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Component	Duration
1-2-3 Goal Sheet	2 minutes
Vocabulary Introduction: <i>matter, state, particle, maintain, definite</i>	6 minutes
Text-Based “Stretch” Reading	10–15 minutes
Self-Monitoring and Goal Reflection	3–5 minutes
Word Study (optional)	10 minutes

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**1-2-3 Goal Sheet**
**2 minutes**


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**Materials**

New 1-2-3 goal sheet (one per student)

**Procedure**

- Say, “Look on your goal sheet where there is a blank for the number of new words you will use. Write the number 2 in the space. That will be your goal for today. To see whether you know how to use the vocabulary words, I will ask you ‘is it or is it not’ questions at the end of the lesson about the words.”
- Pick one goal to focus on for the day. Discuss what it takes to meet the goal. Have students read the goal and circle “yes” or “no.”

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**Vocabulary Introduction**
**6 minutes**


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**Materials**

Teacher vocabulary documents for *matter, state, particle, maintain, definite*

**Procedure**

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.

- Have students reread the sentence. Ask, “What does the sentence mean?”
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, “What does the sentence mean?”
- Use the same procedure for the rest of the words.

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## Text-Based “Stretch” Reading

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10–15 minutes

### Materials

Fifth-grade science text with the vocabulary words

### Procedure

- Begin reading the passages (see below for an example), using an established reading routine.
- Have each student identify one of the displayed strategies (created on Day 1) that helps him or her believe and stay with it.
- Pick one or two of the following phrases to reinforce students' goals during the reading of the text:
  - I see that you are rereading the text to find the answer.
  - Are you believing right now?
  - Are you staying with it right now?
  - What works for you when you struggle?
  - Tell me how you figured that out.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on words they may not know.
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

### Excerpt: *What Is Matter?*

*(Paragraph 1) Matter is all around you. Your computer is matter. Air is matter. Water is matter. Matter is made of tiny particles called atoms...*



- **Comprehension question:** What is this part of the text about?  
*There are three main states of matter (solid, liquid and gas) that can be found all around you.*

- **Vocabulary focus questions:**

- What does *matter* mean? Reread the sentence with *matter* in it and tell me what it means.  
*Matter is anything that takes up space around you.*
- What are particles? Reread the sentence with *particles* in it and tell me what it means.  
*Particles are tiny parts of something.*

- **Think and search question:** What is matter made of?

*Matter is made of tiny particles called atoms.*

### Excerpt: Solids

(Paragraph 2) *If matter is a solid object, it has a definite size and shape. Take rocks, for example...*



- **Comprehension question:** What is this part of the text about?

*Solid objects have a definite size and shape.*

- **Vocabulary focus questions:**

- What does *definite* mean? Reread the sentence with *definite* in it and tell me what it means.  
*Definite means exact.*
- What does *maintains* mean? Reread the sentence with *maintains* in it and tell me what it means.  
*Maintains means that something continues to be the same.*

- **Think and search question:** How do particles in a solid give it a definite shape and volume?

*They remain close together (tightly packed).*

### Excerpt: Liquids and Gases

(Paragraph 3) *If matter flows, it's a liquid. Think of water coming out of a hose. Like all liquids, the water changes shape. If it flows into a container...and it takes the shape of the container...*

(Paragraph 4) *If matter fills the entire space of a container it's in, it is a gas. Unlike solids and liquids, the particles in a gas are spread far apart and bounce around...*



- **Comprehension question:** What is this part of the text about?

*Liquids and gases are states of matter. Liquids change shape and gases spread far apart.*

- **Vocabulary focus question:** What do you picture when you think about the particles in a liquid? Reread the sentence with *particles* and tell me what you picture.

*I picture the particles moving around and changing shape, but they are close together.*

- **Think and search question:** Why is the shape of a liquid changeable?

*The shape of a liquid is changeable because the particles are close together but are free to move around.*

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## Self-Monitoring and Goal Reflection

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**3–5 minutes**

### Materials

- 1-2-3 goal sheet (one per student)
- Teacher vocabulary documents for *matter*, *state*, *particle*, *identity*, *definite*

### Procedure: Self-Monitoring

The goal is for students to demonstrate and reflect on understanding of vocabulary words.

Quickly review vocabulary words by having students respond to “is it or is it not” statements. Ask a student a question and then quickly move to the next student. Continue until each student has had a chance to answer enough questions to meet his or her goal.

Optional: Have the whole group give a thumbs-up for each statement that **is** an example of the vocabulary word or a thumbs-down for each that **is not**. Tally points for correct answers.

The following are example “is it or is it not” questions:

- A beam of light: **Is it** made of *matter* or **is it not** made of *matter*?
- A person: **Is it** made of *matter* or **is it not** made of *matter*?
- Ice: **Is it** a *state* of matter or **is it not** a *state* of matter?
- Time: **Is it** a *state* of matter or **is it not** a *state* of matter?
- A dirt pile: **Is it** a *particle* or **is it not** a *particle*?
- A grain of sand: **Is it** a *particle* or **is it not** a *particle*?
- An ice cube that stays frozen in the freezer: **Is it** *maintaining* or **is it not** *maintaining*?
- An ice cube that melts on the counter: **Is it** *maintaining* or **is it not** *maintaining*?
- The shape of your plastic chair: **Is it** *definite* or **is it not** *definite*?
- The shape of water in a water balloon: **Is it** *definite* or **is it not** *definite*?

### Procedure: Goal Reflection

- Guide students as they complete the I Did! column on their goal sheet by saying the following:
  - Did you believe you would meet your goals? Circle “yes” or “no” on your goal sheet.
  - Did something work for you today? Circle “yes” or “no” on your goal sheet.
  - Did you stay with it today? Circle “yes” or “no” on your goal sheet.
- Tell students to look at the bottom box. Ask, “Did you achieve your goals today?”

- Discuss and compare the results of their I Can! and I Did! answers by asking the following:
  - Did you meet your goal?
  - How did doing your 1-2-3 goal sheet help you?
  - What can you do next time to help you?
- If students met their goal, give them a reward, such as a sticker (optional).

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## Word Study (optional)

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**10 minutes**

### Materials

- Vocabulary words in list, phrases, or sentences
- Student checklists

### Procedure

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.