

Sample Lesson Overview: Level 4

Lesson Plan #1 Title: Ace it! Lesson 2

Supporting Documents for Plan #1:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Word Study	Apply knowledge of the prefixes ir-/il-/im-, post-, super-, and un- to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the main idea of a text and explain how it is supported by key details.
Vocabulary	Determine the meaning of content words used in text. Use context to determine, confirm, or self-correct understanding of unfamiliar terms. Use a glossary to determine the meaning of content vocabulary words.

Lesson Plan #2 Title: Ace it! Lesson 9

Supporting Documents for Plan #2:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Word Study	Apply knowledge of the word roots dic/dict, ject, pel, port, and pos to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write an analysis of the author's argument.
Vocabulary	Determine the meaning of content words used in text. Use homophones correctly.

Lesson Plan #3 Title: Ace it! Lesson 20

Supporting Documents for Plan #3:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Word Study	Apply knowledge of the prefixes inter-, mis-, over-, re-, and sub- to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Understand the structural elements of drama. Analyze the author's purpose for writing in a particular genre. Describe the plot of a passage. Identify the point of view of a passage.
Vocabulary	Determine the meaning of content words used in text. Use homographs correctly. Use a glossary to determine the meaning of content vocabulary words.

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes <i>ir-/il-/im-</i> , <i>post-</i> , <i>super-</i> , and <i>un-</i> to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the main idea of a text and explain how it is supported by key details.
Vocabulary	Determine the meaning of content words used in text. Use context to determine, confirm, or self-correct understanding of unfamiliar terms. Use a glossary to determine the meaning of content vocabulary words.

Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "Dinosaurs Among Us," Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are ir-/il-/im- (not), post- (after), super- (above, over, excellent), and un- (not or opposite of).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

LESSON 2

Comprehension

Nonfiction: A piece of writing that tells true information. Nonfiction is written to tell facts and explain details about a topic, such as a real place, a real person, or a real event. Nonfiction often includes features that help the reader understand the text. Some examples of these features are pictures with captions, graphs, maps, tables, and diagrams.

Main Idea: The most important idea of a passage

Supporting Details: The smaller parts of a passage that tell more about, or support, the main idea

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome

2 minutes

NOTE: Greet students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will read words with prefixes. We will also continue reading our fluency passage. Then, we will talk about the main idea and supporting details in our new passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction

3 minutes

A) Access Prior Knowledge

We have been talking about prefixes. A prefix is a letter or group of letters that can be added to the beginning of a word. Adding a prefix to a root word changes the meaning of the word.

Why is it important to study different prefixes? (When you see a word with a prefix—and you know the meaning of the prefix—it will help you figure out the meaning of that word. Recognizing prefixes will also help you read unknown words.)

B) Skill Review

Let's review the meanings of the prefixes we are studying.

NOTE: Write the prefixes ir-/il-/im-, post-, super-, and un- on the dry-erase board.

Tell me the meaning of the prefixes ir-/il-/im-. (not)

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Tell me the meaning of the prefix post-. (after)

Tell me the meaning of the prefix super-. (above, over, excellent)

Tell me the meaning of the prefix un-. (not or opposite of)

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that begin with these prefixes. Talk to a partner about the words. Then, we will share them together.

NOTE: Take a few minutes for this activity. Give the students some time to think about words with the prefixes. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-erase board. Read each word together, identify the prefix in each word, and talk about the meaning of each word.

Now, let's work together to add some of these prefixes to words.

The word star can refer to a celebrity, or a famous person. On your dry-erase board, write the word we make when we combine the prefix super- with the word star.

Let's read the word together: superstar.

What does this new word mean? (above a celebrity; above a star)

Can you use the word superstar in a sentence? (Accept all reasonable responses.)

The word graduate can refer to a person who has received a degree. On your dry-erase board, write the word we make when we combine the prefix post- with the word graduate.

Let's read the word together: postgraduate.

What does this new word mean? (after receiving a degree)

Can you use the word postgraduate in a sentence? (Accept all reasonable responses.)

The word perfect refers to something that is exactly right. On your dry-erase board, write the word we make when we combine the prefix im- with the word perfect.

Let's read the word together: imperfect.

What does this new word mean? (not exactly right)

Can you use the word imperfect in a sentence? (Accept all reasonable responses.)

Independent Practice

5 minutes

Turn to the Lesson 2 Word Study page in your workbook. Let's review the page together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should write a new word with each of the prefixes listed. Have them write the words at the bottom of the page. Students may share the words with the group.

LESSON 2

Differentiation ↓

Review the prefixes in the chart. Read the first word and model how to find and circle the prefix. Read the remaining words with the students. Encourage students to work independently to complete the page. If needed, students may work with partners to write sentences for two of the words.

FLUENCY

Review

7 minutes

A) Fluency Focus

Today, you are going to reread the fluency passage from our last session. Remember to focus on reading words correctly, at the appropriate speed, and with the right amount of expression.

Say each word that you see. Don't skip words, and don't say words that are not there. Self-correct! If you make a mistake, go back and try again.

Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases. Pause between phrases and pause for punctuation.

Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet.

B) Reread Fluency Passage

Turn to the Lesson 2 Fluency passage, "Fossils," in your workbook.

Now, it's time to work on fluency with a partner. One partner will Whisper Read the passage first. Then, the other partner will Whisper Read the passage.

When you listen to your partner, think about what he or she is doing well and what he or she should continue working on.

NOTE: If needed (for differentiation), select a reduced portion of the passage for fluency practice.

NOTE: Direct students to work in pairs for the first round of Whisper Reading. Monitor select students' fluency as they read. Once the first partner in the pair has finished, instruct the second partner in the pair to Whisper Read.

C) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well. For example, did your partner read words accurately? Did your partner stop at the end of each sentence? Did your partner use a lot of expression?

Next, tell your partner one thing he or she should continue working on. For example, does your partner need to make sure he or she doesn't skip any words? Should your partner work on pausing for all punctuation? Should your partner change the pitch of his or her voice when reading?

NOTE: Give partners a chance to discuss their fluency.

If there are any words that were difficult for you, take some time now to highlight them. Then, practice reading the words.

NOTE: Give students a moment to highlight difficult words. Students should practice reading the words. Provide assistance if needed.

COMPREHENSION

Introduction

3 minutes

A) Review Skill

During our last session, we talked about the characteristics of nonfiction text.

Let's review what you know about nonfiction text. (Nonfiction text tells facts and explains a topic. Nonfiction text often includes features that help the reader understand the text, such as pictures with captions, graphs, maps, tables, and diagrams.)

We also learned that the main idea is the most important idea of a passage and that supporting details tell more about the main idea. We are going to talk more about main idea and supporting details today.

B) Introduce Text Selection (Anthology)

Before we read our new passage, tell me what you know about dinosaurs.
(Allow students to briefly discuss what they know.)

Use the Table of Contents to find "Dinosaurs Among Us" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to think about the main idea and supporting details.

Strategies

10 minutes

I am going to read the first paragraph of this passage.

NOTE: Read the first page of "Dinosaurs Among Us" aloud. Ask the following question:

What are the authors talking about in this paragraph? Why are they suggesting that you might have a dinosaur feeder in your yard or a pet dinosaur in a cage?
(Accept all reasonable responses.)

I'm going to continue reading the passage, and I want you to follow along. Then, we will read the rest of it aloud together.

NOTE: Model, reading the rest of the first page aloud. Point out the pronunciation keys for some of the dinosaur names. Then, demonstrate how to identify the main idea (Most paleontologists believe that birds are dinosaurs.) and how to identify some details that support the main idea (Dromaeosaurids have long arms; use of arms and wrists is similar to the motion of flying; Archaeopteryx looked like a bird, had feathers; without feathers, Archaeopteryx looked like a dinosaur).

Now it's your turn to read.

NOTE: Ask individual students to read a paragraph or two.

NOTE: After reading, ask the following questions and write some of the students' responses on the dry-erase board:

Now that we have read the entire passage, what is the main idea? (Most paleontologists believe that birds are dinosaurs.)

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What details support the main idea? (Dromaeosaurids have long arms; use of arms and wrists is similar to the motion of flying; Archaeopteryx looked like a bird, had feathers; without feathers, Archaeopteryx looked like a dinosaur; Unenlagia could raise its arms high and flap them like wings; Unenlagia's skeleton is most like a bird; being able to fly gave dinosaurs a better chance of survival; because they could fly, birds are the only dinosaurs that are still alive today.)

Look at the information in the blue box at the end of the passage. Does this information support the main idea? (no)

NOTE: Discuss why the author included this information (to encourage the reader to do further research; to let the reader know that there are other opinions about birds and dinosaurs).

Integrated Writing Activity

5 minutes

Now, let's keep these ideas in mind while you work on a Comprehension page. Please turn to the Lesson 2 Comprehension page in your workbook.

NOTE: Review the directions together. Then, guide students as they complete the page. Remind students to refer to the passage as they list supporting details.

Differentiation ↑

When students finish the page, they can write one or two additional details that support the main idea. Students can write these details at the bottom of the page.

Differentiation ↓

Work together to write the main idea of the passage. Next, model how to refer to the passage to find the first supporting detail. Then, monitor students as they complete the chart. If needed, ask students to list three supporting details, instead of four.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: roasted, extinct, flexible, prey, motion, flap. Read each word aloud together.

Can you find the words roasted, flexible, and flap in the passage "Dinosaurs Among Us"?

NOTE: Have students find the words and then share with the group, reading the sentence containing each word aloud. Discuss the meaning of the words, based on the context of the sentence.

B) Guided Practice

I am going to tell you the definition of one of our vocabulary words. I want you to think about the definition and write the word that matches on your dry-erase board.

NOTE: Say the first definition and have students write the matching vocabulary word on their dry-erase boards. Review the correct answer before moving on to the next word.

LESSON 2

no longer in existence (extinct)

an animal that is hunted by another for food (prey)

the action of moving (motion)

C) Independent Practice

Now turn to the Lesson 2 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should use two vocabulary words in their own sentences. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Read each vocabulary word with the students. Read the first sentence aloud and model how to complete the first sentence by thinking aloud about the context. Assist students as they complete rest of the page. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the meaning of each vocabulary word.

WRAP-UP

Summary/Obsure

5 minutes

We certainly learned a lot today! Turn to your partner and tell each other a word that begins with the prefixes *ir-*, *il-*, *im-*, *post-*, *super-*, or *un-*. Then, we will share the words together. (Possible responses include: irregular, illegal, impatient, postpone, superhero, unreliable, etc.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 2 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.

LESSON 2

ANSWERS ARE IN **BOLD>.**



WORD STUDY | LESSON 2

Prefixes

Directions: Look at the prefix chart below. Then, underline the prefix in each word that follows the chart.

PREFIX	MEANING
ir-/il-/im-	not
post-	after
super-	above, over, excellent
un-	not or opposite of

1. **un**afraid
2. **im**mature
3. **ir**responsible
4. **super**power
5. **il**logical
6. **post**game

Directions: Choose two words from above. Write a sentence for each word. Underline the word in the sentence.

Answers will vary.

FLUENCY | LESSON 2



Fossils

A fossil is something left behind when an animal or plant dies. A fossil looks like a rock and is formed when part of an animal or a plant is buried in mud. Over time, the mud hardens. Next, the animal or plant part dissolves and leaves behind an imprint. Then, millions of years later, the fossil rises to the surface of the Earth.

What do fossils have to do with dinosaurs? The word **fossil** comes from a Latin word that means "dug up." Paleontologists are people who study plant and animal life from long ago. They often dig up fossils. We all know that it is impossible to see dinosaurs in real life, so finding a dinosaur fossil is the next best thing. Paleontologists use fossils to learn about these creatures.



A dinosaur fossil embedded in the ground.

Dinosaur fossils can contain footprints, teeth, or bones. These fossils teach paleontologists a lot about dinosaurs. For example, footprint fossils tell them where the dinosaurs lived, and teeth fossils give clues about what the dinosaurs ate. The the fossils of dinosaur bones can show what a dinosaur looked like. Paleontologists know that a triceratops had three horns because of what its bone fossils look like. Dinosaur bone fossils also tell us about the size of the dinosaur. The bigger the bones, the bigger the dinosaur. That is how we know that T. Rex was so gigantic!



COMPREHENSION | LESSON 2

Main Idea and Supporting Details: "Dinosaurs Among Us"

Directions: Refer to the passage "Dinosaurs Among Us" to complete the chart.

Main Idea: <u>Most paleontologists believe that birds are dinosaurs.</u>
Supporting Detail 1: <u>Dromaeosaurids had long arms, and the way they used their arms is similar to the motion birds use when they fly.</u>
Supporting Detail 2: <u>Archaeopteryx looked like a bird and had feathers, but without feathers, Archaeopteryx looked like a dinosaur.</u>
Supporting Detail 3: <u>Unenlagia's skeleton is most like a bird's skeleton. It could raise its arms high, which could have made it easier to flap them like wings.</u>
Supporting Detail 4: <u>Being able to fly could help dinosaurs survive. So, it is possible that birds are the only dinosaurs that are still alive today.</u>

VOCABULARY | LESSON 2



Content Vocabulary

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. You may refer to the Glossary, if needed.

extinct	flexible	prey
flap	motion	roasted

1. My body became more **flexible** after taking gymnastics for three years.
2. The chef **roasted** vegetables in the oven.
3. Why are some animals that lived long ago now **extinct**?
4. The rocking **motion** of the boat made me feel sick.
5. Can you **flap** your arms and pretend to fly like a bird?
6. The spider hid until it was ready to attack its **prey**.

LESSON OBJECTIVES

Word Study	Apply knowledge of the word roots <i>dic/dict</i> , <i>ject</i> , <i>pel</i> , <i>port</i> , and <i>pos</i> to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write an analysis of the author's argument.
Vocabulary	Determine the meaning of content words used in text. Use homophones correctly.

Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "Plastic Pollution"*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Index cards (for Word Study)
- Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Root: The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. The roots used in this lesson are dic/dict (write or say), ject (throw or force), pel (push or drive), port (carry), and pos (put or place).

Syllable: A part of a word that contains only one vowel sound. The number of times that you pronounce a distinct vowel sound is the number of syllables the word has. It is important for students to remember that vowels can work together (for example, ee and ea) to make a single vowel sound.

Syllabication: The division of words into syllables. Understanding syllabication will help students read unknown words quickly, which will help with comprehension.

LESSON 9

Syllabication Rules: The following syllabication rules are covered in this lesson:

- Every syllable has one vowel sound.
- When dividing a word with affixes into syllables, first divide the word into the root word and affixes. Then, if possible, divide the parts into syllables.
- In a word with a prefix, divide the word after the prefix.
- In a word with a suffix, divide the word before the suffix.
- The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.
- Divide a word between double consonants.

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Argument or Claim: The main point that the author is trying to prove. The author should use facts (reasons and evidence) to support his or her claim.

Fact: A statement that can be proven by observing, measuring, weighing, or doing research

Opinion: Assumptions and beliefs, on the part of the author, that cannot be proven. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Prediction: A logical guess about what will happen based on information in a text. A prediction can tell what comes next or what future events might occur.

Analysis: Examining and evaluating the parts of an author's writing. In this lesson, students will analyze the author's argument by identifying the important facts the author uses to support the argument and by determining the effectiveness of the author's argument.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Homophones: Words that sound the same but have different spellings and meanings. The meanings of homophones can be determined by figuring out how they are used in sentences. Understanding homophones will help students with reading, writing, and spelling. Examples of homophones include to/too/two, bare/bear, dear/deer, meat/meet, and sail/sale.

LESSON PLAN

Welcome

2 minutes

NOTE: Greet students by name and take attendance. State Lesson Objectives for today. *During today's lesson, we will divide words with the roots dic/dict, ject, pel, port, and pos into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread "Plastic Pollution" and write an analysis of the author's argument. Finally, we will review our vocabulary words.*

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the roots we have been learning about. What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone. You can add an affix, which is a prefix or a suffix, to a root.)

NOTE: Write the roots dic/dict, ject, pel, port, and pos on the dry-erase board.

What do these roots mean? (dic/dict: write or say; ject: throw or force; pel: push or drive; port: carry; pos: put or place)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. Remember, a syllable is a part of a word. Every syllable has one vowel sound. When we divide words into syllables, it is called syllabication. Understanding syllables is important when you are reading. Dividing a word into parts will help you read unknown words quickly. Being able to read words quickly will help with your comprehension.

NOTE: Write the following words on the dry-erase board: dejected, possess, support.

Here are three words from "Plastic Pollution" that contain roots we studied.

Let's start with this word.

NOTE: Point to the word dejected.

This word has affixes. It also has a root that we studied. What is the root in this word? (ject)

When dividing a word with affixes into syllables, we divide the word into the root word and affixes first. We also know to divide a word after a prefix and before a suffix. We need to check those word parts to see if we need to divide them further.

The root ject has one vowel sound, so it is one syllable in the word. We can divide the word before and after this root.

NOTE: Write the root ject on an index card.

Now, let's look at the beginning of the word. Remember, every syllable has one vowel sound. There is one vowel sound in this part of the word, so this is the first syllable.

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NOTE: Write de on an index card.

*This word contains the inflectional ending -ed. The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters *d* or *t*. The root ject ends with the letter *t*. So, the ending -ed does add another syllable. This is the last syllable in the word.*

NOTE: Write ed on an index card.

Let's read each part of the word together: de/ject/ed.

NOTE: Hold up (or point to) each index card as you say each syllable. Now, let's read the word: dejected. There are three syllables in the word dejected.

Let's try another word.

NOTE: Point to the word possess.

This word has a root that we know. What is the root? (pos)

We know how to read that part of the word. The root pos has one vowel sound, so it is the first syllable in the word.

NOTE: Write the root pos on an index card.

You probably noticed that this word has double consonants. We already divided after the root, but we also know to divide a word between the double consonants. We won't divide the word between the other set of double consonants at the end of the word because there isn't another vowel sound after them.

The rest of the word has only one vowel, so we know that is the other syllable.

NOTE: Write the syllable sess on an index card.

Now, let's say the parts of the word together: pos/sess.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word. The word is possess. There are two syllables in this word.

Let's look at the last word.

NOTE: Point to the word support.

Think about the syllabication rules we have learned. I want you to write this word on your dry-erase board and divide the word into syllables. Then, we will share our answers.

NOTE: Have students write the word and divide it into syllables.

How did you divide this word? What did you think about as you divided this word? (You can divide the word this way: sup/port. This word has the root port. The root is the last syllable in the word because it only has one vowel sound. So, we will divide the word before the root. This word has double consonants. We already divided before the root, but we also know to divide a word between the double consonants. The rest of the word has only one vowel, so we know that is the other syllable: sup.)

NOTE: Divide the word into syllables on the dry-erase board, as students explain what to do.

Now, let's say the parts of the word together: sup/port.

NOTE: Point to each syllable on the dry-erase board as you read it. First, say it slowly. Then, read the word. The word is support. There are two syllables in this word.

LESSON 9

By going through this process of dividing a word into smaller parts, we were able to read the word. We know that it helps to split a word into smaller parts!

Independent Practice

5 minutes

Turn to the Lesson 9 Word Study page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the page independently. Review the page together after the students have completed it.

Differentiation ↑

When they have completed the page, students should think about the syllabication rules they used and list those rules at the bottom of the page.

Differentiation ↓

Assist students as they divide the first two words into syllables. Remind students that every syllable has one vowel sound. Students may circle the vowel sounds if needed before dividing the words into syllables. Encourage students to work independently. Provide assistance, as needed. For the second part of the page, allow students to work with partners to write each definition. Remind them to think about the meaning of the affixes and roots when writing each definition.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Say Yes to Yoga" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased accuracy, rate, and expression.

Turn to the Lesson 9 Fluency passage, "Say Yes to Yoga," in your workbook.

As you Whisper Read today, think about our goals: reading with speed, reading accurately, and reading with expression. Think about what you did well during our last session, as well as what you needed to work on. Take a moment to set your own personal fluency goal today.

NOTE: Assist students with setting personal goals.

B) Whisper Read, Checking Fluency Against Personal Goal (Independent)

Now I want you to Whisper Read the story.

NOTE: Direct students to Whisper Read the selection, monitoring students as they read. Students can reread the selection if time permits.

Differentiation ↑

Have the students use a timer to see how long it takes to read the passage with accuracy and expression.

Differentiation ↓

Select a reduced portion of the text for fluency practice.

LESSON 9

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the argument or claim presented by an author.

B) Review Skill

Tell me what you have learned about how an author presents an argument or claim in a passage. (When an author states his or her view on a topic, the author presents an argument or claim. This is the main point that he or she is trying to prove. The author uses reasons and evidence to support the claim. The author's evidence includes facts and opinions.)

C) Reread Text Selection (Anthology)

Please turn to "Plastic Pollution" in your Anthology. This time, you and a partner will read to each other. Switch after every page. Help each other with any difficult words.

NOTE: Assign each student a partner. Listen as they read to each other. Provide assistance, as needed.

Extension of Skill Beyond Text

5 minutes

Today, you are going to write an analysis of the author's argument. When you analyze, you examine and evaluate the parts of an author's writing. You will analyze the author's argument in "Plastic Pollution" by identifying the claim and the important facts the author uses to support it. Then, you will decide whether or not you believe the author proved the claim.

Turn to the Lesson 8 Comprehension page and look at your chart. You listed facts and opinions from the passage on this chart. Should you focus on facts or opinions as you analyze the author's argument? Why? (Facts are the best support for an argument. Facts can be proven true. Opinions give details about what the author believes, but they cannot be proven.)

I want you to list at least three important facts from this page on your dry-erase board. You will refer to this information as you write your paragraph. If needed, you may also refer to the passage.

NOTE: Students should list the important facts on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 8 Comprehension page while writing.

Activity Your Turn to Write

5 minutes

Now it's time to write your analysis of the author's argument. Turn in your workbook to the Lesson 9 Comprehension page.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to use the information from their dry-erase boards. Students may refer to the Lesson 8 Comprehension page and the passage, if needed.

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their paragraphs with partners. Students should look for the claim, facts that support the claim, and whether or not the author proved the claim in their partners' paragraphs.

Differentiation ↓

Guide students as they write their sentences. Have students complete the following sentences for their paragraphs: "The author's argument in "Plastic Pollution" is _____. The author supports this argument by explaining _____. I believe the author (proved/did not prove) the argument because _____." If time permits, have students share their summaries with partners. Students should look for the claim, facts that support the claim, and whether or not the author proved the claim in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at the vocabulary we learned for the story "Plastic Pollution." We know that some of our words are homophones. What are homophones? (words that sound the same but have different spellings and meanings)

I'm going to write a pair of homophones on the dry-erase board. Then, I will point to one of the words and use it in a sentence. If I use the word correctly, show me thumbs up. If I don't use the word correctly, show me thumbs down.

NOTE: Write the words waist and waste on the dry-erase board. Then, point to waist and say the following sentence:

A lot of plastic waist winds up in landfills. (thumbs down)

Here's another pair of homophones.

NOTE: Write the words shore and sure on the dry-erase board. Then, point to shore and say the following sentence:

We are collecting the trash that has washed up on the shore. (thumbs up)

Here's one more pair of homophones.

NOTE: Write the words affects and effects on the dry-erase board. Then, point to affects and say the following sentence:

Our overuse of plastic affects animal life in the ocean. (thumbs up)

B) Independent Practice

Turn to the Lesson 9 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

LESSON 9

Differentiation ↑

After completing the page, students should write definitions for any of the vocabulary words on the page. Students may write the definitions at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Model how to write the first sentence and show how to include information from the passage in the sentence. Then, assist students as they complete the page. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We have had a very busy session today. I want you to think about an issue that is important to you. It could be about the environment, animals, or another topic. Tell us one fact and one opinion about that issue. (Accept all reasonable responses.)

NOTE: Encourage students to state the issue, one fact, and one opinion.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 9 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.



WORD STUDY | LESSON 9

Syllabication

Directions: Divide the following words into syllables. Then, read each word.

WORD	WORD DIVIDED INTO SYLLABLES
1. compel	com / pel
2. rejected	re / ject / ed
3. predict	pre / dict
4. reporter	re / port / er

Directions: On the lines below, provide definitions for the words predict and reporter by examining the syllables that make up the word. Use sentences to write your answer.

- predict

Possible response: The prefix pre- means "before," **and the root dict** means "write or say." **Together, the word predict** means "to say before."

- reporter

Possible response: The prefix re- means "again or back," **the root port** means "carry," **and the suffix -er** means "someone who does the action." **Together, the word reporter** means "someone who carries information again or back."

FLUENCY | LESSON 9



Say Yes to Yoga!

Yoga is good for your body and your mind. Because of its benefits, everybody should take yoga, or they should at least try it!



Yoga keeps you fit. You may think yoga is not really a workout. But it is! The poses build muscle and strengthen bones. Most yoga positions can improve your balance and flexibility. Many athletes take yoga classes. It helps them move better in their sports.

Yoga helps you focus. During a yoga class, you think about breathing correctly and holding each pose. This calms your mind and helps your overall well-being. You will leave a yoga class feeling relaxed and refreshed.

There is no competition in yoga. No one is keeping score, so you aren't concerned about what others are doing. Yoga promotes self-acceptance. This helps you view yourself and those around you in new ways.

There are many styles of yoga, from gentle yoga classes to power yoga classes. There are even "hot" yoga classes, where the temperature of the room is over 100 degrees!

If you have tried one type of yoga and didn't like it, try another. Don't reject this fabulous form of exercise. There is a yoga class out there for everyone. Once you start, you won't be able to stop!



COMPREHENSION | LESSON 9

Author's Argument: Your Turn to Write

Directions: Write a paragraph in which you analyze the author's argument in "Plastic Pollution." First, describe the author's argument or claim. Then, summarize the facts that best support the author's argument. Finally, give your opinion. Do you think the facts prove the argument? Explain your answer. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

Sample response: The author's argument in "Plastic Pollution" is that if we do not change the way we deal with plastic, our planet will be ruined by plastic pollution. The author supports this argument by explaining that plastic bottles that aren't recycled end up in landfills, where it takes about 1,000 years to break down. The author also describes the Great Pacific Garbage Patch, which is full of plastic. It is harming the plants and fish that live in the ocean. It is also harming people who eat these fish. I believe the author proved the argument because if we don't change the way we use and throw away plastic, the amount of plastic in our landfills and oceans will continue to harm plants, fish, and people.

VOCABULARY | LESSON 9



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should be related to information from the passage "Plastic Pollution."

- landfill
Answers will vary.
- unsightly
Answers will vary.
- surface
Answers will vary.
- shore
Answers will vary.
- affects
Answers will vary.
- waste
Answers will vary.

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes <i>inter-</i> , <i>mis-</i> , <i>over-</i> , <i>re-</i> , and <i>sub-</i> to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Understand the structural elements of drama. Analyze the author's purpose for writing in a particular genre. Describe the plot of a passage. Identify the point of view of a passage.
Vocabulary	Determine the meaning of content words used in text. Use homographs correctly. Use a glossary to determine the meaning of content vocabulary words.

Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "The Princess and the Pea," Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are inter- (between), mis- (wrong, bad), over- (over, above), re- (again), and sub- (under, below).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

LESSON 20

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Drama: A type of literature that is designed to be performed on a stage, also known as a play. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions.

Author's Purpose: The reason an author writes (to inform, to entertain, or to persuade)

Plot: What happens in a story. The plot has a beginning (when an important event takes place or a problem may occur), a middle (when other events or activities occur that help solve the problem), and an end (when the problem is solved).

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Homographs: Words that may or may not sound alike but have the same spelling and different meanings

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome

2 minutes

NOTE: Greet students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will practice reading words with prefixes. We will continue reading our fluency passage. Then, we will read a new drama. Finally, we will do more work with our vocabulary words.

WORD STUDY

Introduction

3 minutes

A) Access Prior Knowledge

We have been talking about prefixes. What is a prefix? (A prefix is a letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word.)

B) Skill Review

Let's review the meanings of the prefixes we are studying.

LESSON 20

NOTE: Write the prefixes inter-, mis-, over-, re-, and sub- on the dry-erase board.

Tell me the meaning of the prefix inter-. (between)

Tell me the meaning of the prefix mis-. (wrong, bad)

Tell me the meaning of the prefix over-. (over, above)

Tell me the meaning of the prefix re-. (again)

Tell me the meaning of the prefix sub-. (under, below)

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that contain these prefixes. Talk to a partner about the words. Then, we will share them together.

NOTE: Take a few minutes for this activity. Give the students some time to think about words that contain the prefixes. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-erase board. Read each word together, identify the prefix in each word, and talk about the meaning of each word.

Let's work with some of these prefixes. Write the word flow on your dry-erase board.

NOTE: Write flow on the dry-erase board.

Now, add the prefix over- before the word flow.

NOTE: Write over- before the word flow on the dry-erase board.

What new word did you write? (overflow)

NOTE: Have the students hold up their dry-erase boards after writing their answers.

Based on what you know about the prefix over-, what do you think overflow means? (to flow over something)

Let's try another example.

NOTE: Write the following on the dry-erase board: mis + calculate = ?

Look at the prefix and the root word. Together, what new word is formed? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers. Write the word miscalculate on the dry-erase board.

Did you write miscalculate? Miscalculate means "to calculate wrong."

Let's try one more.

NOTE: Write the following on the dry-erase board: sub + merge = ?

Look at the prefix and the root. Together, what new word is formed? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers. Write the word submerge on the dry-erase board.

You should have written submerge, which means "to cause to be under water."

LESSON 20

Independent Practice

5 minutes

Turn to the Lesson 20 Word Study page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should write definitions for at least two of the words. Students may write the definitions at the bottom of the page. Students can share their definitions with the group.

Differentiation ↓

Read each word with the students. Ask students to find and circle the prefixes in each word. Model how to complete the first sentence by using the context of the sentence and the meaning of each root. Then, encourage students to work independently to complete the rest of the page. Provide assistance, as needed.

FLUENCY

Review

7 minutes

A) Fluency Focus

Today, you are going to reread our fluency passage.

Say each word that you see. Don't skip words, and don't say words that are not there. Self-correct! If you make a mistake, go back and try again.

Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases. Pause between phrases and pause for punctuation.

Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet. Change your voice to sound like the characters in the play.

B) Reread Fluency Passage

Turn to the Lesson 20 Fluency passage, "The Grasshopper and the Ant," in your workbook.

Now, it's time to work with a partner. One partner will Whisper Read the passage first. Then, the other partner will Whisper Read the passage. Even though this is a play, I want you to read everything aloud, including the list of characters, act numbers, and stage directions.

When you listen to your partner, think about what he or she is doing well and what he or she should continue working on.

NOTE: If needed (for differentiation), select a reduced portion of the passage for fluency practice.

NOTE: Direct students to work in pairs for the first round of Whisper Reading. Monitor select students' fluency as they read. Once the first partner in the pair has finished, instruct the second partner in the pair to Whisper Read.

C) Fluency Follow-up

Take a moment to talk to your partner about fluency. Tell your partner one thing he or she did well and one thing he or she should continue working on.

NOTE: Give partners a chance to discuss their fluency.

If there are any words that were difficult for you, take some time now to highlight them. Then, practice reading the words.

NOTE: Give students a moment to highlight difficult words. Students should practice reading the words. Provide assistance if needed.

COMPREHENSION

Introduction

5 minutes

A) Review Skill

Now we are ready to focus on comprehension. During our last session, we talked about drama. What is a drama, or a play? (A drama is meant to be performed or acted out for an audience. Most dramas are forms of fiction because they tell stories that are made up by authors. Unlike other fictional stories, a drama is mostly made up of dialogue and not written in paragraphs. Drama usually includes a list of characters, a set description, and stage directions.)

How is a play similar to a story? (Both have made-up characters, a setting, and a plot. The purpose of both is to entertain.)

B) Introduce Text Selection (Anthology)

Use the Table of Contents to find "The Princess and the Pea" in your Anthology. This drama is based on a fairy tale. Raise your hand if you are familiar with this fairy tale.

NOTE: If students raise their hands, have them briefly share what they know about the story.

C) State Lesson Objective/Purpose Based on Skill

As we read, I want you to pay attention to the features of this drama. Think about the plot and the point of view from which the drama is told.

Strategies

8 minutes

A play is meant to be performed, so I am going to assign you roles. You will read your character's lines as if you were acting out "The Princess and the Pea" on a stage.

NOTE: Assign characters (Narrator, Prince, King, Queen, Princess) and have students read the play aloud. Depending on the number of students in the group, break up the play into sections and reassign characters so that each student is able to participate in reading a part of the play. If there aren't as many students as there are characters, take one of the parts or have students play multiple roles.

Why might the author have chosen to write this story as a drama? (Possible response: The author wanted the story to be performed or acted out on stage.)

LESSON 20

What features did you notice in this drama? (Possible responses: mostly dialogue, list of characters, set description, stage directions)

Tell me about the plot of this drama. (Possible response: This drama is about a royal family whose prince is looking for a princess. He is upset because he can't seem to find one. That night, there is a bad storm and a young woman shows up at their gate. She says she is a real princess, but she doesn't look like one. The queen invites her to spend the night and places a pea underneath twenty mattresses on the young woman's bed. The next morning, the woman says that she didn't sleep well because of something hard under her mattresses. The king and queen immediately realize that she is a princess because she has such delicate skin. She and the prince eventually get married.)

Think about the point of view from which this play is told. Is the narrator of this play directly involved in the plot? (no)

Integrated Writing Activity

5 minutes

Turn to the Lesson 20 Comprehension page in your workbook. We will refer to both passages as we work together to complete the page. Let's read the directions.

Differentiation ↑

Guide students as they write and encourage them to include at least five important events from the plot. Remind students to refer to the passage as they work.

Differentiation ↓

Guide students as they write. Model how to identify important events from the plot, including the problem and the solution. If needed, students may talk about the plot with partners as they complete the page. Remind students to refer to the passage as they work.

VOCABULARY

Review

7 minutes

A) Review Content Words

In our last session, we learned about homographs. Who can tell me what homographs are? (words that may or may not sound alike but have the same spelling and different meanings)

NOTE: Write the vocabulary words on the dry-erase board: moped, address, tear, wind, present, object. Read each word aloud together.

B) Guided Practice

I am going to say one of our words, and I want you to find it in the Glossary. We will look at the pronunciation and read the definition aloud. Then, we will talk about a different pronunciation and meaning for the word.

NOTE: Say the following words, one at a time. The students should find the word in the Glossary. Read each definition aloud together. Then, discuss the other pronunciation and meaning. Those pronunciations and meanings are listed below:

moped: (MOH ped) a type of motorcycle

address: (ADD dress) location

tear: (TAYR) to rip

wind: (WINDE) to roll or coil

present: (PRE zint) a gift

object: (OB jekt) a thing

C) Independent Practice

Now turn to the Lesson 20 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should write sentences using any of the definitions of the homographs that were not used in the play. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Assist students as they complete the page. Have students Whisper Read each sentence to themselves. Then, have them replace the underlined word with the definitions to determine which one makes the most sense. Once students have finished the page, they should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! We have been talking about drama and fictional stories. Which genre do you prefer and why? (Accept all reasonable responses.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 20 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.

LESSON 20

ANSWERS ARE IN **BOLD**.



WORD STUDY | LESSON 20

Prefixes

Directions: Underline the prefix in each word below.

repaint **intervene** **overpaid** **misread** **subway**

Directions: Read the following sentences. Use one of the words above to complete each sentence. Then, write the word on the line.

- The cost of my new shoes was way above the price that was listed online, so I'm pretty sure we overpaid for them.
- The wall color is too dark, so we will have to repaint the room again this weekend.
- I must have misread the schedule because I arrived for the show at the wrong time.
- Mom didn't want to come between her sisters, so she decided not to intervene during their conversation.
- We enjoy riding underground as we take the subway into the city.

FLUENCY | LESSON 21



The Grasshopper and the Ant

CHARACTERS:

Narrator
Grasshopper
Ant



ACT ONE

(It is a sunny and warm summer day in a grassy field, which is surrounded by colorful flowers and tall trees with green leaves.)

NARRATOR: One summer day, as Grasshopper was happily hopping, singing, and chirping, he saw his friend Ant marching by.

(Ant walks by, carrying an ear of corn.)

GRASSHOPPER: Hello, Ant! You look like you are working too hard. It's a beautiful day, so we should enjoy it together!

ANT: (Stops next to Grasshopper, puts down the corn, and shakes his head no.) Sorry, I can't right now, Grasshopper. I'm getting our food supply ready for the winter, and I think you should do the same.

GRASSHOPPER: We have an overabundance of food right now, and the last thing I want to think about is winter!

ANT: But it will be cold before we know it, and then it will be difficult to find food. I want to be prepared when that happens.

(As Ant picks up the corn and continues on his way, Grasshopper shakes his head and hops away.)

ACT TWO

(It is a cloudy and windy winter day in the same field. The flowers have died, the trees are bare, and the ground is covered with snow.)

NARRATOR: When winter came, Grasshopper had no food. Hungry and cold, he hopped around the field searching for something to eat, until he noticed his friend Ant eating some corn.

ANT: (Waves to Grasshopper.) Grasshopper, you look hungry! I guess you didn't take my advice.

(Ant gives Grasshopper some corn.)

GRASSHOPPER: I didn't want to interrupt my good times by gathering food. You were right, Ant. I need to be better prepared for the future. It is generous of you to share your corn with me now, my friend.

(Grasshopper and Ant huddle together, eating corn and continuing to talk.)

NARRATOR: And so, Grasshopper learned the lesson that it is wise to prepare today for the needs of tomorrow.



COMPREHENSION | LESSON 20

Characteristics of Drama

Directions: Write a summary of the plot of "The Princess and the Pea." Refer to the passage as you complete this page.

Possible response: "The Princess and the Pea" is about a royal family whose prince is looking for a princess. He is upset because he can't seem to find one. That night, there is a bad storm and a young woman shows up at their gate. She says she is a real princess, but she doesn't look like one. The queen invites her to spend the night and places a pea underneath twenty mattresses on the young woman's bed. The next morning, the woman says that she didn't sleep well because of something hard under her mattresses. The king and queen immediately realize that she is a princess because she has such delicate skin. She and the prince eventually get married.

VOCABULARY | LESSON 20



Content Vocabulary

Directions: Read each sentence from the play below. Circle the correct meaning of the underlined homograph, based on the word's context.

- For weeks, the prince moped around the castle in despair. (**sulked**; a type of motorcycle)
- Would you like to address your son's concerns? (**discuss**; location)
- A tear slipped down his cheek. (to rip; **a drop of liquid flowing from the eye**)
- The wind howled, and the rain poured down. (to roll or coil; **a stream of air**)
- I present to you Princess Caroline. (a gift; **to introduce in a formal way**)
- The queen and king did not object. (**oppose**; a thing)