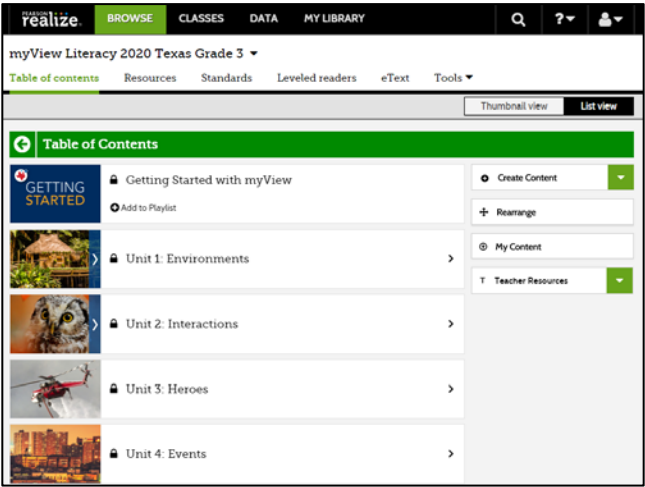

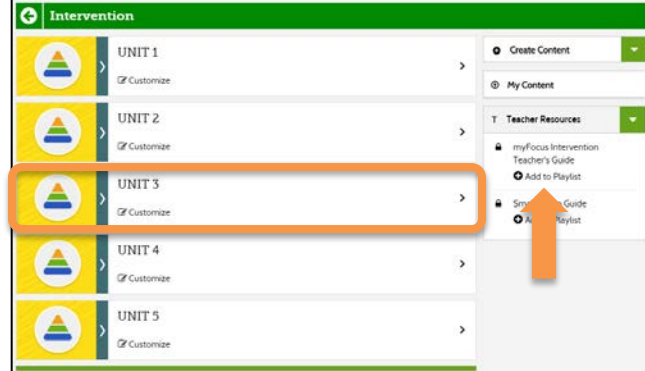
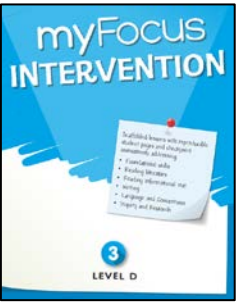


Intervention Digital Path

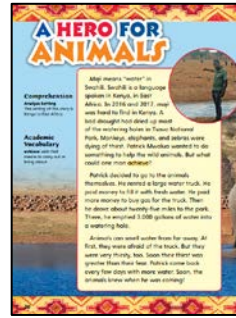


Where do I find intervention resources to support my students?
Follow this path to find out!

Digital Path	Click to Discover
<p>Sign in to PearsonRealize.com.</p>	<p>Click Sign In.</p>
<p>Select Browse and click the <i>myView Literacy</i> tab. Locate the Table of Contents for your grade level.</p> 	<p>There are two different ways to access the intervention materials. Let's begin with the program Table of Contents.</p>
	<p>Scroll down and select the Intervention tab.</p>
	<p>Select a unit to explore the resources.</p> <p>Notice the <i>myFocus Intervention Teacher's Guide</i> in the Teacher Resources.</p> 

Explore **myFocus Reader**.

Explore the **myFocus Reader** lesson for each week.



A Hero for Animals	TEACHING SUPPORT
<p>Objectives</p> <ul style="list-style-type: none"> Recognize academic vocabulary words and encourage achievement Analyze setting Identify the theme or central idea of the text and connect it to the Essential Question <p>Options for Reading:</p> <ul style="list-style-type: none"> Choral Read—Teacher and students Partner Read—Take turns reading (one paragraph at a time) Silent Read—Read individually 	<p>FIRST READING</p> <p>Preview Have students read the title of the text and preview the pictures. Ask students what they think they might learn from reading the text.</p> <p>Academic Vocabulary Tell students that they will read two of this unit's academic vocabulary words in the text, achieve and encouraged. Ask students what they have learned about the meanings of these words.</p> <p>During the First Reading First read the entire text. Echo Reading is recommended. Ask a volunteer to state the central idea of this text. Then have students go back into the text and respond to the notes in the margins:</p> <ul style="list-style-type: none"> Setting is critical in this text because it causes what happens. For example, dry conditions in a Kenyan park caused wild animals' sources of water to disappear. A synonym for achieve is in the previous sentence: "do." In this sentence, the word encouraged describes how Patrick felt after people around the world raised money for him. <p>Detect the Meaning of the Text Have students work in pairs to answer the questions. Listen in as pairs discuss; ask probing questions or redirect the discussion as needed. Remind students that good readers often paraphrase, or restate in their own words, to help them better understand a text.</p>

Click **Teacher Resources** to access the **Teaching Support** for the text.

Customize your materials.

Click **Edit** to customize the materials. Add links, upload files, and write notes to your students.

Click **Rearrange** to change the order of the **myFocus Reader** minilessons.

You can also click **Add to Playlist** to easily access the materials from **My Library**.

Now access the **intervention materials** through the lesson.

Select the **unit** from the Table of Contents.

Select the **week**.

LESSON 1
UNIT 3 Week 1: Lesson 1

Info Teacher resources Customize

UNIT 3 Week 1: Lesson 1

Select all

READING WORKSHOP: GENRE & THEME

M Weekly Launch: Primary Source
Assign

M Genre: Historical Fiction
Assign

READING WORKSHOP: ASSESS & DIFFERENTIATE

M myFocus Intervention Teacher's Guide Lesson 21

Select the **lesson**.

Click the **myFocus Intervention** lesson or **myFocus Reader** lesson under the **Assess and Differentiate** heading.

Lesson 21 Genre: Fiction
LEVEL 0 - MODEL AND TEACH

INTRODUCE Introduce the genre. Say: Stories that are made up are called fiction. Some fiction stories could happen to real life, while others could not. Talk about the common features of fiction. Say: Characters are the people or animals in a story. The setting is where and when the action of the story takes place. Introduce plot structure. Say: Stories have a beginning, a middle, and an ending. The writer tells the events, the characters and the setting of the beginning and sets up a problem. In the middle, the characters deal with the problem and work toward a solution. In the ending, the problem is resolved, one way or another, and the story finishes.

MODEL After students read "A Forever Home" and "Our Passage Home," display the excerpt on Student Page 5135.

Beginning A Forever Home

1 The day had come. Sarah really wished Max could stay. The hardest part of fostering was sending animals to their new homes. Usually it was sad, but it wasn't a huge deal. Sarah had her dog Marlo: They were constant companions. But there was something special about Max.

3 Sarah's mom peeked in. "You were right, Sarah. Max is your dog. And it looks like he is Marlo's, too." The dogs were snuggled up together, wagging their tails like crazy.

ending

NOTE: To explore different features on Pearson Realize, visit the other **Digital Paths** on MyPearsonTraining.com.