

Sample Lesson Overview: Level 5

Lesson Plan #1 Title: Ace it! Lesson 4

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 suffixes <u>-ity</u> , <u>-ment</u> , <u>-ful</u> , and <u>-ible/-able</u> to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Review the characteristics of fiction. Determine the theme of a story, including how characters respond to challenges. Describe how a narrator or speaker's point of view influences how events are described. Determine the meaning of figurative language, such as similes and metaphors. Describe the plot of a narrative passage.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary. Use a glossary to determine the meaning of content vocabulary words.

Lesson Plan #2 Title: Ace it! Lesson 12

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 prefixes <u>dis-</u> , <u>inter-</u> , <u>mis-</u> , and <u>anti-</u> 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 a paragraph about the characters in a passage, focusing on how their interactions contribute to the theme.
Vocabulary	Determine the meaning of content words used in text. Use homophones correctly.

Lesson Plan #3 Title: Ace it! Lesson 23

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 suffixes -ance/-ence, -ize, -some, and -en to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes 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. Explain the relationships between events in a historical text, based on specific information in the text. Understand chronological text structure and the use of transitions.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. Use a glossary to determine the meaning of content vocabulary words.

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes <u>-ity</u>, <u>-ment</u>, <u>-ful</u>, and <u>-ible/-able</u> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of suffixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Review the characteristics of fiction.</p> <p>Determine the theme of a story, including how characters respond to challenges.</p> <p>Describe how a narrator or speaker's point of view influences how events are described.</p> <p>Determine the meaning of figurative language, such as similes and metaphors.</p> <p>Describe the plot of a narrative passage.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

- ☐ *Ace it! Student Workbook*
- ☐ *Ace it! Anthology: Glossary*
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

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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

Fiction: A type of literature, such as a short story or novel, that contains characters and events that are made up by the author

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

Theme: A single message that is the basis of an entire story; the big idea of the passage

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.

Figurative Language: Language that uses figures of speech (such as simile, metaphor, or personification) to describe something.

Simile: Compares things directly. Similes use the words like, as, or than. For example: She is smarter than a computer.

Metaphor: Compares things by making one similar thing stand in for another. Metaphors usually use words like is or was. For example: She is a rock.

Vocabulary

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

Denotation: The literal meaning, or dictionary definition, of a word. For example, the denotation of the word home is "a house, apartment, or other shelter."

Connotation: A word's secondary meaning; the feeling or image created by the word. A word can have a positive or a negative connotation. For example, the connotation of the word home can be positive because it brings to mind feelings of warmth and safety.

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 the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will practice reading words with suffixes. We will also practice reading a passage quickly and easily. Then, we will talk about the

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plot, theme, and point of view of a story. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

We know that many words are made up of a combination of word parts. We have already learned about prefixes, which can be added to the beginning of words. Today we will learn about another word part that can be added to the end of a word. Can you tell me the name of this word part? (suffix)

B) Skill Introduction

A suffix is a letter or group of letters that is added to the end of a word. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Understanding the meanings of suffixes will help you find the meanings of unknown words.

Let's look at an example.

NOTE: Write the word excite on the dry-erase board.

Let's read this word: excite. What does the word excite mean? (to have energy)

Now, we will add the suffix -ment to this word. The suffix -ment means "the state or condition of being."

NOTE: Add the suffix -ment to the end of the word excite.

Let's read the new word: excitement.

Based on what we know about the meaning of the word excite and the meaning of the suffix -ment, the word excitement means "the state of being excited" or "the state of being energetic."

Direct Skill Instruction and Guided Practice

10 minutes

These are the suffixes we are focusing on today. Let's read each suffix and its meaning aloud.

NOTE: Write each suffix and meaning on the dry-erase board. Then, read them aloud.

SUFFIX	MEANING
-ity	quality or state of being
-ment	state or condition of being
-ful	having or full of
-ible/-able	capable of or full of

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We have already taken a look at the -ment suffix. Now, let's take a look at the other suffixes.

NOTE: Write the following on the dry-erase board: creative + ity = ?

Look at the word and the suffix. To form a new word with the suffix -ity, you will have to drop the letter e from the end of the word creative. Write the new word on your dry-erase board.

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

Did you write creativity? That's right. Creativity is the quality of being creative. Now look at this example.

NOTE: Write the following on the dry-erase board: sense + ible = ?

Once again, you will have to drop the letter e at the end of the word sense before adding the suffix. On your dry-erase board, write the new word that is formed.

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

You should have written sensible, which means "full of sense."

Let's try one more.

NOTE: Write the following on the dry-erase board: cheer + ful = ?

Look at the word and the suffix. What new word do they form? Write the word on your dry-erase board.

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

You should have written cheerful, which means "full of cheer."

Independent Practice

5 minutes

Turn to the Lesson 4 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 make a list of other words that contain the suffixes -ity, -ment, -ful, and -ible/-able. Students can read their word lists with partners.

Differentiation ↓

Have the students complete the first part of the page independently. For the second part of the page, model how to form the first word and how to write a definition. Then, encourage students to work on their own to complete the page. Remind students to use the definition of the suffix in the definition of each new word. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency. Reading with fluency means that we read the words correctly, at the appropriate speed, and with the right amount of expression.

Practicing fluency helps us become better readers. When we are accurate, we read without making mistakes. When we read with the right amount of speed, we read at a good pace. When we read with expression, we show feeling.

Turn to the Lesson 4 Fluency passage, "Nighttime Frights," in your workbook.

B) Modeling

I will begin reading first, and then I will ask you to read with me.

NOTE: Orient students to the page and introduce the fluency passage. Read the first paragraph of the passage aloud to students, modeling appropriate speed and expression.

C) Read Aloud

NOTE: Invite students to join you in reading aloud the rest of the fluency passage. Then, if time permits, allow them to Whisper Read individually.

D) Fluency Follow-up

During our next session, you will have a chance to read this passage again as you continue to focus on becoming a fluent reader. Start thinking about the goals you would like to set for accuracy, speed, or expression.

Do you read every word that you see, or do you skip words? If you are not reading every word you see, you should set a goal for accuracy.

Do you read at a good pace, or do you read too fast or too slow? Do you pay attention to phrasing and punctuation? If you are not reading at a good pace, you should set a goal for speed.

Do you change the pitch or volume of your voice as you read, or do you read in one pitch or volume the entire time? If you are not changing the pitch or volume of your voice, you should set a goal for expression.

E) Word Study Application

Now, I want you to locate a word in your fluency passage that ends with one of the suffixes we studied today. Let's use what we know to read the word.

NOTE: Have the students find the word unspeakable. Students may underline or circle the word in the passage.

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COMPREHENSION

Introduction

4 minutes

Introduce Skill in Isolation

Now, we are going to focus on our comprehension skills. There are two main categories of reading materials: fiction and nonfiction. We have already talked about nonfiction text. We know that nonfiction is written to tell facts and explain details about a topic, such as a real place, a real person, or a real event.

Today, we are going to talk about text that is fiction. Fictional writing tells a story that the author made up. A fictional passage contains characters, a setting, a problem, and a solution.

Many times, a story centers around a theme or message. Sometimes, the theme is stated in the story. Other times, you will have to use clues from the story to understand the theme, such as what the characters say and do, if the characters change from the beginning of the story to the end, and if there is a problem or event that teaches an important lesson.

Point of view is the voice that tells the story. 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.

Plot is the action, or what happens, in a story. It includes all the events in the beginning, middle, and end of the story. When we identify the plot of the story, we tell the main events in the order in which they happened.

Direct Skill Instruction

9 minutes

A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

NOTE: Write the elements of plot on the dry-erase board as you explain each one.

The exposition is the beginning, where the characters, setting, and conflict, or problem, are introduced.

The rising action is a series of actions that lead up to the climax. Rising action draws the reader into the story.

The climax is the turning point of the story, a point where things change for the main characters. It can be the most exciting or suspenseful part of the story.

The falling action includes the events that follow the climax. This part of the story shows how the conflict ends.

The resolution is the conclusion of the story. It tells how the main problem is solved. It is the last part of the falling action and the end to the story.

Our fluency passage, "Nighttime Frights," is a work of fiction. It tells a story that the author made up.

I am going to read the passage aloud, and I want you to think about the plot and the theme of the story. I also want you to think about the point of view

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from which this story is told. Listen carefully. You may use your dry-erase board to write some of your ideas.

NOTE: Read “Nighttime Frights” aloud.

From whose point of view is this story told? (a third-person narrator)

Let’s talk about the plot of this story.

NOTE: Encourage students to refer to the ideas on their dry-erase boards as you discuss the story.

Think about the exposition. Who is this story about, what is the setting, and what is the problem? (Possible responses: The story is about Aiden and his sister Katrina. The setting is Aiden’s bedroom at night. The problem is that Aiden is scared. He thinks he heard something.)

Tell me about the rising action and the climax of the story. (Possible responses: Katrina comes to Aiden’s door and asks him what is wrong. She knows she has to get him to relax and calm down. Katrina tells Aiden a joke, and he laughs and feels better.)

Tell me about the falling action and the resolution of the story. (Possible responses: Katrina tells Aiden that he should think happy, funny thoughts whenever he is afraid. Katrina closes the door to Aiden’s room and goes back to reading her book.)

Let’s think about the theme of this story. How did a character overcome a challenge? Were any lessons learned? (Possible responses: Katrina overcame the challenge of a frightened child while she is babysitting. Aiden overcame the challenge of being afraid at night. Aiden learned that happy or funny thoughts can help you when you are afraid.)

Let’s take a moment to talk about figurative language. Authors often use figurative language, such as similes and metaphors, to describe the story’s setting, characters, and events.

A simile compares two things, usually in a phrase that uses the words like, as, or than. Here’s an example of a simile: She’s as light as a feather.

Think about our fluency passage. Did you notice a simile in the story? (“her voice as cool as a cucumber”)

What does this simile mean? (Possible responses: Katrina was calm and relaxed. She wasn’t worried.)

A metaphor compares things by making one thing stand in for another, using words such as is or was. An example of a metaphor is: This room is a zoo!

Is there a metaphor in our fluency passage? (“his pulse was a racecar”)

What does this metaphor mean? (Possible response: Aiden’s heart was beating fast.)

Guided Practice

5 minutes

Turn to the Lesson 4 Comprehension page in your workbook. We will refer to the passage “Nighttime Frights” as we work together to complete the page.

Differentiation ↑

Guide students as they answer the questions. When students finish the page, have them write a sentence or two about the theme of the passage. Students may write about the theme at the bottom of the page.

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Differentiation ↓

Guide students as they answer the questions. Direct the students to refer back to the passage and to underline words or phrases that will help them identify the important events in the story. Have students use those words or phrases as they answer the questions.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words. They will help us understand the passage we will read during our next session. This passage is about a talented piano player who is nervous about performing in front of an audience.

You may already know some of these words. When I say a word, tell me how you think it is used in the passage. (Accept all reasonable responses.)

NOTE: As you say each word, write it on the dry-erase board.

melody

classics

auditorium

strutted

coiled

acoustics

B) Content Word Introduction

All words have a denotation. It's the actual meaning of a word—a meaning you can find in any dictionary. Let's talk about the denotation of each vocabulary word.

NOTE: Say each word and its meaning aloud.

melody: a sequence of musical notes; a tune

classics: works of art that are of the highest quality

auditorium: a large hall used for performances or speeches

strutted: walked with confidence

coiled: moved or rolled into a twisted shape

acoustics: aspects of a room that make sounds easy or hard to hear

Words can also have emotional meanings, which is known as connotation.

Words can bring to mind certain images, feelings, or thoughts. A word's connotation can be positive or negative, based on how it is used. Let's talk about the connotations of two of our words.

In our passage, Sydney, the main character, is nervous about performing for an audience. After Sydney received a compliment from someone who heard her practice the piano, the narrator said she "coiled back into her shell." What do

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you think that might mean? What feelings are brought to mind when you hear this word? (Accept all reasonable responses.)

What images do you think of when you hear the word auditorium? (Accept all reasonable responses.)

Turn to the Lesson 4 Vocabulary page in your workbook. Let's work with the denotations of our new vocabulary words.

NOTE: Review the directions on the page. Provide assistance, as 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 ↓

Model how to locate the first word in the Glossary. Then, encourage students to complete the page on their own. After they have completed the page, students should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. Tell me something about the plot of a story.

(Possible responses include: Plot is the action, or what happens, in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 4 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 4

ANSWERS ARE IN **BOLD**.



WORD STUDY | LESSON 4

Suffixes

Directions: Write the meaning of each suffix in the chart below.

SUFFIX	MEANING
-ity	quality or state of being
-ment	state or condition of being
-ful	having or full of
-ible/-able	capable of or full of

Directions: Form new words with the suffixes. Then, write the definition of each new word.

1. color + ful = **colorful**

Definition: **full of color**

2. break + able = **breakable**

Definition: **capable of breaking**

3. improve + ment = **improvement**

Definition: **state of improving**

4. real + ity = **reality**

Definition: **quality of being real**

FLUENCY | LESSON 4



Nighttime Frights

Aiden pulled the bed covers tightly over his head, convinced he heard a sound. Maybe it was something unspeakable hiding in his closet, or perhaps it was a stranger lurking outside his window. Aiden strained to listen, but he heard only silence and the pounding of his heart. His hands became clammy with nervous sweat, and his pulse was a race car.

Suddenly, Aiden's sister Katrina appeared in his doorway. She was babysitting while their parents went out to dinner and a movie.

"What are you doing?" Katrina asked.

Aiden popped his head out from under the covers. "I heard something!" he declared in terror, certain that something bad was about to happen.

Katrina, confident that there was nothing wrong, heard the fear in Aiden's voice and knew she had to act fast. "I have the perfect solution," she said, her voice as cool as a cucumber.

Aiden looked at Katrina with a mixture of surprise and disbelief.

"Knock, knock," his sister began.

Aiden hesitated at first but finally asked in return, "Who's there?"

"Dwayne," Katrina answered.

Aiden replied, "Dwayne who?"

Katrina knew she had Aiden right where she wanted him and prepared to deliver the punchline.

"Dwayne the bath tub! I'm drowning!" she exclaimed.

Aiden erupted into a fit of giggles and immediately began to feel better.

"Whenever you're feeling frightened, just think of happy, funny thoughts," Katrina proudly stated. "It works every time!"

Katrina gave her brother a hug and walked out of his room, closing the door. "Crisis averted," she said quietly, and she went back to the den to finish reading her book.



COMPREHENSION | LESSON 4

Plot

Directions: Refer to the passage "Nighttime Frights" as you complete this page. Write your answers in complete sentences.

1. What are two details that you learned in the story's exposition?

In the exposition, I learned that the story is about

Aiden and his sister Katrina. It is nighttime, and

Aiden is scared because he thinks he heard

something.

2. Write about one event that happens during the story's rising action.

During the rising action, Katrina finds out Aiden is

afraid, and she realizes that she has to get him to

relax.

3. What is the climax of the story?

The climax of the story is when Katrina tells Aiden a

joke, and he laughs and feels better.

4. Write about one event that happens during the story's falling action.

During the falling action, Katrina tells Aiden that he

should think happy, funny thoughts whenever he is

afraid.

5. What happens during the resolution of the story?

In the resolution, Katrina closes the door to Aiden's

room and goes back to reading her book.

VOCABULARY | LESSON 4



Content Vocabulary

Directions: Use the Glossary to write the definition, or denotation, of each word.

1. melody

a sequence of musical notes; a tune

2. classics

works of art that are of the highest quality

3. auditorium

a large hall used for performances or speeches

4. strutted

walked with confidence

5. coiled

moved or rolled into a twisted shape

6. acoustics

aspects of a room that make sounds easy or hard to hear

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes <i>dis-</i>, <i>inter-</i>, <i>mis-</i>, and <i>anti-</i> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a paragraph about the characters in a passage, focusing on how their interactions contribute to the theme.
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use homophones correctly.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

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

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 dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

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.

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

- Every syllable has one vowel sound.
- In a word with a prefix, divide the word after the prefix.

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- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).
- The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.
- When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.
- When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.

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

Cause-and-Effect Relationship: A cause is the reason something happens. The effect is something that happens as a result of the cause. The clue word because may signal a cause. The clue word so signals an effect. Other words that signal cause and effect are: after, when, before, since, if...then, and due to.

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

Theme: A single message that is the basis of an entire story; the big idea of the passage

Characters: The people or animals in a story

Setting: Where and/or when a story takes place

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 the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will divide words with prefixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread "The Mirror" and write about the characters in the story. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the prefixes we have been learning about. 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.)

NOTE: Write the prefixes dis-, inter-, mis-, and anti- on the dry-erase board.

Tell me the meaning of each prefix. (dis-: not or opposite of; inter-: between, among; mis-: wrong or bad; anti-: against)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. Dividing a word into syllables will help you read unknown words quickly. Being able to read words quickly will help with your comprehension.

NOTE: Write the following word on the dry-erase board: intervened.

Here is a word from "The Mirror" that contains a prefix we studied.

What is the prefix in this word? (inter-)

Let's think about syllabication rules. Remember, every syllable has one vowel sound. Keep that in mind as we divide words into syllables.

If a word contains a prefix, we should start by dividing the word after the prefix. Then, if the prefix has more than one vowel sound, we need to divide it further.

We know how to read this prefix. Does this prefix have one vowel sound or two vowel sounds? (two)

Since the prefix inter- has two vowel sounds, we need to divide it. We know that when two consonants are between two vowels, we should divide the word between the two consonants. Now we have the first two syllables in the word.

NOTE: Write in on one index card, and write ter on another index card.

*Now, let's look at the rest of the word. It ends with the inflectional ending -ed. The ending -ed does not add a syllable, unless the root ends with the letters *d* or *t*. Since the root doesn't end with *d* or *t*, the rest of this word is the last syllable.*

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NOTE: Write the syllable vened on an index card.

Let's read each part of the word together: in/ter/vened.

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

Let's try another word.

NOTE: Write the word antivirus on the dry-erase board.

What is the prefix in this word? (anti-)

Since this word has a prefix, we should start by dividing the word after it. The prefix anti- has two vowel sounds, so we need to divide it. We know that when two consonants are between two vowels, we should divide the word between the two consonants. Now we have the first two syllables in the word.

NOTE: Write an on one index card, and write ti on another index card.

Let's look at the rest of the word. Notice that there is one consonant between two vowels. We know that if a consonant is between two vowels, and the first vowel is short, we should divide after the consonant. But, when one consonant is between two vowels, and the first vowel sound is long, we should divide the word before the consonant.

NOTE: Write the syllable vi on one index card, and write the syllable rus on another index card.

Now, let's say the parts of the word together: an/ti/vi/rus.

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

Here's another word.

NOTE: Write the word disable on the dry-erase board.

What is the prefix in this word? (dis-)

Let's start by dividing the word after the prefix. The prefix dis- has one vowel sound, so it is the first syllable in the word.

NOTE: Write dis on an index card.

Let's look at the end of the word. This word ends with the letters -le. When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.

NOTE: Write the syllable a on one index card, and write the syllable ble on another index card.

Now, let's say the parts of the word together: dis/a/ble.

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

I'm going to divide one last word into syllables.

NOTE: Write the word mismanage on the dry-erase board. Then divide it into syllables: mis/man/age.

Tell me why I divided it this way. (We should start by dividing the word after the prefix mis-. We know that this prefix has one vowel sound, so the prefix doesn't need to be divided further. The rest of this word has one consonant in between two vowels.

LESSON 12

Since the first vowel sound is short, we divide the word after the consonant. The letter e at the end of the word is silent, so this leaves us with the last two syllables: man/age.)

Independent Practice

5 minutes

Turn to the Lesson 12 Phonics and 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 list the syllabication rules they used at the bottom of the page.

Differentiation ↓

Read each word with the students. Model how to divide the first word (intermingle) into syllables and write it in the correct column. Monitor students as they divide the remaining words into syllables. Encourage students to work independently to complete the page. Provide assistance, as needed.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "The Little Fly and the Great Moose" 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 12 Fluency passage, "The Little Fly and the Great Moose," 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 12

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the characters and theme of "The Mirror."

B) Review Skill

Tell me what you have learned about characters, theme, cause-and-effect relationships, and making inferences. (The characters are the people or animals in the story. The theme is the message that the author teaches us through the events and characters. The cause of a situation is why something happens. The effect is what happens as a result of the cause. Making inferences means that you are reading between the lines. We rely on the text, illustrations, and our own knowledge and experiences when making inferences.)

C) Reread Text Selection (Anthology)

Please turn to "The Mirror" in your Anthology. This time, you and a partner will read to each other. Switch after every page and 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 a paragraph about the characters in "The Mirror." You will focus on how their interactions contribute to the theme of the story.

Turn to the Lesson 11 Comprehension page and look at your responses to the questions.

I want you to write some notes about the characters on your dry-erase board. Focus on your inferences, as well as how the characters acted in the story. Also include some details about the theme. You will refer to this information as you write your paragraph.

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 11 Comprehension page while writing.

Let's talk about what you wrote. (Briefly discuss details about the characters, how they interact, and how their interaction contributes to the theme. Write some of the students' ideas on the dry-erase board.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 12 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 11 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 details about the characters, as well as a connection to the theme of the story, in their partners' paragraphs.

Differentiation ↓

Guide students as they write their sentences. Have students include some sentences about the husband and wife, as well as the wife's mother, the boy, and the neighbor. Remind them to write about how the characters interact and how they contribute to the story's theme. If time permits, have students share their paragraphs with partners. Students should look for details about the characters, as well as a connection to the theme of the story, in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at our vocabulary words, which 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 poor and pour on the dry-erase board. Then, point to pour and say the following sentence:

The pour man couldn't remember what his wife wanted from the city. (thumbs down)

Here's another pair of homophones.

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

Try not to worry about the past, and just think about the future. (thumbs up)

Here are two more homophones.

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

The children ate there breakfast. (thumbs down)

B) Independent Practice

Turn to the Lesson 12 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 12

Differentiation ↑

After completing the page, students should write definitions for any of the homophones on the page. Students may write the definitions at the bottom of the page.

Differentiation ↓

Model how to complete the first sentence. Then, talk about the meanings of the homophones as students complete the second sentence. Encourage students to complete the page independently and provide assistance as needed. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word that contains one of our prefixes and split it into syllables. I'll start: intercept, in/ter/cept. (Answers will vary, but the student should say a word that contains one of the prefixes and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 12 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 12

Syllabication

Directions: Read the words below. Determine the number of syllables in each word. Then, write each word in the correct column.

intermingle	misinform	disinfect
antibody	distrust	mismatch
interim	antiseptic	misspelled

Two Syllables	Three Syllables	Four Syllables
misspelled	misinform	intermingle
distrust	interim	antibody
mismatch	disinfect	antiseptic

FLUENCY | LESSON 12



The Little Fly and the Great Moose

Long ago, the Merrimac River flowed peacefully, filled with delicious water that animals from far and wide enjoyed. The largest of those animals was Moose. Bigger than mighty Bear, Moose stood as tall as the highest tree, and when he walked, the ground shook beneath his heavy feet.

A serious problem arose. While Moose happily drank from the refreshing river, the water level started to drop. The beavers and fish worried about their homes in the river. They wanted Moose to stop drinking the water. They begged rabbits, pleaded with foxes, and cried to deer. But no one was brave enough to confront Moose, not even Bear.



At last, one fearless creature volunteered to chase Moose away: Fly. The animals laughed at Fly, telling her she was too tiny to defeat him. But Fly had a clever plan.

First, Fly landed on one of Moose's legs and bit him. This action didn't bother Moose, who easily brushed her off. Next, Fly tried another leg and bit harder, but Moose only stamped his foot in annoyance. Then, Fly buzzed quickly from spot to spot on Moose's hide, biting sharply as she went. Furious Moose shook, snorted, stamped, and kicked. He dashed along the riverbank, wildly trying to discover who was biting him. He couldn't see Fly, so Moose couldn't fight back. Eventually, he ran off. Fly's plan was a success!

Although Moose disappeared from the river, prints from his massive feet remained. The Merrimac came rushing in to fill the deep holes made where Moose stamped. No longer did the river flow quietly. Instead, it rushed noisily through rapids where Moose's feet had torn up the ground.



COMPREHENSION | LESSON 12

Characters and Theme: Your Turn to Write

Directions: Write a paragraph about the characters in "The Mirror," focusing on how their interactions contribute to the theme. Your paragraph should include details about the characters, what they do, and how they interact. Make sure that you connect these details to the theme of the story. 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.

The Korean folktale "The Mirror" contains a series of misunderstandings. In the beginning of the story, the husband and wife seem kind to each other. The husband wants to get his wife a gift when he travels, so he asks her what she would like. The wife is sad that her husband will forget what that she wants a comb, so she tells him to look at the crescent moon to help remember the shape of the gift. Of course, her husband is forgetful and easily confused. He notices the full moon in the sky, so he asks a shopkeeper to help him find something in that shape. When the husband returns with a round mirror, no one knows what it is or what it does. The wife, the mother, the boy, and the neighbor completely misunderstand what they see in the mirror. The wife and her mother argue about seeing a young woman and an old woman in the mirror. The little boy cries because he thinks someone took his rice. The neighbor got angry because he thought the boy was being bullied. In the end, the husband's gift to his wife was destroyed by the angry neighbor. The actions of these characters taught me that you should ask questions before you rush to judgment.

VOCABULARY | LESSON 12



Content Vocabulary Review

Directions: Choose the correct homophone to complete each sentence and write it on the line.

- Rex and Wanda prepared dinner as a surprise for their mother. (there, their, they're)
- Wanda learned how to grate the carrots for the salad. (grate, great)
- Wanda passed the salad bowl to Rex, who had chopped the lettuce. (passed, past)
- Wanda told Rex to pour water into the glasses on the table. (poor, pour)
- Together, Rex and Wanda made a delicious soup. (made, maid)
- Their mother was thrilled with the surprise, but she let out a high-pitched wail when she walked into the kitchen and saw the mess! (wail, whale)

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes -ance/-ence, -ize, -some, and -en to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of suffixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Determine the main idea of a text and explain how it is supported by key details.</p> <p>Explain the relationships between events in a historical text, based on specific information in the text.</p> <p>Understand chronological text structure and the use of transitions.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use context to infer the meaning of an unknown word.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

- ☐ *Ace it! Student Workbook*
- ☐ *Ace it! Anthology: "Susan B. Anthony: The Right to Vote," Glossary*
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Fluency

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

Accuracy: Reading words without making mistakes

LESSON 23

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

Transitions: Words that connect sentences and paragraphs. Transitions help the reader make sense of the text. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

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 the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will practice reading words with suffixes. We will also continue reading our fluency passage. Then, we will read a new passage and discuss its main idea, supporting details, and text structure. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

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

B) Skill Review

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

NOTE: Write the suffixes -ance/-ence, -ize, -some, and -en on the dry-erase board. Point to each suffix and ask students to tell you its definition: -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that end with these suffixes. 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 suffixes. 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 suffix in each word, and talk about the meaning of each word.

Sometimes, you need to change a root word before you add a suffix. Let's take a look at some of those words.

We have learned that the letter e is dropped from the end of a root when adding certain suffixes. For example, the word endurance is made when the suffix -ance is added to the word endure.

NOTE: Write the words endurance and endure on the dry-erase board.

Notice that we had to drop the letter e at the end of endure before adding the suffix -ance. The word endurance means "the state of enduring" or "the state of tolerating something."

Let's read the word together: endurance.

Can you use endurance in a sentence? (Accept all reasonable responses.)

The letter y can also be dropped from a root when adding certain suffixes. The word apologize is made when the suffix -ize is added to the word apology.

NOTE: Write the words apologize and apology on the dry-erase board.

Notice that the letter y was dropped from the end of apology before adding the suffix -ize. Apologize means "to make an apology."

Let's read the word together: apology.

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

Here's an example of adding a letter to a root. The word recurrence is made when the suffix -ence is added to the word recur.

NOTE: Write the words recurrence and recur on the dry-erase board.

What changes were made to this root word? (Possible response: The letter r was added before adding the suffix -ence.)

Recurrence means "the state of occurring again."

Let's read the word together: recurrence.

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

LESSON 23

Independent Practice

5 minutes

Turn to the Lesson 23 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 a new word with each of the suffixes listed. Have them write the words at the bottom of the page. Students may share the words with the group.

Differentiation ↓

Review the suffixes in the chart. Read the first word and model how to identify the suffix and the root. 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 the sentences.

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.

B) Reread Fluency Passage

Turn to the Lesson 23 Fluency passage, "Meet William Shakespeare," 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.

Next, tell your partner 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

3 minutes

A) Review Skill

Now, we are going to focus on our comprehension skills.

During our last session, we talked about main idea, supporting details, text structure, and transitions.

The main idea is the most important idea of a text. Supporting details give more information about the main idea. Identifying the main idea and looking for the supporting details will help you comprehend what you are reading.

The way the author structures the text can help the reader comprehend it. We know that an author can use headings to organize the text. In addition, an author can organize text by focusing on chronology, comparison, cause and effect, or problem and solution.

Today's passage uses chronological text structure, describing the events in the order they occur.

Authors use transition words to connect sentences and paragraphs. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

B) Introduce Text Selection (Anthology)

Today we will be reading a historical text, which is a passage about events that happened in the past. This passage is about a time when women didn't have the right to vote. Before we read the passage, can anyone tell me about a time they have voted for something?

NOTE: Engage students in a brief discussion about voting and topics they have voted on in the past. Discuss why voting is important.

Use the Table of Contents to find "Susan B. Anthony: The Right to Vote" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the main idea and supporting details. I also want you to focus on the structure of the passage, as well as the transitions used by the author.

Strategies

10 minutes

Follow along as I read aloud the first paragraph.

NOTE: Read aloud the first paragraph.

Now, it's your turn to read.

NOTE: Have students take turns reading aloud. Then, ask the following questions:

LESSON 23

What is the main idea of this passage? (Possible response: Susan B. Anthony helped women gain the right to vote.)

Tell me about some of the events in Susan B. Anthony's life that are supporting details in this passage. (Possible responses: expected to do anything boys could do; taught to read and write at three years old; given same opportunities; saw that things weren't fair in real world; home-schooled; learned to speak out for what was not fair from her parents; active in movement to abolish slavery; skills helped her become an activist later in life; became a teacher at a girls' school; wanted boys and girls to learn same things; fought for rights of children of former slaves; inspired by Elizabeth Cady Stanton's speech about giving women right to vote; worked with Stanton on suffrage movement; gave speeches; started newspaper; started National Women's Suffrage Association; arrested for trying to vote in an election; died in 1906 before 19th Amendment was passed in 1920; helped women get right to vote and hold roles in government)

The author states that Elizabeth Cady Stanton was a women's rights activist. What is an activist? Would you describe Susan B. Anthony as an activist, too? (Possible response: An activist is a person who speaks or acts in favor of a cause. Yes, Susan B. Anthony is also an activist.)

Why does the author use chronological structure in this passage? (Possible responses: The author uses chronological structure because he or she is telling the story of Susan B. Anthony's life, from the time she was born until the time she died. By organizing the events in time order, the author helps us see how Susan's experiences helped prepare her to be an activist later in life.)

What transitions are used to show time order in this passage? (when, finally)

Integrated Writing Activity

5 minutes

Turn to the Lesson 23 Comprehension page in your workbook. We will refer to "Susan B. Anthony: The Right to Vote" as we work together to complete the page.

Differentiation ↑

Have students include two additional supporting details about Susan B. Anthony's life. Students may write these details at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Have students skim the passage and look for phrases about the main idea, as well as phrases that will help them identify supporting details.

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: property, citizen, abolish, documents, suffrage, casting. Read each word aloud together.

LESSON 23

Can you find the words abolish, documents, and casting in the passage “Susan B. Anthony: The Right to Vote”?

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.

a legally recognized person who lives in a state or country and is entitled to its protection (citizen)

goods or land considered to be possessions; something a person owns (property)

the right to vote in political elections (suffrage)

C) Independent Practice

Now turn to the Lesson 23 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 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/Closure

5 minutes

We certainly learned a lot today! Think about the suffixes we worked with today. Let’s say some words with these suffixes. I’ll start: tolerance. (Possible responses include: civilize, weaken, coincidence, lonesome, 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 23 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.

LESSON 23

Count and Record Tokens

3 minutes

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



WORD STUDY | LESSON 23

Suffixes

Directions: Look at the suffix chart below. Then, underline the suffix and write the root for each word below.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-ize	to make, become, or cause to be
-some	characterized by
-en	made of; to make, become, or cause to be

- reference **refer**
- shorten **short**
- bothersome **bother**
- abundance **abundant**
- fantasize **fantasy**

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

- Answers will vary.**
- Answers will vary.**

FLUENCY | LESSON 23



Meet William Shakespeare

by Kathiann M. Kowalski



"All the world's a stage," William Shakespeare wrote. More than 400 years later, stages around the world still show Shakespeare's plays. But who was William Shakespeare?

ACT ONE: Young William Shakespeare

William Shakespeare was born in 1564 in a small town in England. When he was 18, Shakespeare married a woman named Anne Hathaway, and they had three children. But Shakespeare wanted more from life and longed to be in the theater.

ACT TWO: A Change of Scenery

Next, Shakespeare joined a traveling acting company that went from town to town performing plays. During that time, Shakespeare began writing his own plays and poems.

By 1594, Shakespeare owned part of a London acting company called Lord Chamberlain's Men. In Shakespeare's day, only men and boys acted. In 1599, Shakespeare's company opened the Globe Theatre. Although Shakespeare's theater looked like other theaters of his time, his plays were different. The characters in his plays behaved like real people, with good qualities and flaws.

Some of Shakespeare's plays were serious stories in which sad things happened, such as Romeo and Juliet. But Shakespeare's writing style allowed audiences to understand the characters' problems. He even made it a point to show why the villains acted the way they did. Shakespeare's plays made people laugh, too, through confusing situations or hilarious, snappy arguments.

The language in Shakespeare's plays sounds strange to us, but people spoke differently then. Shakespeare had a fondness for rhyme and rhythm, and he played with words. If existing words weren't right, Shakespeare made up new ones, such as leapfrog and moonbeam!

ACT THREE: The Last Act

Before his death in 1616, Shakespeare had written 37 plays and more than 100 poems. Audiences still love listening to Shakespeare's beautiful language, and they still identify with his characters' problems and their emotions. Want to learn more? Get thee to a theater to see a performance of a Shakespeare play!



COMPREHENSION | LESSON 23

Main Idea and Supporting Details

Directions: Refer to the passage "Susan B. Anthony: The Right to Vote" to complete the chart.

Main Idea:	Susan B. Anthony helped women gain the right to vote.
Supporting Detail 1:	Susan's parents gave her the same opportunities as boys, and they taught her to speak out about things that weren't fair.
Supporting Detail 2:	Susan became a teacher at a girls' school and fought for the rights of children of former slaves.
Supporting Detail 3:	After Elizabeth Cady Stanton spoke about giving women the right to vote, Susan decided to join the fight.
Supporting Detail 4:	Susan worked with Elizabeth Cady Stanton on the suffrage movement, giving speeches, starting a newspaper, and even getting arrested for trying to vote in an election.
Supporting Detail 5:	Susan B. Anthony died in 1906, but her work helped get the 19th Amendment passed in 1920.

VOCABULARY | LESSON 23



Content Vocabulary

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

abolish	casting	citizen
documents	property	suffrage

- During the 1800s, men could own **property**, but women could not.
- Susan B. Anthony's parents taught her to be a good **citizen** by speaking out when things weren't fair.
- Since Susan's family was active in the movement to **abolish** slavery, she was able to learn skills that would help her become an activist later in life.
- Susan, her parents, and her sister signed **documents** to support the fight for women to gain the right to vote.
- Supporters of the **suffrage** movement believed that **casting** a vote would allow a woman to have a say in issues that affected her.