

# Extended Day Pacing Guide



## Making Connections™

Reading Comprehension Skills and Strategies

Grades 1-6

### Skills

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Identifying Detail  
Sequencing  
Main Idea  
Compare and Contrast  
Drawing Conclusions /  
Predicting Outcomes  
Fact and Opinion  
Cause and Effect  
Figurative Language  
Bias and Prejudice

### Strategies

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Monitoring Comprehension  
Cooperative Learning  
Generating and  
Answering Questions  
Text / Story Structure  
Graphic Organizers  
Summarizing  
Applying Multiple  
Strategies  
Understanding Vocabulary

# Making Connections™

Reading Comprehension Skills and Strategies

Grades 1–6

In a climate of increased expectations and limited time, *Making Connections*™ provides educators with a powerful tool to meet Extended Day program goals:

- master literacy/comprehension objectives
- assist struggling students
- improve student achievement
- support and complement school-day learning by focusing on skills and strategies necessary in all content areas



Visit [epsbooks.com/makingconnections](http://epsbooks.com/makingconnections)

- program overview
- detailed scope and sequence
- research base
- downloadable sample lessons

The *Making Connections* approach to comprehension helps students develop key skills and the strategies identified by the National Reading Panel for reading success. The flexible pacing structure allows teachers to meet most any program objectives.

## PROGRAM COMPONENTS



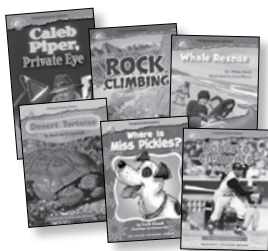
### Student Books

- High-interest informational and narrative texts
- Content tied to key curriculum objectives
- Readings grouped in thematic instructional units, each targeting a key comprehension skill
- Multiple reading passages for every skill
- Develops active reading as students interact with and mark text



### Teacher's Editions

- Comprehensive, structured lesson plans for teachers or paraprofessionals
- Text Connections activities that encourage student choice and challenge students to synthesize information across texts
- Cooperative group activities that promote academic and social skills
- Assessment Blackline Masters
- Teaching notes for Comprehension Library titles



### Comprehension Library

- Engaging, colorful texts, in a variety of informational and narrative genres
- One title for every instructional unit
- Students apply newly developed skills and strategies to longer text
- Purpose-setting questions, graphic organizers, comprehension questions and activities included on the inside covers

## CUSTOMIZING THE EXTENDED DAY PACING GUIDE

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This pacing guide provides a suggested model for implementing *Making Connections*<sup>™</sup> in an Extended Day program. As extended-day models can vary from number of weeks to minutes-per-day, the options described below will help customize instruction to meet program needs.

### Modifying Number of Weeks

For programs designed for fewer than 12 weeks, teachers may select the skills units that best meet curriculum objectives and student need. Alternatively, if the daily instructional period exceeds 35 minutes, 2 lessons can be combined in one day.

For programs exceeding 12 weeks, each unit can be lengthened to 3 weeks by incorporating the lesson extensions listed below. Alternatively, Text Connections activities can be extended to 2 or 3 days with students choosing multiple activities.

### Modifying Minutes per Day

Each day's lesson is based upon a 30–40 minute instructional period. At various points in each lesson, the *Teacher's Edition* suggests options for extending the lesson. Listed below are additional options for extending the daily lesson:

#### Before Reading

**Background Knowledge** Have cooperative groups develop a KWL chart. Have one group of students brainstorm what is known (K), and have another brainstorm what it wants to know (W). Then have both groups come together to create one chart. The class can record what they have learned (L) after they read the text.

#### During Reading

##### Vocabulary

- Create definition maps by answering these questions: What is it? What is it like? What are some examples?
- Create quadrant charts: provide a definition, meaning, personal associations, and antonyms for each word.
- Have pairs of students model correct word usage as they act out conversations.

#### After Reading

**Summarize** Assign groups to work together to create written summaries of the texts. Then have each group share its summary with the class.

**Writing** Apply all steps of the writing process (Plan, Draft, Revise, Edit, Publish) to selected writing activities from the *Practice the Skill* pages.

# Making Connections™ Book 1

## Weeks 1–4

	Identifying Detail	Sequencing		
	Unit 1	Unit 2		
Day (Minutes)	Week 1	Week 2	Week 3	Week 4
<b>1</b> (30-40)	<i>My Pet Elephant</i>	<i>The Animal Show</i> and Practice the Skill	<i>My Soccer Team</i>	<i>Happy Birthday Mom!</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>My Pet Elephant</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>My Soccer Team</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Giraffes</i>	Assessment	<i>Our Dog Taffy</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Giraffes</i> )	Comprehension Library Book <i>Desert Tortoise</i>	Practice the Skill ( <i>Our Dog Taffy</i> )	Comprehension Library Book <i>Goodnight, Nisha</i>
<b>5</b> (30-40)	<i>Meerkats</i> and Practice the Skill	Comprehension Library Book <i>Desert Tortoise</i>	<i>A Beautiful Sunflower</i> and Practice the Skill	Comprehension Library Book <i>Goodnight, Nisha</i>

Weeks 5-8 on following page

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 1 (cont.)

## Weeks 5–8

	Main Idea	Compare and Contrast		
	Unit 3	Unit 4		
Day (Minutes)	Week 5	Week 6	Week 7	Week 8
<b>1</b> (30-40)	<i>The Sandcastle Contest</i>	<i>A Famous Painting and Practice the Skill</i>	<i>Two Trucks</i>	<i>We Love Ice Cream and Practice the Skill</i>
<b>2</b> (30-40)	Practice the Skill ( <i>The Sandcastle Contest</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Two Trucks</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Kinds of Art</i>	Assessment	<i>Outside My Window</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Kinds of Art</i> )	Comprehension Library Book <i>Seasons</i>	Practice the Skill ( <i>Outside My Window</i> )	Comprehension Library Book <i>The Feast</i>
<b>5</b> (30-40)	<i>Our Class Mural and Practice the Skill</i>	Comprehension Library Book <i>Seasons</i>	<i>My Best Friend and Practice the Skill</i>	Comprehension Library Book <i>The Feast</i>

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 2

## Weeks 1–6

	Identifying Detail	Sequencing	Main Idea			
	Unit 1	Unit 2	Unit 3			
Day (Minutes)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>1</b> (30-40)	<i>Popping Beans</i>	<i>Cacti</i> and Practice the Skill	<i>A Frog's Life</i>	<i>Fly with Me!</i> and Practice the Skill	<i>That's Cold!</i>	<i>The Ocean Depths</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>Popping Beans</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>A Frog's Life</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>That's Cold!</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Titan Arum Trip</i>	Assessment	<i>Look at Me Now!</i>	Assessment	<i>Wet Mount Waialeale</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Titan Arum Trip</i> )	Comprehension Library Book <i>Where is Miss Pickles?</i>	Practice the Skill ( <i>Look at Me Now!</i> )	Comprehension Library Book <i>Our Adventure Vacation</i>	Practice the Skill ( <i>Wet Mount Waialeale</i> )	Comprehension Library Book <i>Hail</i>
<b>5</b> (30-40)	<i>Venus Flytrap</i> and Practice the Skill	Comprehension Library Book <i>Where is Miss Pickles?</i>	<i>As Busy as Beavers</i> and Practice the Skill	Comprehension Library Book <i>Our Adventure Vacation</i>	<i>Rocky the Mountain Goat</i> and Practice the Skill	Comprehension Library Book <i>Hail</i>

Weeks 7-12 on following page

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 2 (cont.)

Weeks 7–12

	Compare and Contrast	Drawing Conclusions Predicting Outcomes	Fact and Opinion			
	Unit 4	Unit 5	Unit 6			
Day (Minutes)	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>1</b> (30-40)	<i>At the Fair</i>	<i>Two Bedrooms</i> and Practice the Skill	<i>Riddles</i>	<i>The Musicians</i> and Practice the Skill	<i>Ask the Pet Vet</i>	<i>My Mouse</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>At the Fair</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Riddles</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Ask the Pet Vet</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>The Weirdest Bike Ever!</i>	Assessment	<i>Don't Let the Bedbugs Bite</i>	Assessment	<i>Best Pet</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>The Weirdest Bike Ever!</i> )	Comprehension Library Book <i>Carlsbad Cavern</i>	Practice the Skill ( <i>Don't Let the Bedbugs Bite</i> )	Comprehension Library Book <i>Harold the Super Pet</i>	Practice the Skill ( <i>Best Pet</i> )	Comprehension Library Book <i>Who Invented Ice Cream?</i>
<b>5</b> (30-40)	<i>Two Boys</i> and Practice the Skill	Comprehension Library Book <i>Carlsbad Cavern</i>	<i>Clocks</i> and Practice the Skill	Comprehension Library Book <i>Harold the Super Pet</i>	<i>An Owner for Percy</i> and Practice the Skill	Comprehension Library Book <i>Who Invented Ice Cream?</i>

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 3

## Weeks 1–6

	Sequencing	Main Idea	Compare and Contrast			
	Unit 1	Unit 2	Unit 3			
<b>Day</b> <i>(Minutes)</i>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>1</b> <i>(30-40)</i>	<i>Changing San Francisco</i>	<i>Transportation in San Francisco and Practice the Skill</i>	<i>Jack's Report</i>	<i>Sally Ride: American Hero and Practice the Skill</i>	<i>Pen Pals</i>	<i>Sports Talk and Practice the Skill</i>
<b>2</b> <i>(30-40)</i>	Practice the Skill <i>(Changing San Francisco)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Jack's Report)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Pen Pals)</i>	Text Connections Cooperative Activities
<b>3</b> <i>(30-40)</i>	<i>Golden Gate Bridge</i>	Assessment	<i>Jesse Owens</i>	Assessment	<i>Holiday or Vacation?</i>	Assessment
<b>4</b> <i>(30-40)</i>	Practice the Skill <i>(Golden Gate Bridge)</i>	Comprehension Library Book <i>The Wallet in the Woods</i>	Practice the Skill <i>(Jesse Owens)</i>	Comprehension Library Book <i>Roberto Clemente</i>	Practice the Skill <i>(Holiday or Vacation?)</i>	Comprehension Library Book <i>Animals in Disguise</i>
<b>5</b> <i>(30-40)</i>	<i>San Francisco Earthquake and Practice the Skill</i>	Comprehension Library Book <i>The Wallet in the Woods</i>	<i>Florence Nightingale and Practice the Skill</i>	Comprehension Library Book <i>Roberto Clemente</i>	<i>Above and Below and Practice the Skill</i>	Comprehension Library Book <i>Animals in Disguise</i>

*Weeks 7-12 on following page*

*Turn to page 2 for options to extend the daily lesson plan.*



# Making Connections™ Book 3 (cont.)

## Weeks 7–12

	Drawing Conclusions Predicting Outcomes	Fact and Opinion	Cause and Effect			
	Unit 4	Unit 5	Unit 6			
<b>Day</b> <i>(Minutes)</i>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>1</b> <i>(30-40)</i>	<i>Who Was Aesop?</i>	<i>The Ant and the Grasshopper</i> and Practice the Skill	<i>Sunny Waters</i>	<i>That's Rubbish!</i> and Practice the Skill	<i>How to Celebrate the Fourth of July</i>	<i>Splat!</i> and Practice the Skill
<b>2</b> <i>(30-40)</i>	Practice the Skill ( <i>Who Was Aesop?</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Sunny Waters</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>How to Celebrate the Fourth of July</i> )	Text Connections Cooperative Activities
<b>3</b> <i>(30-40)</i>	<i>The Lion and the Mouse</i>	Assessment	<i>Glass: Let's Save It!</i>	Assessment	<i>A Terrible Mess</i>	Assessment
<b>4</b> <i>(30-40)</i>	Practice the Skill ( <i>The Lion and the Mouse</i> )	Comprehension Library Book <i>Ready, Set, Puppy!</i>	Practice the Skill ( <i>Glass: Let's Save It!</i> )	Comprehension Library Book <i>In Search of the Yeti</i>	Practice the Skill ( <i>A Terrible Mess</i> )	Comprehension Library Book <i>Tom, Maker of Chairs</i>
<b>5</b> <i>(30-40)</i>	<i>The Tortoise and the Hare</i> and Practice the Skill	Comprehension Library Book <i>Ready, Set, Puppy!</i>	<i>The Daily Spin</i> and Practice the Skill	Comprehension Library Book <i>In Search of the Yeti</i>	<i>Forgetful Sam</i> and Practice the Skill	Comprehension Library Book <i>Tom, Maker of Chairs</i>

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 4

## Weeks 1–6

	Sequencing	Main Idea		Compare and Contrast		
	Unit 1	Unit 2		Unit 3		
<b>Day</b> <i>(Minutes)</i>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>1</b> <i>(30-40)</i>	<i>Make Your Own Paper</i>	<i>A Family Home and Practice the Skill</i>	<i>An Accidental Invention</i>	<i>Dr. Grace Murray Hopper and Practice the Skill</i>	<i>Sophie and Stella</i>	<i>Old and New and Practice the Skill</i>
<b>2</b> <i>(30-40)</i>	Practice the Skill <i>(Make Your Own Paper)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(An Accidental Invention)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Sophie and Stella)</i>	Text Connections Cooperative Activities
<b>3</b> <i>(30-40)</i>	<i>How Polar Fleece Is Made</i>	Assessment	<i>The Ferris Wheel</i>	Assessment	<i>Delivering the Mail</i>	Assessment
<b>4</b> <i>(30-40)</i>	Practice the Skill <i>(How Polar Fleece Is Made)</i>	Comprehension Library Book <i>Gulamamadak the Great</i>	Practice the Skill <i>(The Ferris Wheel)</i>	Comprehension Library Book <i>Mountain Biking Adventure</i>	Practice the Skill <i>(Delivering the Mail)</i>	Comprehension Library Book <i>The Big Move</i>
<b>5</b> <i>(30-40)</i>	<i>The Big Project and Practice the Skill</i>	Comprehension Library Book <i>Gulamamadak the Great</i>	<i>Granville T. Woods and Practice the Skill</i>	Comprehension Library Book <i>Mountain Biking Adventure</i>	<i>Mom and Amelia and Practice the Skill</i>	Comprehension Library Book <i>The Big Move</i>

*Weeks 7-12 on following page*

*Turn to page 2 for options to extend the daily lesson plan.*

# Making Connections™ Book 4 (cont.)

## Weeks 7–12

	Drawing Conclusions Predicting Outcomes	Fact and Opinion		Cause and Effect		
	Unit 4	Unit 5		Unit 6		
<b>Day</b> <i>(Minutes)</i>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>1</b> <i>(30-40)</i>	<i>A Home for Everyone</i>	<i>In My State</i> and Practice the Skill	<i>Sharks Suffer, Too!</i>	<i>Crescent the Crab</i> and Practice the Skill	<i>Annie's Journal</i>	<i>A Taste of New York City</i> and Practice the Skill
<b>2</b> <i>(30-40)</i>	Practice the Skill <i>(A Home for Everyone)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Sharks Suffer, Too!)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Annie's Journal)</i>	Text Connections Cooperative Activities
<b>3</b> <i>(30-40)</i>	<i>Treasure!</i>	Assessment	<i>Save the Whales</i>	Assessment	<i>The Great Railroad Race</i>	Assessment
<b>4</b> <i>(30-40)</i>	Practice the Skill <i>(Treasure!)</i>	Comprehension Library Book <i>Caleb Piper, Private Eye</i>	Practice the Skill <i>(Save the Whales)</i>	Comprehension Library Book <i>The Loch Ness Monster: Fact or Fiction?</i>	Practice the Skill <i>(The Great Railroad Race)</i>	Comprehension Library Book <i>Glow Worms</i>
<b>5</b> <i>(30-40)</i>	<i>Zach Moves to Town</i> and Practice the Skill	Comprehension Library Book <i>Caleb Piper, Private Eye</i>	<i>The Kraken Rises!</i> and Practice the Skill	Comprehension Library Book <i>The Loch Ness Monster: Fact or Fiction?</i>	<i>Living in Alaska</i> and Practice the Skill	Comprehension Library Book <i>Glow Worms</i>

*Turn to page 2 for options to extend the daily lesson plan.*

# Making Connections™ Book 5

Weeks 1–6

	Main Idea	Compare and Contrast	Drawing Conclusions Predicting Outcomes			
	Unit 1	Unit 2	Unit 3			
Day (Minutes)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>1</b> (30-40)	<i>Maya's Big Break</i>	<i>Creepy Lizards from Planet Nine</i> and Practice the Skill	<i>My Ancestor Hannah</i>	<i>How Would You Get There?</i> and Practice the Skill	<i>The Steamboat Sultana</i>	<i>Lost Dog!</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>Maya's Big Break</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>My Ancestor Hannah</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>The Steamboat Sultana</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Special Effects</i>	Assessment	<i>New London: Then and Now</i>	Assessment	<i>The Floating Palace</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Special Effects</i> )	Comprehension Library Book <i>Rock Climbing</i>	Practice the Skill ( <i>New London: Then and Now</i> )	Comprehension Library Book <i>A Virtual Visit: Mexico City and Boston</i>	Practice the Skill ( <i>The Floating Palace</i> )	Comprehension Library Book <i>Tarella</i>
<b>5</b> (30-40)	<i>Director's Diary</i> and Practice the Skill	Comprehension Library Book <i>Rock Climbing</i>	<i>Dear Diary</i> and Practice the Skill	Comprehension Library Book <i>A Virtual Visit: Mexico City and Boston</i>	<i>Grace Darling</i> and Practice the Skill	Comprehension Library Book <i>Tarella</i>

Weeks 7-12 on following page

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 5 (cont.)

## Weeks 7–12

	Fact and Opinion	Cause and Effect	Figurative Language			
	Unit 4	Unit 5	Unit 6			
Day (Minutes)	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>1</b> (30-40)	<i>Drip-Free</i>	<i>And... They're Off!</i> and Practice the Skill	<i>Queen's African Journal</i>	<i>Takahe TV</i> and Practice the Skill	<i>The Loveliest Lakes!</i>	<i>Wish You Were Here</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>Drip-Free</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Queen's African Journal</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>The Loveliest Lakes!</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Winning Diamonds</i>	Assessment	<i>The Return of the Bald Eagle</i>	Assessment	<i>The Sands of the Mojave</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Winning Diamonds</i> )	Comprehension Library Book <i>Rainbows</i>	Practice the Skill ( <i>The Return of the Bald Eagle</i> )	Comprehension Library Book <i>The Astonishing Book</i>	Practice the Skill ( <i>The Sands of the Mojave</i> )	Comprehension Library Book <i>A Way With Words</i>
<b>5</b> (30-40)	<i>Trash Has Many Uses!</i> and Practice the Skill	Comprehension Library Book <i>Rainbows</i>	<i>Marvelous Mangroves</i> and Practice the Skill	Comprehension Library Book <i>The Astonishing Book</i>	<i>The Rumble</i> and Practice the Skill	Comprehension Library Book <i>A Way With Words</i>

Turn to page 2 for options to extend the daily lesson plan.

# Making Connections™ Book 6

## Weeks 1–6

	Main Idea	Compare and Contrast		Drawing Conclusions Predicting Outcomes		
	Unit 1	Unit 2		Unit 3		
<b>Day</b> <i>(Minutes)</i>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>1</b> <i>(30-40)</i>	<i>Our Solar System</i>	<i>Astronaut Training and Practice the Skill</i>	<i>Meet the Instructors</i>	<i>Paleontology: Then and Now and Practice the Skill</i>	<i>Hieroglyphs</i>	<i>Greetings from Khu and Practice the Skill</i>
<b>2</b> <i>(30-40)</i>	Practice the Skill <i>(Our Solar System)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Meet the Instructors)</i>	Text Connections Cooperative Activities	Practice the Skill <i>(Hieroglyphs)</i>	Text Connections Cooperative Activities
<b>3</b> <i>(30-40)</i>	<i>Space Firsts</i>	Assessment	<i>Traveling Musicians</i>	Assessment	<i>Clever Inventions</i>	Assessment
<b>4</b> <i>(30-40)</i>	Practice the Skill <i>(Space Firsts)</i>	Comprehension Library Book <i>The Outer Banks of North Carolina</i>	Practice the Skill <i>(Traveling Musicians)</i>	Comprehension Library Book <i>The Rio Grande</i>	Practice the Skill <i>(Clever Inventions)</i>	Comprehension Library Book <i>The Mysterious Disappearance of Amelia Earhart</i>
<b>5</b> <i>(30-40)</i>	<i>Invasion of the Strange Creature and Practice the Skill</i>	Comprehension Library Book <i>The Outer Banks of North Carolina</i>	<i>Animation and Practice the Skill</i>	Comprehension Library Book <i>The Rio Grande</i>	<i>Tombs of Ancient Egypt and Practice the Skill</i>	Comprehension Library Book <i>The Mysterious Disappearance of Amelia Earhart</i>

*Weeks 7-12 on following page*

*Turn to page 2 for options to extend the daily lesson plan.*

# Making Connections™ Book 6 (cont.)

Weeks 7–12

	Fact and Opinion	Cause and Effect	Bias and Prejudice			
	Unit 4	Unit 5	Unit 6			
Day (Minutes)	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>1</b> (30-40)	<i>Our Need for Water</i>	<i>Mind and Body</i> and Practice the Skill	<i>Power Off!</i>	<i>The Morning After the Night Before</i> and Practice the Skill	<i>Breaking News</i>	<i>Let Your Voice Be Heard</i> and Practice the Skill
<b>2</b> (30-40)	Practice the Skill ( <i>Our Need for Water</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Power Off!</i> )	Text Connections Cooperative Activities	Practice the Skill ( <i>Breaking News</i> )	Text Connections Cooperative Activities
<b>3</b> (30-40)	<i>Extreme Conditions</i>	Assessment	<i>A Special Visitor</i>	Assessment	<i>Have You Heard the News?</i>	Assessment
<b>4</b> (30-40)	Practice the Skill ( <i>Extreme Conditions</i> )	Comprehension Library Book <i>Whale Rescue</i>	Practice the Skill ( <i>A Special Visitor</i> )	Comprehension Library Book <i>Voices of Clay</i>	Practice the Skill ( <i>Have You Heard the News?</i> )	Comprehension Library Book <i>A Trip to Puerto Rico</i>
<b>5</b> (30-40)	<i>A Sporty Summer</i> and Practice the Skill	Comprehension Library Book <i>Whale Rescue</i>	<i>The Kettle Street Car Wash</i> and Practice the Skill	Comprehension Library Book <i>Voices of Clay</i>	<i>At the Public Meeting</i> and Practice the Skill	Comprehension Library Book <i>A Trip to Puerto Rico</i>

Turn to page 2 for options to extend the daily lesson plan.