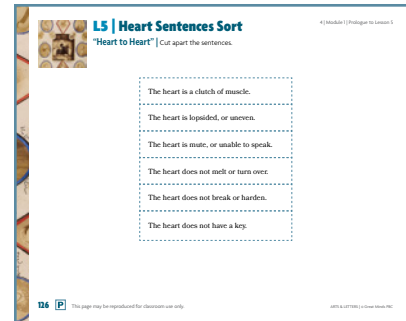
3. Display this sentence frame: I think this sentence refers to the \_\_\_\_\_ heart because \_\_\_\_\_.

4. Reinforce the correct response: This sentence refers to the literal heart because it describes the heart as a muscle.

5. Display the class Literal or Figurative Chart. Add the correct response to the Literal column.

6. Pair students. Distribute two sticky notes to each pair. Instruct students to label one sticky note Literal and the other sticky note Figurative. Explain that students can create their own version of the Literal or Figurative Chart by placing the sticky notes side by side on their desk.

7. Distribute a set of the sentences from the Heart Sentences Sort for “Heart to Heart” to each pair.



Literal or Figurative	
Literal	Figurative

- 8.** Instruct pairs to work together to decide whether each sentence refers to the literal or figurative heart. Tell students to sort the statements into two groups under the corresponding sticky note and discuss their reasoning. Remind students to speak at a rate that others can understand.

#### Language Support

For students with beginning English proficiency, point out correlations between the figurative strips and the Idioms, Sentences, and Meanings Chart.

- 9.** Invite a student to share a sentence and explain why they labeled it literal or figurative. Add the sentence to the correct column of the class chart. Continue to invite additional students to share until all sentences have been explained and added to the appropriate column of the class chart.

#### Key Ideas

- **literal:** The heart is a clutch of muscle.
- **literal:** The heart is lopsided, or uneven.
- **literal:** The heart is mute, or unable to speak.
- **figurative:** The heart does not melt or turn over.
- **figurative:** The heart does not break or harden.
- **figurative:** The heart does not have a key.

#### Language Expansion

For students with intermediate English proficiency, prompt them to compare the details in the literal and the figurative columns.

- 10.** Instruct students to take turns reading aloud “Heart to Heart” to a partner, listening for the literal and the figurative sentences. Remind students to speak at a rate that others can understand.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct pairs to answer this question:

 **How can you tell the difference between the literal and the figurative use of *heart*?**

---

#### Analyze Student Progress

**Monitor:** Do students explain that the literal heart is a body part and the figurative heart refers to a person's feelings?

**Offer Immediate Support:** If students need additional support explaining the literal and the figurative use of *heart*, direct attention to the images on the Knowledge Cards for *literal* and *figurative*.

---

2. Listen for students to address key ideas in their discussions.

#### Key Ideas

- The literal use of *heart* may refer to the body, a muscle, or an organ.
- The figurative use of *heart* may refer to feeling, breaking, or changing in some way.

3. Summarize that writers may refer to the literal or figurative heart. Summarize that the heart can be described by using both literal and figurative language.





# Prologue to Lesson 8

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students practice finding key details and identifying a main idea. As they discuss the circulatory system, students practice using topic-specific vocabulary to explain the topic. This work prepares students to find key details and main ideas and write summaries in lesson 8.

### Learning Goal

Identify key details and main ideas in *The Circulatory Story*.

 **LEARNING TASK:** Identify a main idea based on the key details on page 6 of *The Circulatory Story*.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use topic-specific vocabulary to explain the topic.

To support students with beginning English proficiency, create a word wall of topic-specific vocabulary from the text excerpts. Include images with labels. To support students with intermediate English proficiency, invite them to draw illustrations with labels to represent topic-specific vocabulary.

### Vocabulary

circulatory system

### Materials

#### TEACHER

- *The Circulatory Story*
- Knowledge Card: *circulatory system*
- class Informational Outline 1 for *The Circulatory Story* (Prologue Student Resources appendix)

#### STUDENTS

- *The Circulatory Story*
- Informational Outline 1 for *The Circulatory Story* (Prologue Student Resources appendix)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Direct students to the front cover of *The Circulatory Story* and instruct them to Think–Pair–Share to answer this question:

 **Why do you think this text is called *The Circulatory Story*?**

#### Language Support

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

#### Key Ideas

- The text is about the circulatory system.
- The text is a story about a little green creature who travels through the body.

2. Review the vocabulary term *circulatory system* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

#### Language Support

The term *circulatory system* has a Spanish cognate: *sistema circulatorio*. Share this language connection with students whose home language is Spanish.



#### Definition

**circulatory system:** the heart and a group of connected tubes that together move blood throughout the body

3. Tell students that they will listen for key, or important, details about the circulatory system as you read some text excerpts together.

## LEARN 20 minutes

### Practice Finding Key Details and Main Ideas

---

1. Direct students to page 6 of *The Circulatory Story*.

2. Direct attention to the green creature in the illustration. Remind students that this story is about an imaginary little creature's ride throughout the body. Emphasize that the green creature is not real, but the information about the circulatory system is real.
3. Read aloud the portion of page 6 from "see the red" to "without the whole?" as students follow along. Explain that this first sentence directs readers' attention to "the red thing that looks like an inner tube." Instruct students to point to this red thing in the illustration.
4. Tell students to listen to determine the name of the red thing.
5. Read aloud the portion of page 6 from "It's an erythrocyte" to "it's your ride" as students follow along. Ask this question:

 **What are the red things that look like inner tubes?**

#### **Language Support**

For students with beginning English proficiency, display a large copy of the text to help them track the print while you read aloud. Underline key words.

6. Reinforce the correct response: erythrocytes, or red blood cells.
7. Explain that red blood cells seem important in this section of the text because they are included in the illustration and described at the beginning of the paragraph. Tell students to listen for more information about red blood cells.
8. Read aloud the portion of page 6 from "This red blood" to "in red blood cells" as students follow along.
9. Ask this question:

 **What do red blood cells do?**

10. Reinforce the correct response: They carry oxygen. Explain that oxygen is a chemical in the air that people need in order to live. Tell students to take a deep breath, and explain that they are taking in oxygen, which the red blood cells carry throughout the body.

**11.** Read aloud the portion of page 6 from “With hemoglobin’s help” to “Nice job. Red” as students follow along. Ask this question:

 **Where do the red blood cells carry the oxygen?**

**12.** Reinforce the correct response: They carry oxygen to all body parts.

**13.** Tell students that they will follow the instructional routine Mix and Mingle to discuss red blood cells. Explain how this routine works. First, you ask a question and students silently think about their response. Next, students find a partner and share their response. On your cue, they find a new partner and share their response. This process repeats until you end the routine. Tell students that for their first practice they will discuss their responses with two partners. Instruct students to Mix and Mingle to answer this question:

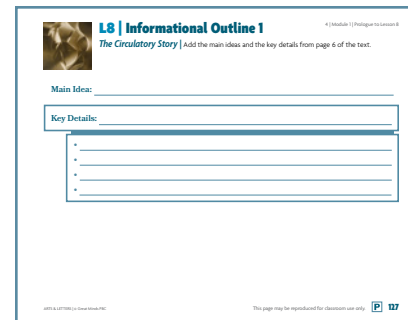
 **What do you learn about red blood cells on page 6?**

#### Key Ideas

- also called erythrocytes
- part of the blood
- carry oxygen throughout the body
- have hemoglobin inside to help carry the oxygen

**14.** Display the class Informational Outline 1 for *The Circulatory Story* and distribute copies to students. Tell students that the facts they learned about red blood cells are key details, or important pieces of information. Direct attention to the key details bullets on the outline.

**15.** Model how to add one key detail to the chart. Instruct students to add this detail to their copy of the chart.



**LS | Informational Outline 1**  
*The Circulatory Story* | Add the main ideas and the key details from page 6 of the text.

Main Idea: \_\_\_\_\_

Key Details:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

©2015 Great Minds<sup>®</sup>. This page may be reproduced for classroom use only. P 17

16. Instruct students to add two more key details to the chart.

**Language Expansion**

For students with intermediate English proficiency, encourage them to use the terms *blood vessel*, *hemoglobin*, and *oxygen* in their details.

17. Explain that when readers look at all the key details and one main idea in the section of a text, they can determine the most important information the author wants the reader to learn. Ask this question:


 **What term do you see repeated in each key detail?**

18. Reinforce the correct response: red blood cells.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this question:

 **What is the most important idea that you learned about red blood cells?**

---

**Analyze Student Progress**

**Monitor:** Do students include information about blood cells carrying oxygen to all body parts?

**Offer Immediate Support:** If students need additional support identifying a main idea, ask guiding questions such as these: What did you learn about what red blood cells do? Why are red blood cells important?

---

2. Instruct students to add the main idea to their copy of Informational Outline 1 for *The Circulatory Story*.
3. Summarize that identifying the key details in an excerpt from a text helps readers focus on the main idea, or the most important information or idea in that part of the text.





# Prologue to Lesson 9

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students examine comparisons between traveling and the circulatory system in *The Circulatory Story*. As they discuss these comparisons, students practice supporting what they say with relevant textual evidence. This work prepares students to discuss similes and metaphors in lesson 9.

### Learning Goal

Identify comparisons in *The Circulatory Story*.


 **LEARNING TASK:** Explain why red blood cells are compared to various forms of transportation.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Support what you say with relevant textual evidence.

To support students with beginning English proficiency, model how to find specific pages, sentences, and illustrations in the text and use the evidence to support a discussion about the circulatory system. To support students with intermediate English proficiency, respond to their statements by saying, “How do you know that? Show me the evidence from the text.”

### Vocabulary

compare (v.) 

### Materials

#### TEACHER

- *The Circulatory Story*

#### STUDENTS

- *The Circulatory Story*

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

---

1. Instruct students to Think–Pair–Share to answer these questions:

 **Have you ever been on a trip?**

 **How did you travel there?**

### Language Support

For students with beginning English proficiency, define the terms *travel* and *trip*. Show images of various types of travel.

2. Emphasize that there are many ways to get from one place to another.
3. Direct students to the back cover of *The Circulatory Story* and read aloud the text. Explain that a pit stop is where a driver stops their vehicle to get gas or for other needs. Ask this question:

 **What words or phrases remind you of a trip?**

### Key Ideas

- hop on board
  - takes a trip
  - zip through
  - pit stops
4. Explain that the text on the back cover compares how blood moves through the body to different types of trips.
  5. Tell students that they will find more evidence of this comparison in *The Circulatory Story*.

## LEARN 20 minutes

### Examine Comparisons

---

1. Introduce the vocabulary term *compare* by displaying the term and definition. Engage students in Vocabulary Exploration.

#### Language Support

The term *compare* has a Spanish cognate: *comparar*. Share this language connection with students whose home language is Spanish.

2. Read aloud the portion of page 6 from “see the red” to “it’s your ride.” Direct students to the illustration of the little green creature riding on the red blood cell. Ask this question:

 **What is the red blood cell compared to on page 6?**

3. Reinforce the correct response: an inner tube. Explain that an inner tube is an inflatable device a person can ride on to go down a waterslide or river.

#### Language Support

For students with beginning English proficiency, show an image of an inner tube. You may also need to make a distinction between the tubes that refer to the blood vessels and the term *inner tube*.

#### Definition

**compare (v.):** to say that something is similar to something else

4. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think a red blood cell is compared to an inner tube?**

**Key Ideas**

- They are both round.
- They float on or move through liquid.
- In this story, a little green creature rides on the red blood cell as if it were an inner tube.

Clarify that red blood cells are much smaller than inner tubes. Emphasize that this comparison is evidence of figurative language because little green creatures and inflatable devices are not really inside the body.

5. Direct students to page 9 and instruct them to examine the illustration. Read aloud the portion of page 9 from “the heart is” to “2.5 billion times.” Ask this question:

 **What are the red blood cells compared to on page 9?**

6. Reinforce the correct response: cars.

7. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think the red blood cells are compared to cars?**

**Key Ideas**

- They can only go one way.
- They have to stay in the right lane.

**Language Expansion**

For students with intermediate English proficiency, assign them pages 16–17 or 20–21 and instruct them to independently find the comparison and then share with the group.

8. Direct students to pages 16–17. Explain that the aorta is an artery, or a blood vessel, directly connected to the heart. Read aloud the portion of page 17 from “as you travel” to “of the arch.” Ask this question:

 **What are the red blood cells compared to on pages 16–17?**

9. Reinforce the correct response: subway passengers.

10. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think the author compares red blood cells to subway passengers?**

**Key Ideas**

- The blood cells go through many blood vessels, like subways go through many tunnels.
- The blood vessels, like subway tunnels, go in many directions.

11. Direct students to the illustrations on pages 20–21. Read aloud the portion of page 20 from “Pee-yew! You red” to “a body cell.” Ask this question:

 **What is the red blood cell compared to on pages 20–21?**

12. Reinforce the correct response: a delivery person.

13. Instruct students to Think–Pair–Share to answer this question:


 **Why do you think the author compares red blood cells to delivery people?**

**Key Ideas**

- They both deliver oxygen to the body cells.
- They both travel around carrying important items.

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write a response to this question:

 **Why do you think the author compares red blood cells to inner tubes, cars, subway passengers, and delivery people?**

**Analyze Student Progress**

**Monitor:** Do students explain that the comparisons help readers understand how the red blood cells travel throughout the body to make deliveries?

**Offer Immediate Support:** If students need additional support comparing red blood cells to modes of transportation, direct them to the illustration on page 20 and prompt them to explain what the red blood cell is delivering.

2. Invite a few students to share their responses.

**Key Ideas**

- The comparisons help readers understand that blood travels throughout the body, like subway passengers travel throughout the subway.
- The comparisons help readers understand that blood delivers oxygen, like a delivery person delivers packages.
- The comparisons help readers understand that blood circulates throughout the body, like inner tubes and cars sometimes circulate as they move.

3. Summarize that writers use comparisons to explain concepts and make writing more interesting.



# Prologue to Lesson 12

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students distinguish between similes and metaphors in *The Circulatory Story*. As they discuss figurative language, students practice using topic-specific vocabulary to explain the topic. This work prepares students to begin collecting evidence for Module Task 1 in lesson 12.

### Learning Goal

Classify similes and metaphors in *The Circulatory Story*.

 **LEARNING TASK:** Explain how similes and metaphors are alike and different.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use topic-specific vocabulary to explain the topic.

To support students with beginning English proficiency, create a word wall for *simile* and *metaphor*. Include images with labels. To support students with intermediate English proficiency, invite students to draw illustrations with labels to represent *simile* and *metaphor*.

### Vocabulary

metaphor (n.)

simile (n.)

### Materials

#### TEACHER

- *The Circulatory Story*
- class Simile and Metaphor Chart

#### STUDENTS

- *The Circulatory Story*
- Simile and Metaphor Sort for *The Circulatory Story* (Prologue Student Resources appendix)

### Preparation

- none

# LAUNCH 5 minutes

## Practice Vocabulary

---

1. Display and read aloud the following two sentences:

- Red blood cells are like red inner tubes without holes.
- Red blood cells are red inner tubes without holes.

2. Instruct students to Think–Pair–Share to answer these questions:

 **How are these sentences alike?**

 **How are they different?**

### Language Support

If possible, invite multilingual learners to discuss these questions with a partner who speaks the same home language.

### Key Ideas

- Both compare red blood cells to inner tubes.
- One uses *like*, and one does not.

3. Review the vocabulary terms *simile* and *metaphor* by displaying the terms and definitions.

Engage students in Vocabulary Exploration.

### Language Support

The terms *simile* and *metaphor* have Spanish cognates: *símil* and *metáfora*. Share these language connections with students whose home language is Spanish.

4. Tell students that they will discuss examples of similes and metaphors in *The Circulatory Story*.

### Definitions

**simile (n.):** a phrase that uses the words *like* or *as* to compare two things that are similar

**metaphor (n.):** a phrase that shows how two things are similar by saying one thing is the other

**LEARN** 20 minutes**Examine Similes and Metaphors**

1. Direct students to page 14 of *The Circulatory Story*. Read aloud the portion of the page from “blood doesn’t just” to “of blood vessels.” Echo Read from “Then it travels” to “of blood vessels.” Remind students that *it* refers to blood.

2. Ask this question:

 **What are blood vessels compared to?**

3. Reinforce the correct response: the tunnels of a super subway system.

4. Instruct students to Think–Pair–Share to answer these questions:

 **Is this comparison a simile or a metaphor? How do you know?**

5. Reinforce the correct response: It is a simile because it uses the word *like* to make a comparison.

6. Display the class Simile and Metaphor Chart. Add this sentence to the Simile column: Blood vessels are like subway tunnels. Circle the key word *like*.

7. Remind students that the word *as* can be used instead of the word *like* in similes. Add the following sentence to the Simile column of the chart: Blood vessels are as busy as subway tunnels. Circle the key word *as*.

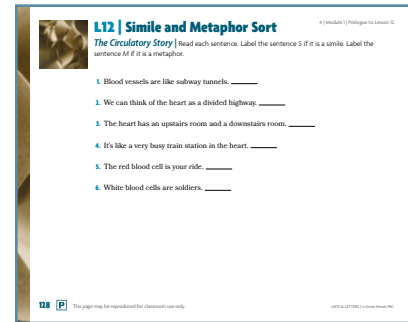
8. Explain that blood vessels are compared to tunnels by using a metaphor. Add the following sentence to the Metaphor column: Blood vessels are subway tunnels.

Simile and Metaphor	
Simile	Metaphor

**Language Expansion**

For students with intermediate English proficiency, prompt them to consider why the author might choose a simile or a metaphor to describe the blood vessels.

9. Distribute the Simile and Metaphor Sort for *The Circulatory Story*.
10. Think aloud to model how to complete the first sentence.
11. Pair students and instruct them to work together to decide whether each sentence on the resource is a simile or a metaphor. Tell students to discuss their reasoning, annotate the sentences with key words, and label each sentence *S* for “simile” or *M* for “metaphor.”



### Sample Think Aloud

This sentence says, “Blood vessels are like subway tunnels.” I notice it uses the word *like* to compare the blood vessels and the tunnels. So I think this is a simile. I will label this sentence *S* for “simile.”

### Language Support

For students with beginning English proficiency, instruct them to look for the key words *like* and *as*.

12. Invite a few students to share one of the sentences and explain why they labeled it *S* or *M*.

### Key Ideas

- **simile:** Blood vessels are like subway tunnels.
- **simile:** We can think of the heart as a divided highway.
- **metaphor:** The heart has an upstairs room and a downstairs room.
- **simile:** It’s like a very busy train station in the heart.
- **metaphor:** The red blood cell is your ride.
- **metaphor:** White blood cells are soldiers.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct pairs to discuss this question:

 **How are similes and metaphors alike and different?**

---

#### Analyze Student Progress

**Monitor:** Do students explain that both similes and metaphors make comparisons but that similes use the words *like* and *as*, while metaphors are more direct?

**Offer Immediate Support:** If students need additional support explaining differences and similarities, refer them to the Simile and Metaphor Chart and prompt them to compare those sentences.

---

2. Invite a few students to share their responses.
3. Summarize that authors use figurative language such as similes and metaphors to explain concepts and make their writing more interesting.





# Prologue to Lesson 13

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students explain how a part of the circulatory system helps the body. As they discuss the circulatory system, students practice supporting what they say with relevant textual evidence. This work prepares students to discuss the central idea of *The Circulatory Story* in lesson 13.

### Learning Goal

Explain how a part of the circulatory system helps blood circulate throughout the body.

 **LEARNING TASK:** Draw to show how one-way valves or clean arteries help blood circulate through the body.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Support what you say with relevant textual evidence.

To support students with beginning English proficiency, focus on one fluency passage and refer to the images in the text to support comprehension. To support students with intermediate English proficiency, invite students to annotate textual evidence to use in their discussion.

### Vocabulary

circulate (v.)

### Materials

#### TEACHER

- *The Circulatory Story*
- Knowledge Card: *circulate*
- Talking Tool (*Learn* book)

#### STUDENTS

- *The Circulatory Story*
- Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency)
- Fluency Practice for *The Circulatory Story*, passage 2 (*Learn* book, Fluency)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display and read aloud these sentences:

- The heart has valves like one-way doors.
- Arteries stay clean and never get clogged.

2. Instruct students to Think–Pair–Share to answer these questions:

 **Which statement is true, and which is false?**

 **How do you know?**

#### Language Support

For students with beginning English proficiency, refer them to pages 12 and 36 of *The Circulatory Story*. Point out key words and illustrations.

3. Reinforce the correct responses: The first statement is true, and the second one is false.

*The Circulatory Story* shows this information on pages 12 and 36.

4. Tell students that they will reread portions of the text to review what makes valves and arteries important parts of the circulatory system.

## LEARN 20 minutes

### Examine Evidence

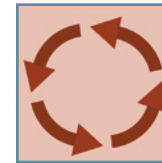
---

1. Direct students to the image on page 29 of *The Circulatory Story*. Remind students that this image shows the way blood circulates, or moves around the body. Point out the blue veins, red arteries, and heart.

- Introduce the vocabulary term *circulate* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

### Language Support

For students with beginning English proficiency, review the definition and uses of the root *circ*.



### Definition

**circulate (v.):** to move without stopping through a closed system

- Tell students that they are going to read information about how heart valves and arteries help with circulation. Direct students to Fluency Practice for *The Circulatory Story*, passage 1, located in the *Learn* book. Read aloud the passage. Define terms as needed, such as *mitral*, *atrium*, and *ventricle*.

**Fluency Practice**  
*The Circulatory Story, passage 1*

- Ask a friend or adult to listen to you read.
- Read aloud the fluency passage three to five times.
- Focus on the day's fluency element as you read.
- Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.

**Rate:** Read at an appropriate speed.

- Ask this question:

**What is this passage about?**

- Reinforce the correct response: heart valves. Explain that we use the word *topic* to describe what a passage is about. In this case, the topic is heart valves.

- Direct students to Fluency Practice for *The Circulatory Story*, passage 2, located in the *Learn* book. Read aloud the passage. Define terms as needed, such as *coronary*, *plaque*, *gunk*, and *oxygen*.

**Fluency Practice**  
*The Circulatory Story, passage 2*

- Ask a friend or adult to listen to you read.
- Read aloud the fluency passage three to five times.
- Focus on the day's fluency element as you read.
- Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

**Fluency Elements**

**Accuracy:** Correctly decode the words.

**Phrasing:** Group words into phrases, and pause for punctuation.

**Expression:** Use voice to show feeling.


**Rate:** Read at an appropriate speed.

- Ask this question:

**What is the topic of this passage?**

- Reinforce the correct response: arteries and plaque.

9. Form small groups, and assign each group one of the fluency passages. Instruct students to take turns reading their passage together. Tell them to read in a whisper. Instruct students to discuss this question in their small groups:

 **How does the part of the circulatory system mentioned in your group’s passage—valves or arteries—help blood circulate in the body?**

Remind students to refer to the passage for evidence.

10. Listen for students to address key ideas in their discussions.

#### Key Ideas

- **passage 1 (valves):** Healthy valves inside the heart open and close and help blood move in the right direction.
- **passage 2 (arteries):** When not blocked by plaque, arteries help move blood and oxygen to cells.

#### Language Support

For students with beginning English proficiency, direct attention to key words and illustrations in *The Circulatory Story* to help students identify why the part is important. Ask these questions: Would the circulatory system work without this part? Why or why not?

#### Language Expansion

For students with intermediate English proficiency, instruct them to examine the passage to identify figurative language that compares the part of the circulatory system to something else.

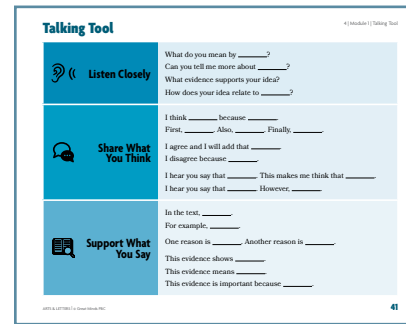
11. Pair students with someone who read a different passage.

**12.** Display the Talking Tool. Echo Read the first two sentence frames in the Support What You Say section.

**13.** Instruct pairs to discuss this question:

 **How do arteries and valves help blood circulate in the body?**


Encourage students to use evidence from the text.



**14.** Invite a few students to share their responses. Reinforce that using the Talking Tool sentence frames helps students provide strong evidence and helps them support their ideas. Emphasize that arteries and valves keep blood circulating in the right direction.

## LAND 5 minutes

### Demonstrate Learning

- 1.  Introduce the learning task.** Instruct students to create a drawing to show how one-way valves or clean arteries help blood circulate through the body.

#### Teacher Note

To help students visualize how valves and arteries work, instruct them to add labels and arrows to their drawings to show movement of blood.

#### Language Expansion

For students with intermediate English proficiency, invite them to draw two pictures—one of valves and one of arteries.

---

### Analyze Student Progress

**Monitor:** Do students create drawings that demonstrate understanding of how valves or arteries work?

**Offer Immediate Support:** If students need additional support creating a drawing, direct them to the images of valves on pages 10–12 or the images of arteries on pages 14 and 29 of *The Circulatory Story*.

---

2. Invite a few students to share their drawings.
3. Reinforce the idea that readers can use evidence—from both the text and illustrations—to support their ideas about a text.



# Prologue to Lesson 14

**Essential Question** | What does having a great heart mean?

## OVERVIEW

### Preview

Students discuss the use and purpose of elaboration. As they revise sentences for their essays, students practice using elaboration to develop each piece of evidence. This work prepares students to write an essay in lesson 14.

### Learning Goal

Discuss the use and purpose of elaboration.

 **LEARNING TASK:** Share one reason why elaboration is important.

### Language Progress

In this lesson, students work on this module language goal: Use elaboration to develop each piece of evidence.

To support students with beginning English proficiency, provide opportunities to practice elaboration with familiar topics. To support students with intermediate English proficiency, invite students to explain how their elaboration develops the evidence.

### Vocabulary

elaboration (n.)

### Materials

#### TEACHER

- Elaboration Sentence Frames  
(*Prologue* Reference Charts appendix)

#### STUDENTS

- Elaboration Examples (*Prologue* Student Resources appendix)
- Evidence Organizer for Module Task 1  
(*Learn* book, Writing)

#### PREPARATION

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Display and read aloud this question:

 **What do you know about similes and metaphors?**

Begin a list (e.g., on chart paper) with the title Similes and Metaphors, and add responses.

2. Instruct students to Think–Pair–Share to answer this question:

 **What additional detail about similes and metaphors can you share?**

3. Add additional responses under the original set of answers. Explain that when students add more information or details to a response, they are elaborating.
4. Introduce the vocabulary term *elaboration* by displaying the term and definition. Engage students in Vocabulary Exploration.
5. Tell students that they will discuss how they can add to, or elaborate upon, the evidence for their essays.

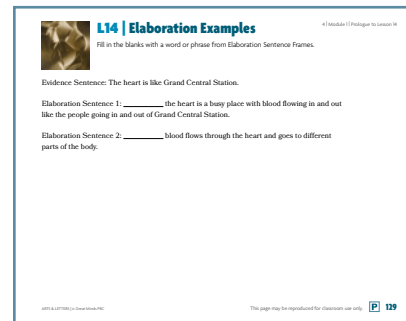
#### Definition

**elaboration (n.):** details that develop evidence and connect it to a point

## LEARN 20 minutes

### Develop Evidence with Elaboration

1. Display and distribute Elaboration Examples.
2. Echo Read the evidence sentence: The heart is like Grand Central Station.



**L14 | Elaboration Examples** 4 | Module 1 | Prologue to Lesson 14

Fill in the blanks with a word or phrase from Elaboration Sentence Frames.

Evidence Sentence: The heart is like Grand Central Station.

Elaboration Sentence 1: \_\_\_\_\_ the heart is a busy place with blood flowing in and out like the people going in and out of Grand Central Station.

Elaboration Sentence 2: \_\_\_\_\_ blood flows through the heart and goes to different parts of the body.

© 2015 Great Minds<sup>®</sup>. This page may be reproduced for classroom use only. P 119

**3. Echo Read the elaboration sentences:**

- The heart is a busy place with blood flowing in and out like the people going in and out of Grand Central Station.
- Blood flows through the heart and goes to different parts of the body.

**4. Remind students that elaboration can explain evidence or add details. Ask these questions:**

 **Which elaboration sentence explains the evidence? How do you know?**

 **Which elaboration sentence adds details to the evidence? How do you know?**

**Key Ideas**

- **explains:** The first sentence explains the evidence. The sentence explains how the heart and Grand Central Station are similar.
- **adds details:** The second sentence adds details to the evidence. The sentence tells the reader how the heart works.

**5. Instruct students to Think–Pair–Share to discuss these questions:**

 **Which sentence would you use to elaborate on the evidence? Why?**

**6. Display Elaboration Sentence Frames.** Tell students that they can use these words to begin their elaboration sentences. Echo Read the sentence frames. Point out the transition words students have been learning about: *also*, *in addition*, and *for example*. Explain that these words can be used to transition between evidence and elaboration sentences.

**7. Instruct students to fill in the blank at the beginning of each elaboration sentence on their Elaboration Examples with a sentence frame from the chart.** Clarify that Elaboration Sentence 1 should start with a sentence frame from the Explain Information column and Elaboration Sentence 2 should start with a phrase from the Add More Details column.

Elaboration Sentence Frames	
Explain Information	Add More Details
This means _____ This shows _____	Also, In addition, For example,

8. Invite students to share which sentence frames they chose and why.
9. Reinforce that Elaboration Sentence 1 ties the evidence back to the point in the thesis about similes.
10. Emphasize that Elaboration Sentence 2 adds additional details. In this sentence, “For example” works best.
11. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Tell them to choose one elaboration sentence from their organizer that they would like to revise. Instruct students to Think–Pair–Share to discuss these questions:

☰ How can you revise your elaboration sentence?

☰ Which sentence frame can you use to start your elaboration sentence?

**Evidence Organizer**

**Module Task 1** | Collect evidence to support each point in your thesis. Elaborate on the evidence.

**Prompt:** How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

**Thesis:** In *The Circulatory Story*, the author uses figurative language to describe the circulatory system. The author uses similes and metaphors to describe parts of the circulatory system.

Source	Point	Evidence	Elaboration

### Language Support

For students with beginning English proficiency, prompt them to identify whether they want to explain the evidence or add more details.

### Language Expansion

For students with intermediate English proficiency, encourage them to think of different revision options and to select the one that best connects their evidence to the thesis.


12. Instruct students to write their revised sentence in their organizer.
13. Pair students who wrote about similar pieces of evidence. Instruct students to share their elaboration sentences and to discuss these questions:
  - ☰ How are your elaboration sentences similar?
  - ☰ How are your elaboration sentences different?
  - ☰ How could you improve your elaboration sentences?

14. Instruct students to revise their elaboration sentence based on their partner's example and feedback. Invite a few students to share their revisions.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to tell a partner one reason why elaboration is important.

Provide this sentence frame: Elaboration is important because \_\_\_\_\_.

---

#### Analyze Student Progress

**Monitor:** Do students indicate that elaboration explains evidence and adds details?

**Offer Immediate Support:** If students need additional support explaining why elaboration is important, read aloud a paragraph from the Writing Model for Module 1, first without elaboration and then with elaboration. Ask this question: How does the elaboration improve the paragraph?

---

2. Summarize that elaboration helps the reader understand the evidence by explaining it or by adding details to it, and elaboration further connects the evidence to the thesis.





# Prologue to Lesson 17

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students analyze the proof paragraphs of Module Task 2. As they discuss the paragraphs, students practice using coordinating conjunctions to expand or link ideas. This work prepares students to write an introductory paragraph in lesson 17.

### Learning Goal

Discuss important ideas in two proof paragraphs.

 **LEARNING TASK:** Write one sentence that describes two important ideas about valves.

### Language Progress

In this lesson, students work on this module language goal: Use a coordinating conjunction to expand or link ideas.

To support students with beginning English proficiency, provide examples of sentences that include familiar topics and the coordinating conjunction *and*, and guide students to identify each linked idea. To support students with intermediate English proficiency, invite them to explain why they chose those two ideas.

### Vocabulary

none

### Materials

#### TEACHER

- class Module Task 2  
(*Learn book*, Writing)

#### STUDENTS

- color-coded Writing Model for Module 1 (*Learn book*, Writing)
- Module Task 2 (*Learn book*, Writing)

### Preparation

- none

# LAUNCH 5 minutes

## Discuss Prior Knowledge

1. Display the color-coded Writing Model for Module 1, and direct students to the page in their *Learn* book. Direct students to the introductory paragraph and read it aloud.

2. Instruct students to Think–Pair–Share to answer this question:

 **What do the different colors in the introduction mean?**

### Language Support

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

3. Reinforce the correct responses: The hook is red because it starts the introduction and gets the reader’s attention; the thesis is green because it’s made up of two parts—one yellow and one blue.

4. Explain that the yellow proof paragraph supports the yellow point of the thesis and the blue proof paragraph supports the blue point of the thesis. Point out the transition “In addition” that connects the paragraphs.

5. Remind students that the introductory paragraph starts the essay and tells the reader what the text will be about.

6. Tell students that they will discuss ideas for an introductory paragraph to prepare for Module Task 2.

**On-Target Writing Model**

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe what the heart looks like and figurative language to describe what it feels like to have a heart.

Rita Dove uses literal language to describe how a heart looks. In the second stanza, she mentions that the heart is made of muscle. A heart is a muscle that pumps blood. Also, she describes the heart as lopsided. A human heart is not symmetrical like a heart on a greeting card.

In addition, Dove uses figurative language to describe what it feels like to have a heart. She says that a heart is in a cage. This shows that feelings can be trapped. She also uses figurative language when she says a heart cannot be opened. A heart that is closed cannot share feelings.

The author of “Heart to Heart” uses literal and figurative language to describe the heart. This helps readers understand that the word *heart* has different meanings.

47

**Advanced Writing Model**

Prompt: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of “Heart to Heart,” uses literal and figurative language to describe the human heart. She uses literal language to describe the appearance of the heart and figurative language to describe the experience of having a heart.

Rita Dove uses literal language to describe the appearance of the heart. In the second stanza, she mentions that the heart is made of muscle. This is literal language that means exactly what it says. A heart is a muscle that pumps blood. She also describes the heart as lopsided. This is another literal description because a human heart is not symmetrical like a heart on a greeting card.

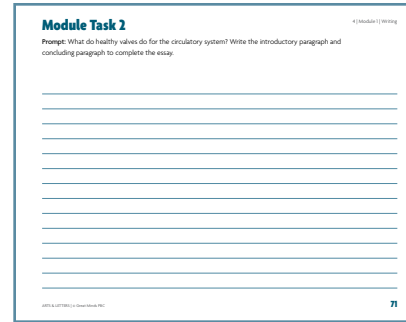
In addition to describing the heart by using literal language, Dove uses figurative language to describe the experience of having a heart. She says in the second stanza that a heart is in a cage. This means that the feelings within a heart are trapped. She also uses figurative language when she says that a heart cannot be opened. This idiom means that a heart that is closed cannot share feelings.

51

## LEARN 20 minutes

### Analyze Proof Paragraphs

1. Display the class Module Task 2 and direct students to the page in their *Learn* book.
2. Echo Read the prompt. Remind students that for Module Task 1, they wrote proof paragraphs to add to an existing introduction and conclusion. Tell students that this time they are going to do the reverse—write an introductory paragraph and a concluding paragraph to add to existing proof paragraphs.
3. Explain that you are going to read aloud the proof paragraphs to help students think about what they need to include in their introductory paragraph about valves.
4. Read aloud the first proof paragraph, and instruct students to follow along with the text. Define terms as needed, such as *direction*, *chamber*, and *flowing*.



#### Language Support

For students with beginning English proficiency, show images to illustrate some of the unknown terms.

5. Ask this question:

 **What is this paragraph about?**

6. Reinforce the correct response: valves in the heart. Emphasize that what the paragraph is about is called the topic. Write *heart* in the margin of the first paragraph and instruct students to do the same.

7. Instruct students to Think–Pair–Share to answer this question:

 **What is one important idea about valves in this paragraph?**

**Language Expansion**

For students with intermediate English proficiency, invite them to find two important ideas about valves in the paragraph.

**Key Ideas**

- There are valves in the heart.
- Valves open and close.
- Valves help blood move in the right direction inside the heart.
- Healthy valves do not leak.

8. Direct attention to the coordinating conjunction *and* in the first sentence of the first proof paragraph. Circle it and instruct students to do the same. Explain that this conjunction connects two ideas: valves open and valves close. Read aloud the sentence again, stressing the coordinating conjunction *and*.

**Teacher Note**

Students use the Coordinating Conjunctions and Sentences Chart in the Prologue to lesson 21 for additional practice with coordinating conjunctions.

9. Read aloud the second proof paragraph. Define terms, such as *venous*, *climb*, and *gravity*, as needed.

10. Ask this question:

 **What is the topic of this paragraph?**

- 11.** Reinforce the correct response: valves inside veins. Write *veins* in the margin of the second paragraph. Instruct students to do the same.

Emphasize that both paragraphs are about valves, but each paragraph is about a different part of the body where valves function.

- 12.** Instruct students to Think–Pair–Share to answer this question:

 **What is one important idea about valves in this paragraph?**

**Key Ideas**

- Valves are in the veins.
- Valves open and close.
- Valves help blood move in the right direction inside the veins.
- Valves help blood climb up to the heart.

- 13.** Read aloud the fourth sentence, starting with “Sometimes blood needs.” Ask this question:

 **Which word is the coordinating conjunction?**

- 14.** Reinforce the correct response: *and*. Circle the conjunction and instruct students to do the same.

- 15.** Ask this question:


 **What two ideas are connected by the conjunction *and*?**

- 16.** Reinforce the correct responses:

- Sometimes blood needs to flow up to get to the heart.
- The valves in the veins open and close to help blood get to the heart.

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to write one sentence that describes two important ideas about valves—one from proof paragraph 1 and one from proof paragraph 2.

Provide this sentence frame: Valves \_\_\_\_\_ and \_\_\_\_\_.

**Analyze Student Progress**

**Monitor:** Do students include two important ideas about valves and connect their ideas with the coordinating conjunction *and*?

**Offer Immediate Support:** If students need additional support writing the sentence, circle key words in the paragraph and instruct students to use the words to complete the sentence frame.

2. Invite a few students to share their sentences. Emphasize the use of the conjunction *and* to connect ideas.

**Key Ideas**

- Valves in the heart help blood flow through the chambers, and valves in the veins help blood flow through the body.
- Valves help blood flow in the right direction, and it's important to keep them healthy.
- Valves in veins help blood flow in the right direction, and valves in the heart stop blood from going the wrong way.

Explain that students may use some of these important ideas to form two main points about valves in their thesis—one for each proof paragraph.

3. Summarize that introductions include a thesis with two main points. The writer expands on these two main points, or important ideas, in the two proof paragraphs.



# Prologue to Lesson 18

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students discuss important ideas in the two proof paragraphs of Module Task 2. As they consider how these ideas are connected to the conclusion, students practice writing a complete sentence. This work prepares students to draft a concluding paragraph in lesson 18.

### Learning Goal

Discuss two proof paragraphs and why they matter.

 **LEARNING TASK:** Write one sentence to explain why conclusions are important.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Write in complete sentences.

To support students with beginning English proficiency, provide this sentence frame: Conclusions are important because \_\_\_\_\_.  
To support students with intermediate English proficiency, invite students to write two complete sentences about conclusions.

### Vocabulary

none

### Materials

#### TEACHER

- class Module Task 2  
(*Learn book*, Writing)

#### STUDENTS

- color-coded Writing Model for Module 1 (*Learn book*, Writing)
- Module Task 2 (*Learn book*, Writing)

### Preparation


- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Instruct students to discuss this question with a partner:

 **What people or things are most important to you? Why?**

#### Language Support

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

2. Display this sentence frame: \_\_\_\_\_ is important to me because \_\_\_\_\_. Instruct students to practice completing this sentence frame with a partner.
3. Explain that in a concluding paragraph the writer of the essay explains why an idea—the topic of the essay—is important.
4. Tell students that they are going to explore concluding paragraphs as they prepare for Module Task 2.

## LEARN 20 minutes

### Analyze Proof Paragraphs

---

1. Display the color-coded Writing Model for Module 1, and direct students to the page in their *Learn* book.
2. Read aloud the introduction and conclusion, emphasizing the similarities. Remind students that the thesis and conclusion are both colored green because they are connected; the conclusion restates the thesis in a slightly different way.

3. Read aloud the last sentence of the conclusion. Emphasize that the information about how literal and figurative language helps the reader is not in the introduction. Ask this question:

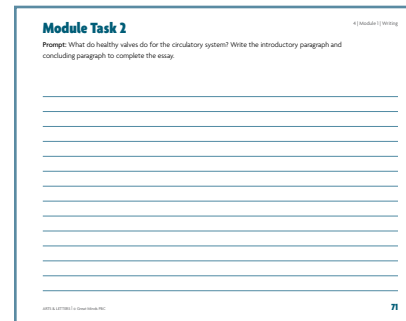
 **Why do you think the writer added this information to the conclusion?**

**Key Ideas**

- The writer wanted to make clear why their point was important.
  - The writer wanted to restate part of the introduction but also offer additional information.
4. Explain that the conclusion doesn't simply restate the *what?* of the thesis. It also tells the *so what?*, or why the ideas matter or are important.
  5. Display the class Module Task 2 and direct students to the page in their *Learn* book. Read aloud the first proof paragraph, and instruct students to follow along. Define terms, such as *direction*, *chamber*, and *flowing*, as needed.

**Teacher Note**

If students read these paragraphs in the Prologue to lesson 17, you may choose to focus on different terms in this reading.



6. Pair students. Instruct them to take turns asking each other the following questions to think about why the information in the paragraph is important:

 **What did you learn about valves in this paragraph?**

**Key Ideas**

- There are valves in the heart.
- Valves open and close.
- Valves help blood move in the right direction inside the heart.
- Healthy valves do not leak.


7. Think aloud to demonstrate why the information in the first paragraph matters.
8. Write the last sentence of the think aloud next to the first paragraph and instruct students to do the same. Remind them that this is the *so what?* of the paragraph—or why it is important.

#### Language Expansion

For students with intermediate English proficiency, invite them to share in their own words why this information matters.

9. Read aloud the second proof paragraph. Define terms, such as *venous*, *climb*, and *gravity*, as needed.
10. Pair students with new partners. Instruct students to take turns asking each other the following questions to think about why the information in the paragraph is important:

 **What did you learn about valves in this paragraph?**

 **So what? Why is this information important?**

#### Key Ideas

- **learn:** Valves are in the veins. Valves help blood move in the right direction inside the veins.
  - Healthy valves inside the veins are important because the veins move blood around the whole body.
  - Without valves in the veins, blood would not be able to get to the heart.
11. Display this sentence frame: Valves in the heart and veins are important because \_\_\_\_\_. Instruct pairs to write a *so what?* sentence next to the second paragraph by using the sentence frame.

#### Language Support

For students with beginning English proficiency, ask this question: Could the heart and veins function without valves?

12. Invite a few students to share their responses. Write an example of a *so what?* sentence next to the second paragraph.
13. Tell students that for their concluding paragraph they now have ideas about why valves in the heart and veins are important.


#### Sample Think Aloud

We know the heart pumps blood through the whole body, so it's important that the heart works properly. We also know that valves help blood flow inside the heart, so it's important that the valves work properly and don't leak. Healthy valves in the heart are important because the whole body depends on the heart.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to write one sentence that explains why concluding paragraphs are important.

---

#### Analyze Student Progress

**Monitor:** Do students write a complete sentence that explains why concluding paragraphs are important?

**Offer Immediate Support:** If students need additional support writing the sentence, ask this question: What would it be like to read an essay without a concluding paragraph?

---

2. Invite a few students to share their responses.

#### Key Ideas

- Conclusions are important because they end a piece of writing and give the reader something to think about.
  - Conclusions are important because they reinforce the ideas in the thesis.
  - Conclusions are important because they tell the reader why the ideas matter.
3. Summarize that conclusions are important because they bring an essay to an ending, restate the thesis, and tell the reader why the ideas in the essay matter.





# Prologue to Lesson 21

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students identify the use and purpose of coordinating conjunctions. As they discuss sentences about Dr. Gross, students practice using coordinating conjunctions to expand or link ideas. This work prepares students to practice sentence expansion while recording new knowledge in lesson 21.

### Learning Goal

Identify the use and purpose of coordinating conjunctions.

 **LEARNING TASK:** Combine sentences by using a coordinating conjunction.

### Language Progress

In this lesson, students work on this module language goal: Use a coordinating conjunction to expand or link ideas.

To support students with beginning English proficiency, provide additional examples of sentences that include familiar topics and coordinating conjunctions, and help students identify each linked idea. To support students with intermediate English proficiency, invite them to combine sentences by using different coordinating conjunctions and compare the effect.

### Vocabulary

none

### Materials

#### TEACHER

- none

#### STUDENTS

- Coordinating Conjunctions and Sentences Chart (*Prologue* Student Resources appendix)

### Preparation

- none

## LAUNCH 5 minutes

### Discuss Prior Knowledge

---

1. Display and read aloud these example sentences:

- Samuel Gross was a doctor.
- Samuel Gross was a professor.

2. Ask this question:

 **How can you combine these two sentences into one sentence?**

#### Key Ideas

- Samuel Gross was a doctor and a professor.
- Samuel Gross was a doctor, and he was a professor.

Emphasize that coordinating conjunctions (e.g., *and*) connect, or link, words and ideas.

3. Write one of the new combined sentences near the original sentences. Ask this question:

 **How is the combined sentence different from the original sentences?**

#### Key Ideas

- The combined sentence only includes the name Samuel Gross once, whereas the original sentences include it twice.
- The combined sentence is longer.

4. Emphasize that without coordinating conjunctions to connect ideas, sentences can be repetitive and choppy.

5. Tell students that they are going to learn more about coordinating conjunctions.

**LEARN** 20 minutes

## Identify Coordinating Conjunctions

1. Display and distribute the Coordinating Conjunctions and Sentences Chart.
2. Review the purposes of *and*, *but*, and *or*.

**Language Support**

Invite students to share similar conjunctions in their home language(s).

3. Direct attention to the first sample sentence on the chart. Read the sentence aloud. Tell students that *amputate* means “to cut off.”
4. Think aloud to identify the coordinating conjunction and the ideas that are connected. Emphasize that *or* shows a choice between ideas.
5. Direct students to the second sample sentence on the chart. Ask these questions:

☞ **Which word is the coordinating conjunction?**

☞ **What does the conjunction connect, or link, together?**

6. Reinforce the correct responses:
  - **coordinating conjunction—*but***
  - It connects the idea that amputation was a common practice with the idea that Dr. Gross found a better way.
7. Emphasize that *but* is used to connect two ideas that are different.

Conjunction	Purpose
and	connects similar ideas
but	connects different ideas
yet	connects different ideas
or	shows a choice between ideas
for	shows a reason
so	shows cause and effect

**Sample Sentences:**

1. Doctors once had to amputate infected fingers, arms, or legs.
2. Amputation was a common practice, but Dr. Gross found a better way.
3. Dr. Gross removed infected parts of bone so the rest of the bone could try to heal.
4. Being a doctor was important to Dr. Gross, yet being a professor was also important.
5. Dr. Gross knew his work was important, for it helped a lot of people.

© 2015 Great Minds. All rights reserved. This page may be reproduced for classroom use only.

**Sample Think Aloud**

I see the word *or*, which I recognize as a coordinating conjunction. It's between the words *arms* and *legs*, so I know it's indicating a choice between those things. I also see the word *fingers* in that list, so I know the word *or* indicates a choice among all three things.

8. Explain that students will now learn how to use three new conjunctions. Read aloud the purposes of *yet*, *for*, and *so*. Point out that the words *yet* and *but* are similar in meaning because they both show different, or contrasting, ideas. Explain that the words *for* and *so* are similar because they both show why things happen or the result of something happening. Explain that *for* is also similar in meaning to *because*.
9. Read aloud the third sample sentence on the chart. Instruct students to Think–Pair–Share to answer these questions:

 **Which word is the coordinating conjunction?**

 **What does the conjunction connect, or link, together?**

#### Language Support

For students with beginning English proficiency, read aloud the sentence and instruct students to identify the separate words or ideas that are joined by the conjunction.

#### Language Expansion


For students with intermediate English proficiency, instruct them to explain how the conjunction *so* shows cause and effect between the two ideas.

10. Reinforce the correct responses:
- **coordinating conjunction**—*so*
  - Dr. Gross removed the infected part of the bone. He wanted to allow the rest of the bone to heal.
11. Read aloud the fourth and fifth sample sentences. Pair students, and assign some pairs the fourth sentence and some pairs the fifth sentence. Instruct students to circle the coordinating conjunction and to discuss how the conjunction shows the relationship between the ideas.
12. Invite a few students to share their responses, and reinforce the correct responses:
- The coordinating conjunction *yet* connects two different ideas. Being a doctor was important to Dr. Gross, but being a professor was important to him too.
  - The coordinating conjunction *for* connects the idea that Dr. Gross knew his work was important with the reason why he knew it.

## LAND 5 minutes

### Demonstrate Learning

---

1. Form small groups, and assign each group one of the sentence pairs in the Coordinating Conjunctions and Sentences Chart.
2.  **Introduce the learning task.** Instruct students to combine two sentences by using a coordinating conjunction from the chart. Tell students to be prepared to explain why they chose that conjunction.

---

#### Analyze Student Progress

**Monitor:** Do students effectively combine the sentences by using an appropriate conjunction?

**Offer Immediate Support:** If students need additional support combining sentences by using a conjunction, ask them to explain how the two ideas are related and then help them identify the appropriate conjunction.

---

3. Invite a few students to share their responses.

#### Key Ideas

- Many people with bone infections were dying, but Dr. Gross had ideas for a new treatment. The conjunction *but* connects two ideas that are different.
  - Dr. Gross operated on people, and he taught students. The conjunction *and* connects similar ideas.
  - Dr. Gross shared his knowledge with his students, so they learned about the new treatment. The conjunction *so* shows cause and effect.
4. Summarize that writers use coordinating conjunctions to connect ideas and to show how they are related.





# Prologue to Lesson 23

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students discuss an article about Walter Dean Myers. As they answer *who* and *what* questions, students practice using relative pronouns correctly. This work prepares students to discuss the article in more detail in lesson 23.

### Learning Goal

Identify details about Walter Dean Myers.

 **LEARNING TASK:** Use the relative pronoun *who* to combine two sentences.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use relative pronouns correctly.

To support students with beginning English proficiency, provide examples of sentences that use the relative pronoun *who* to refer to familiar people. To support students with intermediate English proficiency, invite them to practice combining additional sentences.

### Vocabulary

tribute (n.)

### Materials

#### TEACHER

- “The Legacy of Walter Dean Myers” (digital platform)

#### STUDENTS

- “The Legacy of Walter Dean Myers” (*Learn* book)

### Preparation

- none

# LAUNCH 5 minutes

## Discuss Prior Knowledge

1. Display “The Legacy of Walter Dean Myers.” Ask this question:

 **Who was Walter Dean Myers?**

2. Reinforce the correct response: a famous author.
3. Introduce the vocabulary term *tribute* by displaying the term and definition. Engage students in Vocabulary Exploration. Emphasize that this article by librarian Anne Rouyer is a tribute.
4. Instruct students to Think–Pair–Share to answer this question:

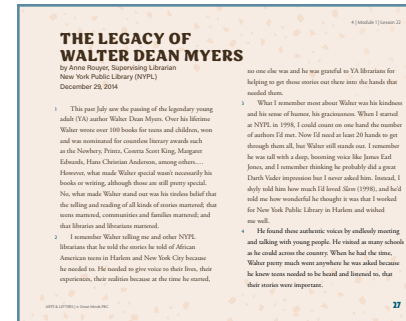
 **Why do you think Anne Rouyer wrote this tribute to Walter Dean Myers?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

### Key Ideas

- Anne Rouyer admired Walter Dean Myers because he wrote many books for children and teens.
  - Anne Rouyer appreciated that Walter Dean Myers believed in the importance of books, reading, and libraries.
  - Anne Rouyer admired Walter Dean Myers’s many accomplishments.
5. Tell students that they are going to reread the tribute article and discuss what Walter Dean Myers did.



### Definition

**tribute (n.):** something that you say, give, or do to show gratitude, respect, or admiration for someone

## LEARN 20 minutes

### Analyze the Article

---

1. Direct students to “The Legacy of Walter Dean Myers,” located in the *Learn* book.
2. Display and Echo Read this question:

 **What did Walter Dean Myers do?**

3. Tell students to listen for information about what Walter Dean Myers did as you read aloud the first paragraph. To help students understand the final sentence of the paragraph, remind them that when something matters, it is important.
4. Instruct students to Think–Pair–Share to answer the displayed question:

 **What did Walter Dean Myers do?**

#### Language Support

For students with beginning English proficiency, pause after each sentence and instruct students to find the verb in the sentence to help them focus on Walter Dean Myers’s actions.

#### Key Ideas

- He wrote more than 100 books for teens.
  - He won many awards.
  - He believed that all stories, communities, and libraries mattered.
5. Tell students that they will practice using the relative pronoun *who* to summarize what they learned in the first paragraph about Walter Dean Myers. Explain that like transitions and conjunctions, relative pronouns connect and expand ideas. Tell students that relative pronouns and the words that come after them add more information about a noun—a person, place, or thing.
  6. Display this sentence frame: Walter Dean Myers was an author who \_\_\_\_\_.
  7. Instruct students to work with a partner to brainstorm three ways to complete this sentence.

- 8.** Assign paragraph 2 or paragraph 5 to partners. Instruct students to read their paragraph together and annotate sentences that tell more about what Walter Dean Myers did. Tell them to read in a whisper.

**Language Support**

For students with beginning English proficiency, read aloud the assigned paragraph. Instruct students to identify key words that are related to the questions, such as action verbs for *what* and being verbs for *who*. Echo Read sentences with key words or details.

- 9.** Invite a few students to share what they learned by using this sentence frame: Walter Dean Myers was an author who \_\_\_\_\_.

**Language Expansion**

For students with intermediate English proficiency, encourage them to combine two of Walter Dean Myers's accomplishments into one sentence.

- 10.** Direct students to paragraph 7. Read aloud the second sentence in paragraph 7, starting with “He’ll be remembered.”
- 11.** Instruct students to find the relative pronoun in this sentence.
- 12.** Circle the word *who* and instruct students to do the same on their page. Instruct students to Think–Pair–Share to answer this question:

 **What noun does *who* refer to in this sentence?**

**Language Support**

For students with beginning English proficiency, remind them that a noun is a person, place, or thing. Ask this question: Who worked so hard to help teens?

- 13.** Reinforce the correct response: librarians. Draw an arrow from the word *who* to the word *librarians*.
- 14.** Ask this question:


 **What information about librarians does the pronoun *who* introduce?**

15. Reinforce the correct response: They worked hard to help teens in their neighborhoods, communities, and schools.
16. Explain that authors use relative pronouns to connect ideas and that readers need to pay attention to find out to whom these words refer.

## LAND 5 minutes

### Demonstrate Learning

---

1. Display this sentence frame: Walter Dean Myers was an author who \_\_\_\_\_.
2.  **Introduce the learning task.** Instruct students to use this sentence frame to write a complete sentence about Walter Dean Myers.

---

#### Analyze Student Progress

**Monitor:** Do students use details from the text to describe one of Walter Dean Myers's actions?

**Offer Immediate Support:** If students need additional support, direct them back to the verbs in paragraph 1.

---

3. Invite a few students to share their sentences.
4. Summarize that relative pronouns help connect and expand ideas.





# Prologue to Lesson 25

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students discuss relative pronouns and relative adverbs. As they explore examples, students practice using relative pronouns and relative adverbs correctly. This work prepares students to write knowledge statements in lesson 25.

### Learning Goal

Use relative pronouns and relative adverbs to combine sentences.

 **LEARNING TASK:** Use a relative pronoun or relative adverb to combine two sentences about Walter Dean Myers.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use relative pronouns and relative adverbs correctly.

To support students with beginning English proficiency, provide more examples of sentences with relative pronouns and relative adverbs. To support students with intermediate English proficiency, invite them to use each of the words from the chart in a sentence.

### Vocabulary

courageous (adj.)  
empathetic (adj.)  
generous (adj.)  
greathearted (adj.)

### Materials

#### TEACHER

- Knowledge Cards: *greathearted*, *courageous*, *generous*, *empathetic*
- Relative Pronouns and Adverbs Chart (*Prologue* Reference Charts appendix)

#### STUDENTS

- index cards

### Preparation

- Write pairs of sentences on index cards—one pair for each group. See the Land section for details.

## LAUNCH 5 minutes

### Build Knowledge About Being Greathearted

1. Review the vocabulary term *greathearted* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
2. Instruct students to Think–Pair–Share to answer these questions:
  - Who do you know who is greathearted?
  - Why do you think that?
3. Provide this sentence frame: \_\_\_\_\_ is someone who is greathearted because \_\_\_\_\_. Model how to complete the sentence frame.
4. Tell students that they will talk about ways of being greathearted.



#### Definition

**greathearted (adj.):** courageous, generous, and empathetic

## LEARN 20 minutes

### Explore Relative Pronouns and Adverbs

1. Review the vocabulary terms *courageous*, *generous*, and *empathetic* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration. Remind students that showing courage, generosity, and empathy are all ways of being greathearted.

#### Language Support

The terms *generous* and *empathetic* have Spanish cognates: *generoso* and *empático*. Share these language connections with students whose home language is Spanish.

2. Display and read aloud this sentence frame: \_\_\_\_\_ is/was \_\_\_\_\_ when they \_\_\_\_\_. Model how to complete the sentence frame.



#### Definitions

**courageous (adj.):** very brave



**generous (adj.):** showing kindness and concern for others by giving or sharing valuable things



**empathetic (adj.):** understanding and sharing another person's experiences and emotions

- Instruct students to use the sentence frame to discuss with a partner how the person they chose in the opening exercise shows a specific way of being greathearted. Explain that students should use *courageous*, *generous*, or *empathetic* in the second blank. Remind students to refer to the images on the Knowledge Cards for each term.

### Language Support

For students with beginning English proficiency, model how to complete the sentence frame with *courageous*, *generous*, and *empathetic*.

- Invite a few students to share their responses.
- Display the Relative Pronouns and Adverbs Chart. Point out the words *who* and *when* that students used in their sentence frames. Explain that they used *who* to add information about a person and *when* to add information about a time someone was greathearted.
- Display and read aloud this sentence: Walter Dean Myers wrote books that are empathetic toward African American teens.
- Ask this question:

Relative Pronouns and Adverbs	
Use these words to add information or combine sentences.	
Relative Pronouns	Relative Adverbs
who (person)	when (time)
which (animal or thing)	where (place)
that (person, animal, or thing)	why (reason)

 **Which word is a relative pronoun or adverb?**

### Language Support

For students with beginning English proficiency, refer them to the Relative Pronouns and Adverbs Chart.

- Reinforce the correct response: *that*.

Underline the word *that* and draw an arrow back to the word *books*. Explain that in this sentence, the relative pronoun *that* tells more about the books that Walter Dean Myers wrote.

- Display and read aloud this sentence: People can be empathetic where they live or work or go to school.

10. Instruct students to Think–Pair–Share to answer this question:

 **Which word is a relative pronoun or adverb?**

11. Reinforce the correct response: *where*.

12. Ask this question:

 **What does the relative adverb *where* and the information after it tell us?**

13. Reinforce the correct response: where someone can be empathetic.

14. Remind students that they can also use relative pronouns and adverbs to combine two sentences.

15. Display and read aloud these sentences:

- Walter Dean Myers was an author.
- Walter Dean Myers was greathearted.

16. Think aloud to select a word from the chart to combine these sentences.

17. Display and read aloud this sentence: Walter Dean Myers was an author who was greathearted.

#### Language Support

For students with beginning English proficiency, model concretely how to use the pronoun by drawing a line through the subject in the second sentence and writing the pronoun *who* in its place.

#### Language Expansion

For students with intermediate English proficiency, prompt them to express their understanding that *who* and the words after it describe the author.


#### Sample Think Aloud

Since we are talking about a person, I will use the word *who* to combine these sentences. If I'm combining them, I don't need to repeat the subject, Walter Dean Myers. I can use the relative pronoun *who* instead of saying his name twice.

## LAND 5 minutes

### Demonstrate Learning

---

1. Distribute to small groups index cards with the following assigned sentence pairs:
  - Walter Dean Myers was an author.
  - Walter Dean Myers was generous to libraries and librarians.
  - Walter Dean Myers wrote many books.
  - Walter Dean Myers's books helped many people.
  - Walter Dean Myers showed empathy.
  - Walter Dean Myers helped young people express their voices.
2.  **Introduce the learning task.** Instruct students to combine two sentences by using a relative pronoun or adverb.

Remind students to refer to the chart.

#### Language Support

For students with beginning English proficiency, read aloud the assigned sentence pairs.

---

#### Analyze Student Progress

**Monitor:** Do students use a relative pronoun or adverb correctly to combine sentences?

**Offer Immediate Support:** If students need additional support, instruct them to cross out the subject of the second sentence and to think about which word from the chart they could use to replace it.

Explain that the relative pronoun adds more information about the subject in the second sentence.

---

**3.** Invite a student from each group to share their sentences, and reinforce the correct responses:

- Walter Dean Myers was an author who was generous to libraries and librarians.
- Walter Dean Myers wrote many books that helped many people.
- Walter Dean Myers showed empathy when he helped young people express their voices.

**4.** Emphasize that these sentences use *who* to add information about a person, *that* to add information about a thing, and *when* to add information about a time.

**Teacher Note**

Based on your students' needs, you may repeat some of these routines to provide practice with the relative pronoun *which* and the relative adverb *why*.

**5.** Summarize that writers use relative pronouns and adverbs to connect ideas and to provide more information.



# Prologue to Lesson 27

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students examine the structure of *Love That Dog*. As they discuss Jack's journal entries, students practice taking turns with others when speaking. This work prepares students to discuss direct and inferred events in lesson 27.

### Learning Goal

Examine the journal structure of *Love That Dog*.

-  **LEARNING TASK:** Explain what the reader learns about Jack from a journal entry.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, model taking turns with a student. To support students with intermediate English proficiency, invite pairs to model how to take turns.

### Vocabulary

none

### Materials

#### TEACHER

- *Love That Dog*
- journal
- wheelbarrow image (digital platform)

#### STUDENTS

- *Love That Dog*

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Journals

---

1. Display a journal or diary. Instruct students to Think–Pair–Share to answer these questions:

 **Have you ever written in a personal journal or diary? Why or why not?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

2. Explain that people write in journals, or diaries, for many reasons. Some people like to keep a record of things they do each day, such as what they eat or who they see. Some people like to record ideas, feelings, or drawings.
3. Direct students to page 1 of *Love That Dog*. Point out Jack’s name and classroom number at the top of the page. Explain that this is the beginning of the journal that Jack uses in Miss Stretchberry’s class. Point out the date and explain that many people write the date each time they write in a journal.
4. Tell students that they will discuss how Jack uses his journal in class.

## LEARN 20 minutes

### Discuss a Journal Entry

---

1. Display the wheelbarrow image and ask this question:

 **What do you notice and wonder about this picture?**

2. Use responses to emphasize that the image is of a wheelbarrow.

3. Direct students to “The Red Wheelbarrow,” the first poem in the section at the end of *Love That Dog*. Read aloud the poem.

**Language Support**

For students with beginning English proficiency, define the word *depend*.

**Language Expansion**

For students with intermediate English proficiency, invite them to explain what *depend* means in their own words.

4. Ask this question:

 **What do you notice and wonder about the poem?**

5. Direct students to page 3 of *Love That Dog*. Read aloud the page while students follow along. Echo Read the date at the top of the page.

6. Ask this question:

 **Why is there a date at the top of the page?**

7. Reinforce the correct response: because that is the date when Jack is writing these words in his journal.

**Language Support**

For students with beginning English proficiency, display a calendar and remind them that the month of September is in the fall—when a new school year often starts.

8. Echo Read the first stanza on page 3. Ask this question:

 **What doesn't Jack understand?**

**Key Ideas**

- He doesn't understand the poem “The Red Wheelbarrow.”
- He doesn't understand why so much depends on the wheelbarrow and chickens.

9. Instruct students to Think–Pair–Share to answer this question:

 **What do you think happened before Jack wrote this entry in his journal?**

**Key Ideas**

- Jack read the poem “The Red Wheelbarrow.”
- Miss Stretchberry read the poem “The Red Wheelbarrow” to the class.

Emphasize that Jack is using his journal to write his thoughts about a poem they read in class.

10. Instruct students to Partner Read the second stanza on page 3. Remind students to take turns with their partner when speaking and to speak at a rate their partner can understand.

11. Instruct students to discuss this question with their partner:

 **Did you notice and wonder the same things about the poem that Jack did?**

**Language Support**

For students with beginning English proficiency, ask these questions:


- Did you notice and wonder about the short lines?
- Did you wonder why someone would write a poem about a wheelbarrow and chickens?

12. Invite a few students to share their responses.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **What does the reader learn about Jack from his journal entry on page 3?**

Remind students to take turns with their partner when speaking.

### Analyze Student Progress

**Monitor:** Do students share at least one thing the reader learns about Jack from page 3?

**Offer Immediate Support:** If students need additional support sharing one thing they learn about Jack from page 3, instruct them to identify what Jack reads and how he responds to it.

---

## 2. Invite a few students to share their responses.

### Key Ideas

- Jack reads poems in class and writes about them in his journal.
- Jack doesn't understand the poem "The Red Wheelbarrow."
- He wonders what makes a poem a poem.

### Language Expansion

For students with intermediate English proficiency, invite them to predict whether reading "The Red Wheelbarrow" will help Jack write his own poem.

## 3. Summarize that looking at how a text is organized helps readers understand what happens in the text.





# Prologue to Lesson 28

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students summarize events from a section of *Love That Dog*. As they order and summarize the events, students practice using a transition word or phrase to connect ideas. This work prepares students to write a summary in lesson 28.

### Learning Goal

Summarize events in *Love That Dog*.

 **LEARNING TASK:** Write two sentences that summarize events from *Love That Dog* using sequence transition words.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a transition word or phrase to connect ideas.

To support students with beginning English proficiency, show three chronological images from the typical school routine and prompt students to use the transition words *first*, *next*, and *then* to orally summarize the events. To support students with intermediate English proficiency, invite them to write additional summary sentences about *Love That Dog* and to connect them with transition words.

### Vocabulary

none

### Materials

#### TEACHER

- *Love That Dog*
- Sequence Transition Words Chart (*Prologue* Reference Charts appendix)
- *Love That Dog* Events (*Prologue* Reference Charts appendix)

#### STUDENTS

- *Love That Dog*

### Preparation

- Cut out the sentences from *Love That Dog* Events; prepare one set per pair of students. See the Learn section for details.

## LAUNCH 5 minutes

### Discuss Prior Knowledge

1. Display the Sequence Transition Words Chart. Echo Read the transition words in the two columns. Remind students that they have used some of these words to connect ideas. Tell students that when they summarize they can use these sequence words to help tell the order of events and to show that time has passed.
2. Model how to use transition words to summarize what you did earlier in the day. Explain that summaries include key events, not every detail. Emphasize that summaries are short and focused and feature complete sentences.
3. Instruct students to share a summary with a partner about what they have done during the day so far. Tell them to use transition words from the chart to organize events. Remind students to include only key events in the summary, not everything that they did. Tell listeners to use a nonverbal signal (e.g., a thumbs-up) when they hear a transition word.
4. Invite a few students to share their summaries.
5. Restate effective examples of student summaries.
6. Tell students that they will practice using transition words to summarize events from *Love That Dog*.

First	Next
At first	Then
In/at the beginning	Eventually
	In time

## LEARN 20 minutes

### Order and Summarize Events

1. Display *Love That Dog*. Ask this question:

 **Who are the main characters in this story?**

2. Reinforce the correct responses: Jack and Miss Stretchberry.

3. Ask this question:

 **What is the story about?**

### Key Ideas

- A boy named Jack writes in his journal about the poems that he reads in Miss Stretchberry’s class.
  - A boy named Jack doesn’t like poetry, but his teacher, Miss Stretchberry, encourages him to read and write poems.
4. Tell students that they will put events from *Love That Dog* into order. Explain that these events take place from the beginning of the school year to December 13, pages 1–19.
5. Distribute a set of sentence strips from *Love That Dog* Events to pairs. Direct attention to the blank space at the beginning of each sentence. Model how to use a transition word from the chart to fill in the blank.
6. Instruct students to put the events into order and to add a transition word to each sentence. Tell them to discuss the reasons for their choices with their partners.

4 | Module 1 | Prologue Reference Chart

**Love That Dog Events**

---

\_\_\_\_\_ Miss Stretchberry asks Jack to write about a pet, but Jack doesn’t want to write about his yellow dog.

\_\_\_\_\_ Jack doesn’t like to read or write poetry. For example, he doesn’t understand the poem “The Red Wheelbarrow.”

\_\_\_\_\_ Jack starts writing poems but asks Miss Stretchberry not to post the poems with his name on them.

\_\_\_\_\_ Miss Stretchberry encourages Jack to read and write poems, and Jack says he likes some of the poems they read in class.

122 #

### Language Support

For students with beginning English proficiency, ask these questions:

- What happens at the beginning of the story?
- What happens next?

### Language Expansion

For students with intermediate English proficiency, invite them to experiment with using different sequence transition words.


7. Invite students to share their completed sentences in order. Prompt them to explain their choices.

**8.** Reinforce the correct responses:

- [First/At first/In the beginning] Jack doesn't like to read or write poetry. For example, he doesn't understand the poem "The Red Wheelbarrow."
- [Then/Next] Miss Stretchberry encourages Jack to read and write poems, and Jack says he likes some of the poems they read in class.
- [Then/Next] Miss Stretchberry asks Jack to write about a pet, but Jack doesn't want to write about his yellow dog.
- [In time/Eventually] Jack starts writing poems but asks Miss Stretchberry not to post the poems with his name on them.

**9.** Instruct pairs to orally summarize the events that they ordered. Remind them to include only the key events.**10.** Invite a few students to share their summaries. Listen for students to include accurate, text-based responses in their summaries. Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear a sequence transition word.**LAND** 5 minutes

## Demonstrate Learning

- 1.**  **Introduce the learning task.** Instruct students to write two sentences that summarize events from *Love That Dog* using sequence transition words.

**Analyze Student Progress**

**Monitor:** Do students use at least one sequence transition word to summarize events?

**Offer Immediate Support:** If students need additional support summarizing events, instruct them to use the sentence strips to refer to key events and to notice the use of transition words.

- 2.** Emphasize that summaries help us understand the events in a story.



# Prologue to Lesson 29

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students examine first-person point of view. As they review examples, students practice taking turns with others when speaking. This work prepares students to discuss point of view in greater depth in lesson 29.

### Learning Goal

Examine first-person point of view.

-  **LEARNING TASK:** Act out a conversation between Jack and Miss Stretchberry.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, provide a simple script and additional practice acting out a conversation with you. To support students with intermediate English proficiency, invite pairs to model additional conversations for others.

### Vocabulary

none

### Materials

#### TEACHER

- *Love That Dog*

#### STUDENTS

- *Love That Dog*
- index cards

### Preparation

- Write “Jack” and “Miss Stretchberry” on separate index cards, one for each pair of students. See the Learn and Land sections for details.

## LAUNCH 5 minutes

### Build Knowledge About Point of View

---

1. Display and read aloud the following sentences:

- I don't understand "The Red Wheelbarrow."
- Jack doesn't understand "The Red Wheelbarrow."

2. Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice about these sentences?**

 **How are they the same, and how are they different?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

#### Key Ideas

- Both sentences are about the poem "The Red Wheelbarrow."
- The first sentence uses the word *I*, and the second sentence uses the name Jack. Most of the other words are the same.
- Both sentences are about Jack.

3. Explain that both sentences are about Jack, but the first sentence is spoken by Jack and the second sentence is spoken by someone who is talking about Jack. Tell students that the first sentence uses Jack's point of view to tell us what he is thinking and feeling.

4. Tell students that they will learn more about Jack's point of view.

## LEARN 20 minutes

### Examine Point of View

---

1. Direct students to page 10 of *Love That Dog* and read aloud the October 31 entry. Ask this question:

 **Who is speaking in these lines?**

2. Reinforce the correct response: Jack.
3. Ask this question:

 **Who is Jack speaking to?**

4. Reinforce the correct response: Miss Stretchberry, his teacher.

Explain that Jack is addressing Miss Stretchberry directly in his journal, so the word *you* refers to Miss Stretchberry. The word *you* takes the place of her name.

#### Language Support

For students with beginning English proficiency, explain that Jack writing in his journal to Miss Stretchberry is like Jack writing letters to Miss Stretchberry. Explain that we don't see his teacher's responses. We see only what Jack is writing.

5. Echo Read page 10. Ask this question:

 **Who does the word *my* refer to?**

6. Reinforce the correct response: Jack.

Explain that, like *I*, *my* is another word that shows that Jack is referring to himself.

7. Direct students to pages 12–13 and read aloud the November 9 and 15 entries. Tell students that throughout this story Jack is the *I* and Miss Stretchberry is the *you* that he is speaking to.

8. Draw two stick figures and label one as Jack and one as Miss Stretchberry. Draw a dialogue bubble above Jack's head and write *I*, *me*, and *my* inside. Draw an arrow from Jack to Miss Stretchberry and write the word *you* on the arrow.
9. Explain that Jack speaks from his point of view by using the words *I*, *me*, and *my*. When he refers to Miss Stretchberry, he uses the word *you*.
10. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think Jack says, “Yes, I used to have a pet” on page 13?**

#### Language Support

For students with beginning English proficiency, ask this question: When do people say yes or no?

#### Key Ideas

- Jack is responding to something Miss Stretchberry asked him.
- Miss Stretchberry seems to have asked Jack if he ever had a pet.

11. Clarify that events occur between pages 12 and 13 that are not stated in the journal. Explain that after Jack says on page 12 that he doesn't have any pets, it seems Miss Stretchberry asks him if he ever had a pet.

#### Language Expansion

For students with intermediate English proficiency, invite them to draw a picture to illustrate what may have happened between pages 12 and 13.

12. Emphasize that conversations are happening between Jack and Miss Stretchberry, but the reader sees only Jack's own words. Point to the stick figures and the dialogue bubble above Jack's head.
13. Explain that you are going to imagine and act out a conversation between Jack and Miss Stretchberry.
14. Display these sample lines of dialogue:
  - **Miss Stretchberry**—Thank you for telling me. I wonder ... Have you ever had a pet?
  - **Jack**—Yes, I used to have a pet. Why do you want to know?

**15.** Display an index card with the name Miss Stretchberry written on it. Read aloud Miss Stretchberry's line of sample dialogue.

**16.** Ask these questions:

 **Who am I talking to? How do you know?**

 **Who am I speaking as? How do you know?**

**Key Ideas**

- You are talking to Jack. I know this because you are responding to what he wrote in his journal.
- You are speaking as Miss Stretchberry. I know this because you use the word *I* from her point of view to talk to Jack.

**17.** Reinforce that you used the words *I* and *me* when speaking as Miss Stretchberry because you were speaking from her point of view. Clarify that you are speaking *as* her, not *about* her. Explain that you used the word *you* to refer to Jack because you were speaking to him.

**18.** Invite a student to read Jack's line of sample dialogue. Instruct them to hold up an index card with Jack written on it as they read.


**19.** Reinforce that the student used the word *I* when speaking as Jack because they were speaking from Jack's point of view. Clarify that they were speaking *as* Jack, not *about* him. Explain that they used the word *you* to refer to Miss Stretchberry because they were speaking to her.

**20.** Direct students to the displayed stick figures. Add a dialogue bubble above Miss Stretchberry's head and write *I*, *me*, and *my* inside. Add an arrow from Miss Stretchberry to Jack and write *you* on the arrow. Clarify that when people talk to each other, each person speaks from their own point of view.

**LAND** 5 minutes

## Demonstrate Learning

---

1. Tell students that they will now take turns acting out a conversation between Jack and Miss Stretchberry. Explain that one student will read aloud page 13 as Jack and the other student will pretend to be Miss Stretchberry and will reply to Jack. Then the students will switch places. Distribute “Jack” and “Miss Stretchberry” index cards to pairs. Instruct students to hold their character’s name up as they speak.
  2.  **Introduce the learning task.** Instruct students to work with their partner to act out a conversation between Jack and Miss Stretchberry.
- 

### Analyze Student Progress

**Monitor:** Do students playing the role of Miss Stretchberry respond appropriately to Jack by using the correct pronouns?

**Offer Immediate Support:** If students need additional support speaking from the point of view of Miss Stretchberry or Jack, point to the stick figures on display and remind students that the conversation is between Jack and Miss Stretchberry. Instruct them to use *I* when speaking as each character and *you* to refer to the other character.

---

3. Invite a few students to share their responses.

### Key Ideas

- No, I’m not going to ask you that.
  - You can tell me if you want, but I’m not going to ask you.
  - I understand that some things are hard to write about.
  - I wonder if you could pretend that you still have that pet.
4. Summarize that identifying point of view in a story helps the reader know who is speaking and understand their perspective.



# Prologue to Lesson 31

**Essential Question** | What does having a great heart mean?

## OVERVIEW

### Preview

Students review the elements of fluency. As they read aloud their poems, students practice speaking at a rate others can understand. This work prepares students to perform their poem in lesson 31.

### Learning Goal

Practice the elements of fluent reading: phrasing, expression, and reading at an appropriate rate.

 **LEARNING TASK:** Practice reading an original poem with fluency.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Speak at a rate others can understand.

To support students with beginning English proficiency, model how to read their poems with fluency. To support students with intermediate English proficiency, record students reading their poems and help them identify ways to improve their fluency.

### Vocabulary

none

### Materials

#### TEACHER

- *Love That Dog*

#### STUDENTS

- *Love That Dog*
- original poems from lesson 30

### Preparation

- none

**LAUNCH** 5 minutes**Discuss Prior Knowledge**

---

1. Direct students to the poem “The Tiger” at the back of *Love That Dog*. Tell students that you are going to read aloud the poem in two different ways. They should think about which way is better—and why.
2. Read aloud the poem by speaking in a monotone voice, very slowly and then quickly—not pausing at punctuation. Alternate between using a soft and loud voice.
3. Read aloud the poem a second time by speaking at a moderate rate and volume, pausing at punctuation, and using expression to emphasize certain words and phrases.
4. Ask these questions:

 **Which reading was better? Why?**

**Key Ideas**

- The second reading was better because I could hear and feel the emotion of the poem more clearly.
  - The second reading helped me understand the poem better.
5. Emphasize that the second reading modeled the elements of fluency students have been practicing: phrasing, expression, and reading at an appropriate rate.
  6. Tell students that they will talk more about fluency.

## LEARN 20 minutes

### Practice Reading with Fluency

---

**1.** Display and read aloud these sentences:

- Pause at punctuation.
- Use expression.
- Speak at a rate and volume others can understand.

#### Language Support




For students with beginning English proficiency, define words, such as *expression* and *rate*, as needed.

#### Language Expansion

For students with intermediate English proficiency, invite them to explain the elements of fluency in their own words.

**2.** Remind students that they have been practicing these elements of fluency.

**3.** Direct attention to the poem “The Tiger.” Echo Read the poem. Ask these questions:

-  **Did we pause at punctuation?**
-  **Did we use expression?**
-  **Did we speak at a rate and volume others could understand?**

**4.** Reinforce that the class read the poem together with fluency.

5. Instruct students to Think–Pair–Share to answer this question:



**Why is it important to read with fluency?**

**Language Support**

For students with beginning English proficiency, ask this question: Why was the second reading of “The Tiger” better?

**Key Ideas**

- Reading with fluency helps the reader understand what they are reading.
- Reading with fluency helps the listener understand what’s being read.
- Reading with fluency conveys the meaning and importance of the words better.

6. Direct students to the original poems they wrote in lesson 30. Instruct students to take turns with a partner reading their poem aloud.


7. Tell students to share one thing they liked about their partner’s reading and one thing their partner could improve. Provide these sentence frames for discussion: One thing I liked in your reading was \_\_\_\_\_. One thing you could work on is \_\_\_\_\_. Remind students to speak at a rate and volume others can understand.

8. Invite a few students to share with the whole class one thing they will work on to improve their reading.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Instruct students to work with a new partner to practice reading their poem with fluency.

Remind students to apply the feedback they received from their first partner.

---

#### Analyze Student Progress

**Monitor:** Do students read their poem with fluency?

**Offer Immediate Support:** If students need additional support reading their poem with fluency, ask these questions: Did you pause at punctuation and use expression in your voice? Did you read it loud enough for the listener to hear? Did you read your poem slowly enough for the listener to understand?

---

2. Summarize that reading with fluency is important so the listener can hear and understand the text.





# Prologue to Lesson 32

**Essential Question** | What does having a great heart mean?


## OVERVIEW

### Preview

Students examine how Jack changes in *Love That Dog*. As they discuss the contrast between Jack's feelings about poetry at the beginning and end of the school year, students practice listening closely to identify a speaker's points and evidence. This work prepares students to discuss Jack's changes in greater depth in lesson 32.

### Learning Goal

Determine how Jack changes in *Love That Dog*.

-  **LEARNING TASK:** Write one or two sentences to describe how Jack changes

### Language Progress

In this lesson, students work on this module speaking and listening goal: Listen closely to identify a speaker's points and evidence.

To support students with beginning English proficiency, encourage them to pause after sharing and to ask whether their partner understood what they shared. To support students with intermediate English proficiency, prompt them to restate their partner's idea and to ask their partner whether they restated it correctly.

### Vocabulary

none

### Materials

#### TEACHER

- *Love That Dog*

#### STUDENTS

- *Love That Dog*
- drawing paper and drawing utensils

### Preparation

- Determine how to display the drawings and sentences about how Jack changes. See the Learn and Land sections for details.

## LAUNCH 5 minutes

### Build Knowledge About Change

---

1. Direct students to page 1 and page 82 of *Love That Dog*. Ask this question:

 **What do you notice about the dates on these pages?**

#### Key Ideas

- The date on page 1 is September 13, near the beginning of the school year.
- The date on page 82 is June 6, near the end of the school year.
- There is a long time between dates—nine months.

2. Emphasize that this story takes place from the beginning to the end of a school year.

3. Instruct students to Think–Pair–Share to answer this question:

 **How have you changed from the beginning of a school year to the end?**

#### Language Support

For students with beginning English proficiency, share a personal example as a model.

4. Explain that people can change in many ways, including the ways that they look, feel, act, or think.
5. Tell students that they will talk about one way Jack changes in *Love That Dog* over the course of the school year.

## LEARN 20 minutes

### Examine How Jack Changes

---

1. Direct students to page 2 of *Love That Dog*. Remind students that Miss Stretchberry has asked Jack to write a poem. Echo Read the entry.

2. Ask this question:

 **In this entry, how does Jack feel about writing poetry?**

**Key Ideas**

- Jack can't write poetry even though he tries.
- His brain feels empty because he doesn't have any ideas.

3. Direct students to page 81. Echo Read the entry. Ask this question:

 **In this entry, how does Jack feel about poetry?**

**Key Ideas**

- Jack feels very excited about poetry.
- He has ideas bubbling in his head.
- He doesn't want the poet Walter Dean Myers to leave.

4. Instruct students to Think–Pair–Share to answer this question:

 **How do Jack's feelings about poetry change from the beginning of the school year to the end?**

Provide this sentence frame: In the beginning, Jack \_\_\_\_\_, but in the end, Jack \_\_\_\_\_.

**Language Expansion**

For students with intermediate English proficiency, provide additional examples of the contrast between Jack's feelings about poetry at the beginning and end of the school year (e.g., pages 1 and 85).

**Key Ideas**

- In the beginning, Jack feels like he can't write poetry, but in the end, Jack is excited about poetry.
- In the beginning, Jack's brain feels empty, but in the end, Jack's head is buzzing with ideas about poetry.


5. Instruct partners to create two drawings—one to illustrate Jack’s feelings about poetry at the beginning of the school year and one to show his feelings about poetry at the end of the school year. Tell students they may use captions or labels to explain their ideas.
6. Invite pairs to present their drawings and explain how Jack changes. Remind students to listen carefully as pairs share. Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear an idea like their own.
7. Display the drawings around the room.
8. Instruct students to tour the drawings around the room with a partner from a different group and restate how each group’s drawing shows how Jack changed.

#### Language Support

For students with beginning English proficiency, provide an index card with this sentence frame: In the beginning, Jack \_\_\_\_\_, but in the end, Jack \_\_\_\_\_.

## LAND 5 minutes

### Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write one or two sentences to describe how Jack changes in *Love That Dog*. Tell them to use “In the beginning” and “in the end” as part of their sentence.

#### Analyze Student Progress

**Monitor:** Do students write a sentence that describes one way Jack changes?

**Offer Immediate Support:** If students need additional support describing how Jack changes, ask these questions: How does Jack feel at the beginning of the school year? How does he feel at the end?

2. Invite a few students to share their responses. Display the sentences with the drawings.
3. Summarize that understanding how characters change helps readers grasp important ideas in a text.

# Prologue Vocabulary

## circulate (v.)

to move without stopping through a closed system

**P** to lesson 13 | lesson 13



## circulatory system

the heart and a group of connected tubes that together move blood throughout the body

**P** to lesson 8 | lesson 7



## compare (v.)

to say that something is similar to something else

**P** to lesson 9



## courageous (adj.)

very brave

**P** to lesson 25 | lesson 24

## elaboration (n.)

details that develop evidence and connect it to a point

**P** to lesson 14 | lesson 10

## empathetic (adj.)

understanding and sharing another person's experiences and emotions

**P** to lesson 25 | lesson 24



## figurative (adj.)

involving the meaning of a word or phrase that is different from its ordinary or usual meaning

**P** to lessons 4 and 5 | lesson 4



## generous (adj.)

showing kindness and concern for others by giving or sharing valuable things

**P** to lesson 25 | lesson 24



## greathearted (adj.)

courageous, generous, and empathetic

**P** to lesson 25 | lesson 24



## heart (n.)

the organ in a person's chest that pumps blood through their veins and arteries

**P** to lesson 4 | lesson 3



## line (n.)

a row of words written across a page

**P** to lesson 3

## literal (adj.)

involving the ordinary or usual meaning of a word or phrase

**P** to lessons 4 and 5 | lesson 4



**metaphor (n.)**

a phrase that shows how two things are similar by saying one thing is the other

**P** to lesson 12 | lesson 9

**simile (n.)**

a phrase that uses the words *like* or *as* to compare two things that are similar

**P** to lesson 12 | lesson 9

**stanza (n.)**

a group of lines in a poem

**P** to lesson 3

**tribute (n.)**

something that you say, give, or do to show gratitude, respect, or admiration for someone

**P** to lesson 23 | lesson 23



# ***Prologue Reference Charts***





# Elaboration Sentence Frames

Explain Information

Add More Details

This means \_\_\_\_\_

This shows \_\_\_\_\_

Also,

In addition,

For example,

# Relative Pronouns and Adverbs

Use these words to add information or combine sentences.

Relative Pronouns	Relative Adverbs
who (person) which (animal or thing) that (person, animal, or thing)	when (time) where (place) why (reason)

# Sequence Transition Words

---

First

At first

In/at the beginning

Next

Then

Eventually

In time

# Love That Dog Events

---

\_\_\_\_\_ Miss Stretchberry asks Jack to write about a pet, but Jack doesn't want to write about his yellow dog.

\_\_\_\_\_ Jack doesn't like to read or write poetry. For example, he doesn't understand the poem "The Red Wheelbarrow."

\_\_\_\_\_ Jack starts writing poems but asks Miss Stretchberry not to post the poems with his name on them.

\_\_\_\_\_ Miss Stretchberry encourages Jack to read and write poems, and Jack says he likes some of the poems they read in class.

# ***Prologue Student Resources***







# L4 | Idioms, Sentences, and Meanings Chart

Idioms	Sentences	Meanings
melts my heart	The cute kitten melts my heart.	makes me feel sympathy or affection
my heart turned over	When the story ended, my heart turned over.	felt strong feelings
a broken heart	Because my lizard died, my heart is broken.	feeling very sad
harden my heart	After I am hurt, I harden my heart.	block myself from feeling love
open my heart	With time, I learned to open my heart again.	allow myself to feel something
a key to my heart	One special person has the key to my heart.	a way to unlock love, or make my heart feel love
wear my heart on my sleeve	People say I wear my heart on my sleeve.	openly express emotions



## L5 | Heart Sentences Sort

“Heart to Heart” | Cut apart the sentences.

The heart is a clutch of muscle.

The heart is lopsided, or uneven.

The heart is mute, or unable to speak.

The heart does not melt or turn over.

The heart does not break or harden.

The heart does not have a key.



# L8 | Informational Outline 1

*The Circulatory Story* | Add the main ideas and the key details from page 6 of the text.

**Main Idea:** \_\_\_\_\_

**Key Details:** \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## L12 | Simile and Metaphor Sort

*The Circulatory Story* | Read each sentence. Label the sentence S if it is a simile. Label the sentence M if it is a metaphor.

1. Blood vessels are like subway tunnels. \_\_\_\_\_
2. We can think of the heart as a divided highway. \_\_\_\_\_
3. The heart has an upstairs room and a downstairs room. \_\_\_\_\_
4. It's like a very busy train station in the heart. \_\_\_\_\_
5. The red blood cell is your ride. \_\_\_\_\_
6. White blood cells are soldiers. \_\_\_\_\_

### Key Ideas

- Blood vessels are like subway tunnels. \_\_S\_\_
- We can think of the heart as a divided highway. \_\_S\_\_
- The heart has an upstairs room and a downstairs room. \_\_M\_\_
- It's like a very busy train station in the heart. \_\_S\_\_
- The red blood cell is your ride. \_\_M\_\_
- White blood cells are soldiers. \_\_M\_\_



## L14 | Elaboration Examples

Fill in the blanks with a word or phrase from Elaboration Sentence Frames.

Evidence Sentence: The heart is like Grand Central Station.

Elaboration Sentence 1: \_\_\_\_\_ the heart is a busy place with blood flowing in and out like the people going in and out of Grand Central Station.

Elaboration Sentence 2: \_\_\_\_\_ blood flows through the heart and goes to different parts of the body.

### Key Ideas

- **Elaboration Sentence 1:** This means
- **Elaboration Sentence 2:** For example,



## L21 | Coordinating Conjunctions and Sentences

Read each sentence pair and determine the relationship between the two ideas. Choose the coordinating conjunction from the chart that best expresses the relationship. Write a new sentence by using the conjunction.

Conjunction	Purpose
and	connects similar ideas
but	connects different ideas
yet	connects different ideas
or	shows a choice between ideas
for	shows a reason
so	shows cause and effect

### Sample Sentences:

1. Doctors once had to amputate infected fingers, arms, or legs.
2. Amputation was a common practice, but Dr. Gross found a better way.
3. Dr. Gross removed infected parts of bone so the rest of the bone could try to heal.
4. Being a doctor was important to Dr. Gross, yet being a professor was also important.
5. Dr. Gross knew his work was important, for it helped a lot of people.

## Sentence Pairs:

Many people with bone infections were dying.

Dr. Gross had ideas for a new treatment.

Dr. Gross operated on people.

Dr. Gross taught students.

Dr. Gross shared his knowledge with his students.

Dr. Gross's students learned about the new treatment.

### Key Ideas

- Many people with bone infections were dying, but Dr. Gross had ideas for a new treatment.
- Dr. Gross operated on people, and he taught students.
- Dr. Gross shared his knowledge with his students, so they learned about the new treatment.

# Works Cited

- Corcoran, Mary K. *The Circulatory Story*. Illustrated by Jef Czekaj, Charlesbridge, 2010.
- Creech, Sharon. *Love That Dog*. HarperCollins, 2001.
- Dove, Rita. "Heart to Heart." *American Smooth*. W.W. Norton & Co., 2004.
- National Center for Education Statistics. "English Learners in Public Schools." *Condition of Education*, US Department of Education, Institute of Education Sciences, 2022, <https://nces.ed.gov/programs/coe/indicator/cgf>.
- Rouyer, Anne. "The Legacy of Walter Dean Myers." The New York Public Library, 27 Oct. 2015, <https://wayback.archive-it.org/18689/20220312211354/https://www.nypl.org/blog/2014/12/29/walter-dean-myers>.
- WIDA. *WIDA English Language Development Standards Framework 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, 2020, <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.

# Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owned or copyrighted material is not acknowledged herein, please contact Great Minds for proper acknowledgement in all future editions and reprints of this module.

Cover: *Mother and Child*, 1934, Dame Barbara Hepworth, Cumberland alabaster on marble base, 230 × 455 × 189 mm, purchased with assistance from the Friends of the Tate Gallery, 1993. © Dame Barbara Hepworth. Photo: Tate Gallery; page 1–Look and Learn/Valerie Jackson Harris Collection/Bridgeman Images, gameover/Alamy Stock Photo; page 2 – *Love that Dog* book cover Copyright © 2001 by Sharon Creech, Shahena z/Shutterstock, UPI/Alamy Stock Photo, Gift of the Alumni Association to Jefferson Medical College in 1878 and purchased

by the Pennsylvania Academy of the Fine Arts and the Philadelphia Museum of Art in 2007 with the generous support of more than 3,600 donors, 2007, Shawn Miller, Library of Congress; page 3–Courtesy American Folk Art Museum Digital Collection (page 58, 64, 70, and 130), H\_Ko/Shutterstock (page 18, 23, and 114), Courtesy American Folk Art Museum Digital Collection (page 76 and 82); page 12, 16, 22, and 125–126–Courtesy Getty Online Collection; page 17 and 114 – Library of Congress; page 18, 23, and 114 – Mix and Match Studio/Shutterstock; page 28, 34, 40, 46, 52, and 127–129 – Courtesy Getty Online Collection; page 29 and 114 – FAMILY STOCK/Shutterstock; page 83 and 114–Ted Pendergast/Shutterstock, Hero Images Inc./Alamy Stock Photo, Fotokostic/Shutterstock; page 88, 94, 98, 104, and 110 – Bridgeman Images. All other images are property of Great Minds.

# Acknowledgments

Karen Aleo, Trevor Barnes, Allie Beman, Madison Bonsignore, Kelsey Bordelon, Sarah Brenner, Beth Brown, Catherine Cafferty, Melissa Chung, Ashley Cook, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Kathleen Foley, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Shelley Hampe, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Patricia Huerster, Holli Jesse, Stephanie Kane-Mainier, Meg Kinlaw, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Karen Leavitt, Farren Liben, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Meredith McAndrew, Cathy McGath, Emily McKean, Maia Merin, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lauren Mirabella-Ormsby, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Vivian Nourse, Carol Paiva, Catherine Paladino, Marya Parr, Trisha Paster, Katie Pierson, Eden Plantz, Natalie Rebentisch, Rachel Rooney, Miguel Salcedo, Tressa Sanders, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Ami Smith, Danae Smith, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Kati Valle, Kara Waite, Keenan Walsh, Michelle Warner, Katie Waters, Sarah Webb, Erika Wentworth, Margaret Wilson, Eleanor Wolf, Rachel Zindler

Ana Alvarez, Lynne Askin-Roush, Mariel Bard, Stephanie Bandrowsky, Rebeca Barroso, Brianna Bemel, David Blair, Charles Blake, Lynn Brennan, Adam Cardais, Dawn Cavalieri, Tatyana Chapin, Christina Cooper, Gary Crespo, Lisa Crowe, David Cummings, Cherry dela Victoria, Sandy Engelman, Tamara Estrada Del Campo, Ubaldo Feliciano-Hernandez, Soudea Forbes, Diana Ghazzawi, Laurie Gonsoulin, Kristen Hayes, Marcela Hernandez, Sary Hernandez, Abbi Hoerst, Ashley Kelley, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Christina Martire, Siena Mazer, Alicia McCarthy, Thomas McNeely, Cindy Medici, Ivonne Mercado, Brian Methe, Sara Miller, Christine Myaskovsky, Mary-Lise Nazaire, Tara O'Hare, Tamara Otto, Christine Palmtag, Katie Prince, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Richesh Ruchir, Isabel Saraiva, Gina Schenck, Leigh Sterten, Mary Sudul, Deanna Thomann, Tracy Vigliotti, Bruce Vogel, Dave White, Charmaine Whitman, Nicole Williams, Glenda Wisenburn-Burke, Samantha Wofford, Howard Yaffe

## MORE MEANINGFUL ENGLISH FOR ALL

*Prologue* lessons support students' vocabulary acquisition, and oral language development. Through this research-based instructional approach, students—including multilingual learners and those with language-based disabilities—gain confidence and are better prepared to build enduring knowledge.

*Prologue* prepares every student to succeed.

## GRADE 4 MODULES

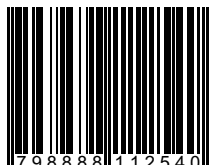
**Module 1** | A Great Heart

**Module 2** | Myths and Enduring Stories

**Module 3** | The American Revolution

**Module 4** | Let's Play Ball

ISBN 979-8-88811-254-0



9 798888 112540 A



### ON THE COVER

*Mother and Child*, 1934

Dame Barbara Hepworth

Cumberland alabaster on marble base,  
230 × 455 × 189 mm

Purchased with assistance from the Friends of the Tate Gallery  
1993. © Dame Barbara Hepworth. Photo: Tate Gallery



every child  
is capable of  
greatness