The Read It Again Song

Lyrics by Lori Oczkus
(Sung to the tune of “Frère Jacques”)

Skim the text first,
Skim the text first.
Look for clues,
Look for clues.
Think about the topic
And the author’s purpose.
Prediction,
Prediction.

Read the text now,
Read the text now,
Look for tricky words!
Look for tricky words!
Chop them into parts and
Think about what makes sense.
Clarify,
Clarify.

Read it again,
Read it again.
Question time,
Question time.
This time ask some questions:
Who, what, when, where, why, how?
Evidence,
Evidence.

Read it once more,
Read it once more.
What’d you learn?
What’d you learn?
Find the main ideas and
Share important details.
Summarize,
Summarize.
Read it Again: Sure to Win!

 Lyrics by Timothy Rasinski

(Sung to the tune of “Take Me Out To The Ball Game”)

Here’s a tip for your reading—
Here’s a tip: prediction!
Skim through the passage now, more or less,
Then you can form a pretty good guess!
Then, it’s read, read, read through the passage;
Did your prediction come true?
Read it once, twice, maybe three times
To make sense to you!

Here’s a tip for your reading—
Here’s a tip: read again!
Hard words and tricky parts you may spy,
Read it once more to help clarify!
So, just read, read, read through your passage,
You’re sure to win if you do!
Read it once, twice, maybe three times
To make sense to you!

Here’s a tip for your reading—
Here’s a tip: read again!
Read it, and then you a question ask;
Look to the text to help in this task!
So, just read, read, read through your passage,
You’re sure to win if you do!
Read it once, twice, maybe three times
To make sense to you!

Here’s a tip for your reading—
Here’s a tip: read again!
Then read it once more to summarize
All the main parts are before your eyes.
So, just read, read, read through your passage,
You’re sure to win if you do!
Read it once, twice, maybe three times
To make sense to you!
## Play Ball!

### Lesson Steps | Teacher Think Alouds
---|---
**Ready, Set, Predict!** | “When I skim the text, I see a couple of words that I do not know the meanings of. I am going to pay close attention to those words as I read to try to figure out their meaning.”
- Provide students with the text and display a larger version.
- Encourage students to quickly preview the text. Ask students to underline three tricky words in the text. You may also wish to have them work with partners to make predictions on what the text will be about.

**Go!** | “Do you notice how I pause between each paragraph? How does the pause help you better understand the text?”
- Read the text aloud once through without stopping. Model fluent reading.
- Discuss with students how reading fluently helps convey meaning and interest.
- Have students work in pairs to practice reading the text with good fluency. Instruct them to focus on the rate in which they read the text, making sure to pause at appropriate places.

**Reread to Clarify** | “When I see many years listed in a text, it means many events happened. I have to find ways to keep each event separate so that I do not get them confused. Using different colors for each event helps me see what events happen and when.”
- Ask students to reread the text to clarify by circling the three years listed and then underlining what events occurred in those years. Students can use three differently colored crayons to color code.
- Discuss with students how using this color-coding strategy helps them clarify the information in the text.

**Reread to Question** | "When I see many years listed in a text, it means many events happened. I have to find ways to keep each event separate so that I do not get them confused. Using different colors for each event helps me see what events happen and when.”
- Write question starters such as “Who____ and “When____ on index cards. Distribute an index card to each student pair. Work with students to reread the text to question.
- After each paragraph, have partners take turns asking one another questions about the paragraph using their question starters. Then, work as a class to answer some of the questions students come up with.
- Have students respond to the question and prompts on page 22.

**Reread to Summarize and Respond** | "When I see many years listed in a text, it means many events happened. I have to find ways to keep each event separate so that I do not get them confused. Using different colors for each event helps me see what events happen and when.”
- Distribute drawing paper to students. Divide students into groups of four. Assign each group member a paragraph (1–4). Ask students to reread their assigned parts to summarize. Have them draw summaries that describe their assigned parts.
- Tell groups to combine their drawings and then share their summaries out loud.
Play Ball!

By Debra House

Kids love baseball. They want to play. That’s why Little League® began in 1939. It let children have their own baseball teams.

Kids join Little League® teams to learn how to play baseball. They learn how to be good sports, too. They play against other teams.

At first, only boys could play in Little League®. In 1974, girls were allowed. Then, in 1990, the Challenger Division began. It is for kids with disabilities.

Today, there are thousands of Little League® teams. Any child who wants to play baseball can join a Little League® team.
### Take Me Out to the Ball Game

#### Lesson Steps

<table>
<thead>
<tr>
<th><strong>Ready, Set, Predict!</strong></th>
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<tbody>
<tr>
<td>• Provide the text to students and display a larger version. Read the title aloud. Ask students to share with partners anything they already know about the text.</td>
</tr>
<tr>
<td>• Have students preview the song. Tell them to work with partners to predict the author’s purpose in writing it using the following: I think the author wrote this song to ____ because _____.</td>
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<table>
<thead>
<tr>
<th><strong>Go!</strong></th>
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<tbody>
<tr>
<td>• Sing (or read) the text to students. Discuss with students that even though it is a song, the song tells a story.</td>
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<tr>
<td>• Invite students to join in on a second reading of the text if they know the song.</td>
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<tr>
<td>• Discuss with students how singing the text helps or hinders reading the text with fluency.</td>
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<thead>
<tr>
<th><strong>Reread to Clarify</strong></th>
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<tbody>
<tr>
<td>• Divide students into seven groups. Distribute magnifying glasses (page 126) to students. Tell them that they are detectives and they need to reread the text to clarify. Have them use their magnifying glasses to look for the trickiest words or phrases in the text. Have students discuss their tricky words and phrases with other students in their groups using the following: I think the word/phrase ____ is tricky, so I ____.</td>
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<table>
<thead>
<tr>
<th><strong>Reread to Question</strong></th>
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<tbody>
<tr>
<td>• Tell students to reread the text to question. Ask them to consider whose perspective the song is from: Who is singing this song? Discuss how they can figure out who is singing the song: What pronouns can help you identify who is telling the story in the song? Have students identify words that show who is telling the story.</td>
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<tr>
<td>• Have students respond to the question and prompts on page 25.</td>
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<tr>
<th><strong>Reread to Summarize and Respond</strong></th>
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<tr>
<td>• Ask students to reread the text to summarize by drawing pictures of themselves at a ball game. Have students include details from the text as part of their illustrations.</td>
</tr>
<tr>
<td>• Review the close reading strategies with students by singing the song on page 128.</td>
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</tbody>
</table>
Take Me Out to the Ball Game

By Jack Norworth

Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and cracker jack,
I don’t care if I never get back,
Let me root, root, root for the home team,
If they don’t win it’s a shame.
For it’s one, two, three strikes, you’re out,
At the old ball game.
Shark Specs

Adapted from a piece by John Lockyer

When you think about the ocean, what animals do you think of? Perhaps you think of fish. If you do, then you could be thinking about sharks. Sharks are fish. There are about 350 different species of sharks in the world. Let’s learn more about the whale shark and the great white shark.

The whale shark is the biggest fish in the world. It grows more than 40 feet (12 m) long and can weigh up to 13 tons (11,793 kg). Whale sharks are slow swimmers. They have a top speed of 3 miles per hour (5 km/h).

Whale sharks swim with their mouths open. They suck in water that is filled with plankton and small fish. Whale sharks’ mouths can be 5 feet (1.5 m) wide. They can suck in over 1,500 gallons (6,000 L) of water an hour.

Great white sharks are one of the most famous species of shark. Movies have even been made about them! Most great white sharks grow to between 12 and 20 feet (about 3.5 to 6 m) long. That’s about as long as a van.

Great white sharks are amazing hunters. They can reach speeds of 25 miles per hour (40 km/h) and can leap out of the water to catch their prey.

Scientists want to learn more about sharks. They do this in different ways. Some climb into cages and go in the water to film the sharks. Other scientists swim with sharks. They have to wear special diving suits to keep safe! These people help us learn more about these amazing fish.

Shark Measurements

<table>
<thead>
<tr>
<th>Shark</th>
<th>Average length</th>
<th>Average weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>dwarf dogfish</td>
<td>6 inches (15 cm)</td>
<td>1.5 ounces (43 g)</td>
</tr>
<tr>
<td>bullhead shark</td>
<td>40 inches (1 m)</td>
<td>20 pounds (9 kg)</td>
</tr>
<tr>
<td>angel shark</td>
<td>5 feet (1.5 m)</td>
<td>66 pounds (30 kg)</td>
</tr>
<tr>
<td>thresher shark</td>
<td>15 feet (4.5 m)</td>
<td>350 pounds (159 kg)</td>
</tr>
<tr>
<td>Greenland shark</td>
<td>20 feet (6 m)</td>
<td>2,200 pounds (998 kg)</td>
</tr>
<tr>
<td>great white shark</td>
<td>20 feet (6 m)</td>
<td>7,000 pounds (3,200 kg)</td>
</tr>
<tr>
<td>basking shark</td>
<td>33 feet (10 m)</td>
<td>15,400 pounds (6,985 kg)</td>
</tr>
<tr>
<td>whale shark</td>
<td>40 feet (12 m)</td>
<td>28,700 pounds (13,018 kg)</td>
</tr>
</tbody>
</table>
## Nonfiction Text Teacher Notes

### Shark Specs

<table>
<thead>
<tr>
<th>Lesson Steps</th>
<th>Teacher Think Alouds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready, Set, Predict!</strong></td>
<td></td>
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</tbody>
</table>
| - Distribute the text to students.  
- Ask them to describe the layout of the page. Draw their attention to the chart at the bottom of the page. Ask students to predict how this chart will support the text they are about to read. | “Good readers quickly scan for features that may help them understand what they are about to read. I see a chart on this page. I look at the column headers and the information in the chart. I think about how this information can help me as I read.” |

| Go! | |
| - Have students independently read the text to begin to understand it and to look for words they want to know.  
- Read the entire text aloud as students follow along.  
- Discuss the different ways additional text features can support the text. Read the first line of the chart aloud to model how to read the information. | “Share with your group one realization you had after reading the text. Perhaps it is something about multiplying and dividing that you did not know prior to reading or misunderstood prior to reading.” |

| Reread to Clarify | |
| - Group students. Have the groups reread the text and the chart. Ask the groups to discuss how the chart helps clarify the text.  
- Ask students to reread the body text and circle parts that are confusing and need clarifying. Work as a class to clarify these parts using different strategies such as rereading or reading on. | “Think about how the information in the chart is organized. What information is in the chart that is not in the text? What information is in the text that is not in the chart? Why would the author include this information?” |

| Reread to Question | |
| - Group students. Have each member write a math problem using the information in the chart and a question that can be answered using the body text. Have students switch their problems and questions with someone in their groups and solve them.  
- Have students respond to the question and prompts on page 49. | |

| Reread to Summarize and Respond | |
| - Challenge students to summarize the text in less than 30 words.  
- Have students find their favorite facts from the text. Ask students to make sketches of their facts. | |

*Note: For more tips, engagement strategies, and fluency options to include in this lesson, see pages 122–128.*
“Angel shark” sounds sweet and pure,
So innocent and tame.
The smaller of its chordata kin . . .
But B-I-G just the same.
60 inches sounds quite small—
But 60 inches is 5 feet,
And since I’m only 4 foot 9
This shark has got me beat!

A lemon shark—how sweet is that?
Its color is a sunshine yellow;
So, surely its disposition
Is a sunny kind of mellow?
Still, 118 inches . . . hmm.
That’s something to be weighed.
I mean, 10 feet of shark
Can cast a fearsome shade!

Hey, blue shark, don’t be so sad;
There’s no reason to feel blue!
All the other sharks must be
Tickled pink to play with you.
But—wow! You’re 157 inches long?
That’s something to consider.
13 feet of blue shark
Can eat a sizeable dinner!

But, oh, I spy a Great White Shark—
A WHALE of a shark for sure!
240 inches from nose to tail—
What a sizeable size to procure!
But really, how big is that?
240 inches . . . wait, 2-4-0 you say?
THAT’S 20 FEET OF BONE-CRUNCHING SHARK!

Oh, dear. Let’s call it a day.
# It’s HOW Big?

## Lesson Steps

- **Ready, Set, Predict!**
  - Distribute the text to students. Read the title aloud. Ask students to point to the biggest line toward the bottom. Read the line aloud.
  - Have students predict the theme of the poem based on the title and the line.

- **Go!**
  - Ask students to read the text independently. Have them draw red squares around the exclamation points and blue circles around the question marks.
  - Read the poem aloud as students follow along. Model good fluency.
  - Review with students how exclamation points and question marks affect how the poem is read aloud. Pair students and have them practice reading the poem to each other focusing on the punctuation.

- **Clarify**
  - Draw students’ attention to the two lines, *And since I’m only 4 foot 9, This shark has got me beat!*
  - Ask partners to answer the following: *I’m unsure what the poet means by This shark has got me beat. By looking at the previous line, I think it means ___.*

- **Reread to Question**
  - Have students meet with their original partners. Ask them to reread the text to determine the theme of the poem. Have students shade the lines that show key details to support the theme of the poem with colored pencils.
  - Have students respond to the question and prompts on page 52.

- **Reread to Summarize and Respond**
  - Have students reread the poem and mark up the text with the following marks:
    - *favorite part ------- ! wow
    - A+ great writing ---- funny part

*Note: For more tips, engagement strategies, and fluency options to include in this lesson, see pages 122–128.*