

Sample Lesson Overview: Level 6

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 -able/-ible, -ance, -ion/-sion/-tion, and -ment 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	Identify the elements of plot in a story. Retell and summarize a narrative text.
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 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 anti-, co-/com-/con-, en-, and post- 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	Use clues to make inferences about events in a text. Apply knowledge of informational text to compare and contrast information in two texts about similar topics.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies 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 multi-, pre-, 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	Determine the author's purpose for writing. Identify cause-and-effect relationships in text.
Vocabulary	Determine the meaning of content words used in text. Use the relationship between synonyms and antonyms to better understand the meanings of words. Use a glossary to determine the meaning of content vocabulary words.

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes -able/-ible, -ance, -ion/-sion/-tion, and -ment 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	Identify the elements of plot in a story. Retell and summarize a narrative text.
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.

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: 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 -able/-ible (able to be, full of), -ance (quality or state of being), -ion/-sion/-tion (a state of being or doing something), and -ment (a state of being something).

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 4

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; an overall lesson or moral

Retelling: When a student retells a story, he or she includes elements of the plot.

Summary: A piece written in the student's own words that tells the main idea and some key supporting details of a text. A summary does not retell the entire text.

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 practice reading a passage quickly and easily. Then, we will talk about the plot of a passage. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying words. We know that many words are made up of a combination of word parts. Understanding these word parts can help us read new words and figure out their meanings.

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.

Direct Skill Instruction and Guided Practice

10 minutes

When you see an unfamiliar word, look for a suffix that you know. If you can read the suffix, you can try to read the rest of the word.

Knowing the meanings of suffixes can help you when you are trying to figure out the meanings of unfamiliar words. When you see a word you don't know, start by looking for a suffix. Then, think about the meaning of the suffix and the meaning of the root. You can combine the two together to figure out the meaning of the new word.

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
<i>-able/-ible</i>	able to be, full of
<i>-ance</i>	quality or state of being
<i>-ion/-sion/-tion</i>	a state of being something
<i>-ment</i>	a state of being or doing something

Let's take a quick look at some helpful hints about some of these suffixes.

How do you know when to use the suffixes -able and -ible?

In most cases, the suffix -able can be added to the end of a root word, without making any changes.

For example, look at the word wash.

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

I can add the suffix -able to this word, without having to change any letters. The new word is washable.

NOTE: Add the suffix -able to wash and point to the word as you read it.

Often when we add a suffix that begins with a vowel to a word ending in *e*, we have to drop the *e* before adding the suffix. In most cases, the suffix -ible is used when you need to drop a letter, or letters from the end of a root word.

Look at the word sense.

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

Since the word sense ends with the letter *e*, I will drop the letter *e* before adding the suffix.

NOTE: Erase the letter *e* before adding the suffix -ible. Point to the word as you read it.

Now, let's talk about how to use the suffixes -ion, -sion, and -tion.

When a word ends with the letters *t*, *m*, or *r*, drop that letter and add -tion. For example, look at the root word subtract.

LESSON 4

NOTE: Write the word subtract on the dry-erase board. Then explain how the root word ends with t, so it is dropped before adding the suffix -tion. Write the word subtraction.

When a word ends with the letters p, s, or d, drop that letter and add -sion. For example, look at the root word expand.

NOTE: Write the word expand on the dry-erase board. Then explain how the root word ends with d, so it is dropped before adding the suffix -sion. Write the word expansion.

When a word ends with the letter e, drop the e and add -ion. For example, look at the root word frustrate.

NOTE: Write the word frustrate on the dry-erase board. Then explain how the root word ends with e, so it is dropped before adding -ion. Write the word frustration.

NOTE: Leave the suffixes, meanings, and rules on the dry-erase board.

I am going to write some words and suffixes on the dry-erase board. Read each word and suffix along with me. Then, I want you to write the new word on your dry-erase board. After that, we will use what we know about the suffix and root to talk about the meaning of each word.

NOTE: Write the following words and suffixes on the dry-erase board. Read the words and suffixes, one at a time.

NOTE: For the word defy, explain that students must change the y to an i before adding the suffix -ance.

WORD AND SUFFIX	CORRECT RESPONSE
<i>excite, -ment</i>	excitement (state of being excited)
<i>adjust, -able</i>	adjustable (able to be adjusted)
<i>defy, -ance</i>	defiance (state of defying)
<i>educate, -ion</i>	education (state of being educated)

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 from the lesson. Students can write the words at the bottom of the page and read their word lists with partners.

Differentiation ↓

Review the suffixes and their meanings. Remind students to refer to the rules for the suffixes -able, -ible, -ion, -sion, and -tion. Work together to complete the first item. Then, encourage students to work on their own to complete the page. 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, "Mountain Bike Mishap," 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 the word in your fluency passage that has one of the suffixes we studied today. Let's use what we know to read the word.

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

LESSON 4

COMPREHENSION

Introduction

4 minutes

Introduce Skill in Isolation

Now let's turn our attention to reading for comprehension and skills that will help us understand what we read.

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.

Let's talk about identifying the elements of a story's plot and using those elements to retell and summarize the story.

The plot includes all the events that happen in a story. A story's plot has five parts: rising action, a problem, a climax, falling action, and a resolution.

What do you know about these elements? (Accept all reasonable responses.)

Direct Skill Instruction

9 minutes

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

Rising action includes events that take place early in the story. In the rising action, a problem is introduced. The characters will work to solve the problem throughout the story.

The events that occur as the characters try to solve the problem lead up to the climax, which is the turning point or most exciting part of the story.

The events that happen after the climax are called the falling action.

The falling action leads to the resolution. This is when the problem is solved.

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 or moral.

When you retell a story, you make an effort to preserve as much of the passage as you can. A retelling includes the elements of the plot of the story.

A summary reduces the information in a text to its most important ideas or events. A summary always includes the main idea and important details, such as the problem, climax, and resolution.

Our fluency passage, "Mountain Bike Mishap," 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 of the story. You may use your dry-erase board to write some of your ideas.

NOTE: Read “Mountain Bike Mishap” aloud.

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 Anita. Her father is also in the story. The setting is a remote area where Anita went mountain biking. The problem is that Anita fell off her bike, and she is injured.)

Tell me about the rising action and the climax of the story. (Possible responses: Anita is alone, and her cell phone doesn’t have a signal. She cannot walk. It is getting dark and cold. She hears noises and worries that a coyote or mountain lion is in the area. Anita grabs a rock. She hears another noise coming from a ridge over the hillside. She realizes that the noise she hears is actually her father.)

Tell me about the falling action and the resolution of the story. (Possible responses: Anita’s father calls her name, and she calls back to him. Anita’s father moves down the hill, and she gives him a hug when he reaches her. Anita’s father helps her up, he grabs her bike, and they make their way to his car. Anita promises that she will never go mountain biking alone again.)

Let’s think about the theme of this story. How did Anita overcome a challenge? Were any lessons learned? (Possible responses: Anita overcame the challenge of getting help when she was injured on a remote path. Luckily, her father found her. She learned that she shouldn’t go mountain biking alone anymore. The reader can also learn this lesson from Anita’s experience.)

NOTE: For the following two questions, have students work together to retell and summarize.

What information would you include in a retelling of this story? (Responses will vary but should include elements of the plot.)

What information would you include in a summary of this story? (Responses will vary, but should include main points of the story, such as the problem, climax, and resolution.)

Guided Practice

5 minutes

Let’s keep these ideas in mind while we work on a Comprehension page together. Turn to the Lesson 4 Comprehension page in your workbook. We will refer to the passage as we 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.

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.

LESSON 4

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words. The vocabulary words we will learn today will help us understand the passage we will read during our next session. This new passage is about a boy who gets a pet iguana.

What do you know about iguanas? (Accept all reasonable responses.)

B) Content Word Introduction

I am going to read some sentences about our story that include our vocabulary words. I want you to tell me what you think each word means, based on the context of the sentence. Remember, when you use the context of a sentence, you use what you know about other words in the sentence to figure out the meaning of an unknown word.

NOTE: Say each of the following sentences, one at a time. Write the vocabulary word on the dry-erase board as you say the sentence. Have the students tell you what they think the word means. Then, move on to the next sentence.

When Emilio entered the pet store, he had forty dollars in his pocket and anticipation in his heart.

What do you think anticipation means? (Accept all reasonable responses.)

NOTE: Students will probably notice the -tion suffix in this word. If not, point it out.

Emilio surveyed the store's collection for something that was small.

What do you think surveyed means? (Accept all reasonable responses.)

Emilio's iguana was such an extraordinary pet because he could do so many tricks.

What do you think extraordinary means? (Accept all reasonable responses.)

The iguana won a lot of races because he ran them at a strenuous pace.

What do you think strenuous means? (Accept all reasonable responses.)

The trainer was resourceful, so he knew how to get iguanas to do stunts.

What do you think resourceful means? (Accept all reasonable responses.)

Emilio barely slept, so he was drowsy the next day.

What do you think drowsy means? (Accept all reasonable responses.)

Turn to the Glossary at the end of your Anthology.

Please turn to the Lesson 4 Vocabulary page in your workbook. You will use the Glossary as you complete this page.

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/Obsure**5 minutes*

We have had a very busy session 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 AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.

WORD STUDY | LESSON 4

Suffixes

Directions: In each sentence, circle the word that contains one of the following suffixes. Then, write the root word on the line.

SUFFIX	MEANING
-able/-ible	able to be, full of
-ance	quality or state of being
-ion/-sion/-tion	a state of being something
-ment	a state of being or doing something

- Roberta was offered a **promotion** at work.
promote
- Mr. Lewis takes **attendance** at the beginning of class.
attend
- This summer, we will visit an **amusement** park.
amuse
- There is a **comfortable** chair on the porch.
comfort
- My favorite sweatshirt is **reversible**.
reverse
- Our neighbors added an **extension** to the back of their house.
extend

FLUENCY | LESSON 4

Mountain Bike Mishap

Anita lay on the narrow dirt path holding her swollen ankle, blood dripping from a cut on her knee. She knew she didn't have proper control of her mountain bike as soon as she hit the jump, but by then it was too late. Now she was stuck with a broken bike on an isolated road.

Anita pulled her phone from her pocket to call home, but there was no signal. She tried to stand, but her head immediately began to swirl, forcing her to sit down again. Anita felt angry and desperate; the sun was setting, and the air was getting colder.

Just then, Anita sensed movement behind her. She was well aware that coyotes and mountain lions lived in the area, so she tried to stay perfectly still and silent. Anita noticed a large rock nearby—it would be a poor weapon against a wild animal, but at least it was something.


Suddenly a twig snapped on the ridge above the hillside, so Anita gripped the rock, ready to throw it at whatever came charging her way.

Within seconds, a figure emerged from the trees, calling her name. Anita dropped the rock at the sound of her father's voice. "Down here!" she yelled, her words faltering with relief.

Anita's father moved quickly down the hillside until he reached his daughter's side. "Are you okay?" he asked urgently.

"Just a little banged up but thrilled to see you," Anita replied, hugging her father.

"My car is just up the hill, so let's see if we can get you and your bike out of here," Anita's father said as he hoisted her up and grabbed her damaged bike. Limping up the hillside, Anita promised herself, and her father, that she would never again go mountain biking alone.



COMPREHENSION | LESSON 4

Plot

Directions: Refer to the passage "Mountain Bike Mishap" as you complete this page. Write your answers in complete sentences.

- What are two details that you learned in the story's exposition?
In the exposition, I learned that the story is about Anita. The setting is a remote area where Anita went mountain biking. Anita fell off her bike, she is injured, and she needs help.
- Write about one event that happens during the story's rising action.
During the rising action, Anita hears noises and worries that a coyote or mountain lion is in the area. Anita grabs a rock and hears another noise coming from a ridge over the hillside.
- What is the climax of the story?
The climax of the story is when Anita realizes that the noise she hears is actually her father.
- Write about one event that happens during the story's falling action.
During the falling action, Anita's father helps her up and grabs her bike. They make their way up the hill to his car.
- What happens during the resolution of the story?
In the resolution, Anita promises herself and her father that she will never go mountain biking alone again.

VOCABULARY | LESSON 4

Content Vocabulary

Directions: Read the vocabulary words. Then, find each word in the Glossary and write its definition.

- anticipation
a state of hopeful excitement
- surveyed
examined
- extraordinary
remarkable, amazing
- strenuous
requiring great energy, tiring
- resourceful
creative, imaginative
- drowsy
tired, sleepy

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes anti-, co-/com-/con-, en-, and post- 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	Use clues to make inferences about events in a text. Apply knowledge of informational text to compare and contrast information in two texts about similar topics.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies 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: "Alexandre-Gustave Eiffel"*
- 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 anti- (against), co-/com-/con- (together, along with), en- (make, cause a condition of), and post- (after).

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 12

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.

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 two consonants are between two vowels, divide the word between the two consonants (VC/CV).

When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.

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

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.

Compare: Show how things are alike

Contrast: Show how things are different

Vocabulary

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

Analogy: A comparison that shows the relationship between pairs of words or ideas. An analogy usually contains two pairs of words. The words in each pair have a similar relationship. Analogies can include synonyms, antonyms, categories, descriptions, or cause-and-effect relationships.

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 continue making inferences. We will also compare and contrast two passages. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's begin with word study. We will start by reviewing the prefixes we have been learning about.

NOTE: Write the prefixes anti-, co-/com-/con-, en-, and post- on the dry-erase board.

What do these prefixes mean? (anti-: against, co-/com-/con-: together, along with, en-: make, cause a condition of, post-: after)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. As you know, every syllable has one vowel sound. Dividing words into syllables will help you read unknown words quickly. When you are able to read words quickly, your comprehension improves.

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

This word from "Alexandre-Gustave Eiffel" contains a prefix we studied.

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

Let's think about syllabication rules. We know that when 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? (one)

Since the prefix en- has one vowel sound, we don't need to divide it. This is the first syllable in the word.

NOTE: Write the syllable en on an index card.

Now, let's look at the rest of the word. There are other vowels in this word, so we know there will be more syllables.

Look at the next part of the word. We see a consonant, two vowels, and the letter r. Since the vowel pair ou is controlled by the r, we will keep these letters together as one syllable.

NOTE: Write the syllable cour on an index card.

At the end of the word, we see the inflectional ending -ed. This ending only adds a syllable when the root ends with the letters d or t. Our root ends with the letter g, so the ending -ed does not add another syllable.

NOTE: Write aged on an index card.

Let's read each part of the word together: en/cour/aged.

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

Let's try another word.

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

LESSON 12

Think about the syllabication rules we have learned during our sessions. 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: an/ti/bi/ot/ic. This word has the prefix anti-, which has two vowel sounds. Since there are two consonants between two vowels, we divide between the two consonants: an/ti. Since every syllable has one vowel sound, the next syllable is bi. Since one consonant is between two vowels and the first vowel is short, divide the word after the consonant: ot/ic.)

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: an/ti/bi/ot/ic.

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 antibiotic. There are five syllables in this word.

Remember, dividing a word into syllables will help you read it!

Independent Practice

5 minutes

Turn to the Lesson 12 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.

NOTE: If needed, remind students of rules that have been covered in previous lessons. The following rule may be used when dividing some words on this page: When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.

Differentiation ↑

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

Differentiation ↓

Assist students as they divide the first two words into syllables. 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 complete each sentence.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "The Eiffel Tower" 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 Eiffel Tower,” 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.

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Now, let’s talk about comprehension skills. Today we are going to show that we understand how to make inferences. We will also compare and contrast two passages about the same topic.

B) Review Skill

Tell me what you have learned about making inferences. (The author does not always tell you everything about the topic or events in a passage. When you make an inference, you are making a judgment about a text to determine what is happening. You can make inferences based on clues in the passage and your own prior knowledge. Making inferences helps you understand the meaning of the text.)

After we read today, we will compare and contrast “The Eiffel Tower” with “Alexandre-Gustave Eiffel.” What do you know about comparing and contrasting? (When you compare, you show how things are alike. When you contrast, you show how things are different.)

C) Reread Text Selection (Anthology)

You will now reread “Alexandre-Gustave Eiffel.” As you read, continue thinking about the inferences you made, as well as the central idea and supporting details.

NOTE: Direct students to silently reread the passage.

LESSON 12

Extension of Skill Beyond Text

5 minutes

In our last two lessons, you answered questions about “The Eiffel Tower” and “Alexandre-Gustave Eiffel.” Today, you are going to use that information to write a paragraph in which you compare and contrast the two passages.

Turn to the Lesson 10 Comprehension page and the Lesson 11 Comprehension page and look at your answers to the questions.

NOTE: Give students a moment to review their responses.

Let’s focus on the central idea and supporting details and talk about how these passages are similar and how they are different. You can write some notes on your dry-erase boards as we have our discussion. You can refer to this information as you write your paragraph.

NOTE: Have students list similarities and differences 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 10 Comprehension page and the Lesson 11 Comprehension page while writing.

What similarities did you notice? (Possible responses: The Eiffel Tower is known all over the world. It is named after Alexandre-Gustave Eiffel, who designed it. Eiffel also designed the Statue of Liberty. The Eiffel Tower was built to serve as the entrance to the 1889 World’s Fair. There was a competition to choose its design. Even though Eiffel had won the competition, many people criticized his design. Although people worried about its safety, the Eiffel Tower is very sturdy. The tower is known as “The Iron Lady,” and Alexandre-Gustave Eiffel was known as “The Magician of Iron.”)

What differences did you notice? (Possible responses: “The Eiffel Tower” states that the Tower is covered with dark brown paint to keep it from rusting, and it has three levels which contain restaurants and an observation deck. This passage also talks about a writer who didn’t like the tower. He ate lunch at one of the Eiffel Tower’s restaurants every day and claimed it was the only place in Paris where he couldn’t see the Tower. In “Alexandre-Gustave Eiffel,” we learn more about Eiffel’s life. Eiffel’s strong interest in reading, history, chemistry, and engineering laid the groundwork for his success. Eiffel worked for a company that built bridges. After finishing a project on his own, his career took off. Eiffel created safer methods of construction. He won awards from many countries and wrote many books that are still considered classics.)

Think about the inferences you made about Alexandre-Gustave Eiffel based on the information in each passage. How would you compare those inferences?

(Possible responses: From “The Eiffel Tower,” I inferred that Eiffel did not worry about what the critics said. He knew his work was good and designed a structurally sound tower. From “Alexandre-Gustave Eiffel,” I inferred that Eiffel played an important role in the history of construction. He really seemed to love learning, since he continued working, researching, and writing up until he died.)

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 10 Comprehension page and the Lesson 11 Comprehension page, 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 clear similarities and differences in their partners' paragraphs.

Differentiation ↓

Guide students as they use the information from their dry-erase boards to write their sentences. When they finish the page, have students share their paragraphs with partners. Students should look for clear similarities and differences in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at the vocabulary words we have learned for the passage "Alexandre-Gustave Eiffel."

NOTE: Write the vocabulary words on the dry-erase board: landmark, impressive, publicity, frantically, reputation, unanimously. Read each word aloud together.

Let's review our words. I will say a definition, and I want you to tell me the word I am defining.

a favorable and publicly recognized name (reputation)

inspiring a feeling of respect, admiration, or wonder (impressive)

a building or place that has historical, artistic, or cultural importance (landmark)

in complete agreement (unanimously)

in a hurried or excited manner (frantically)

attention given to someone or something by the media (publicity)

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.

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.

Differentiation ↓

Model how to write the first sentence and show how to include details from the passage in the sentence. Then, assist students as they complete the page. If needed, provide extra guidance when students write the analogy. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

LESSON 12

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. (Answers will vary, but each student should say a word that starts with with 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.

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.

WORD STUDY | LESSON 12

Syllabication

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

WORD	WORD DIVIDED INTO SYLLABLES
postseason	post / sea / son
enthroned	en / throned
coincide	co / in / cide
antifreeze	an / ti / freeze


Directions: Complete each sentence with one of the words from above.

- Does your lunch period _____ **coincide** _____ with the yearbook meeting?
- We had a lot of injuries on our team during the regular season, but everyone hopes to be ready to play during the _____ **postseason** _____.
- When the weather gets colder, you should make sure you have the appropriate level of _____ **antifreeze** _____ in your car.
- The Tulip Festival queen was _____ **enthroned** _____ on a magnificent chair that was decorated with flowers.

FLUENCY | LESSON 12

The Eiffel Tower

When you think about Paris, France, what is the first thing that comes to mind? The Eiffel Tower, of course. This enormous tower is one of the most recognizable structures in the world.



The Eiffel Tower was built to serve as the entrance to the 1889 World's Fair. It is built mostly of iron. The French call the tower La dame de fer, which means "The Iron Lady." It is covered with dark brown paint to keep it from rusting. The Tower has three levels which contain restaurants and an observation deck.

Construction on the tower began in early 1887, after a competition to choose its design. The winner was French engineer Alexandre-Gustave Eiffel, whom the completed tower was named after. Already famous for designing the United States' Statue of Liberty, his accomplishments had earned him the nickname "The Magician of Iron."

Even though Eiffel had won the competition, many people criticized his design. Critics said he was more concerned about making the Tower pretty than he was about making it safe. However, Eiffel was an expert at architecture and engineering. He planned the Tower's shape, size and weight distribution very carefully. The structure is amazingly sturdy. Engineers today are still in awe of Eiffel's accomplishment.

The Tower remained unpopular even after it was built. People gave speeches and wrote letters denouncing its ugliness. One complainer was a writer who ate lunch at one of the Eiffel Tower's restaurants every day. He claimed it was the only place in Paris where he couldn't see the Tower!

Today, the Eiffel Tower is embraced by Paris residents as a beloved symbol of their city. Many people stand on its observation deck and admire the stunning French landscape.

COMPREHENSION | LESSON 12

Compare and Contrast: Your Turn to Write

Directions: Write a paragraph in which you state similarities and differences between the passages "The Eiffel Tower" and "Alexandre-Gustave Eiffel." Include at least two similarities and two differences in your paragraph. 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 passages "The Eiffel Tower" and "Alexandre-Gustave Eiffel" are both about the Eiffel tower and the man who designed it. According to both passages, the Eiffel Tower is known all over the world and is named after Alexandre-Gustave Eiffel, who designed it. The Eiffel Tower was built to serve as the entrance to the 1889 World's Fair, and there was a competition to choose its design. Eiffel won the competition, but many people criticized his design. Although people worried about its safety, the Eiffel Tower is very sturdy. In "The Eiffel Tower," we learn that the Tower is covered with dark brown paint to keep it from rusting. It has three levels which contain restaurants and an observation deck. This passage also talks about a writer who didn't like the tower. He ate lunch at one of the Eiffel Tower's restaurants every day and claimed it was the only place in Paris where he couldn't see the Tower. In "Alexandre-Gustave Eiffel," we learn more about Eiffel's life. Eiffel's strong interest in reading, history, chemistry, and engineering laid the groundwork for his success. Eiffel created safer methods of construction. He won awards from many countries and wrote many books that are still considered classics.

VOCABULARY | LESSON 12

Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "Alexandre-Gustave Eiffel."

- publicity
Answers will vary.
- impressive
Answers will vary.
- reputation
Answers will vary.
- unanimously
Answers will vary.
- landmark
Answers will vary.

Directions: Write an analogy for the vocabulary word frantically.

Answers will vary.

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes multi-, pre-, 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	Determine the author's purpose for writing. Identify cause-and-effect relationships in text.
Vocabulary	Determine the meaning of content words used in text. Use the relationship between synonyms and antonyms to better understand the meanings of words. 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: "Rome and Its Empire," 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 multi- (many or more), pre- (before or ahead of), re- (back or again), and sub- (under, below).

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 20

Comprehension

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

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.

Vocabulary

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

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite 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 the 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 author's purpose for writing a text, as well as cause-and-effect relationships in text. Finally, we will continue working with our vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by focusing on word study. 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 multi-, pre-, re-, and sub- on the dry-erase board. Point to each prefix and ask students to tell you its definition: multi-: many or more; pre-: before or ahead of; re-: back or again; sub-: under, below.

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.

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

As you know, the word dawn refers to the first appearance of daylight in the morning. On your dry-erase board, write the word we make when we combine the prefix that means "before or ahead of" with the word dawn.

What prefix did you add? (pre-)

NOTE: Write pre before the word dawn on the dry-erase board.

Let's read the word together: predawn.

What does predawn mean? (taking place before dawn; taking place before the first appearance of daylight in the morning)

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

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

Now, add the prefix that means "many or more" to the word purpose.

Which prefix did you add? (multi-)

NOTE: Write multi before the word purpose on the dry-erase board.

Let's read the word together: multipurpose.

What does multipurpose mean? (having many functions; having many purposes)

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

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

Now, add the prefix that means "under, below" to merge.

Which prefix did you add? (sub-)

NOTE: Write sub before the word merge on the dry-erase board.

Let's read the word together: submerge.

Submerge means "to make something go below the surface of the water."

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

Independent Practice

5 minutes

Turn to the Lesson 20 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.

LESSON 20

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 underline the prefix in each word. Model how to complete the first sentence by using the context of the sentence and the meaning of each prefix. 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 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

In your workbook, turn to the Lesson 20 Fluency passage, "Who Invented Trains?"

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

Let's turn our attention to the comprehension skills that help us understand what we read. We have been talking about author's purpose and cause-and-effect relationships.

What is an author's purpose? (An author's purpose is his or her reason for writing. Authors write to entertain, to inform, or to persuade.)

An author's purpose is the reason for writing a text. Authors write for different reasons. An author writes to entertain the reader, to inform the reader about a topic, or to persuade the reader to agree with the author's point of view about a topic. Identifying the author's purpose will help you understand what you read.

What is a cause? What is an effect? (the reason why something happens; what happens as a result of the cause)

A cause is the reason why something happens. The effect happens as a result of the cause. If we are able to identify cause-and-effect relationships when we read, we will better understand the text. We will know why things happen.

B) Introduce Text Selection (Anthology)

Our new passage is about the ancient city of Rome and how it was once the capital of a powerful empire. An empire is a group of nations that are ruled by one government.

In which present-day country is Rome located? (Italy)

Have you ever heard about the Roman Empire? What do you know about it? (Allow students to briefly discuss what they know.)

Use the Table of Contents to find "Rome and Its Empire" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to think about the author's purpose, as well as examples of cause-and-effect relationships in the passage.

Strategies

10 minutes

Listen as I read the beginning of the passage.

NOTE: Model reading the first two paragraphs of the passage. Stop after reading this sentence: Instead of killing them, he put them in a basket and set them adrift on a river.

Now it's your turn to read.

NOTE: Ask individual students to read a paragraph or two. After finishing the passage, discuss the following:

Is the author of this passage trying to give us information, persuade us to have an opinion, or entertain us? (give us information)

LESSON 20

How do we know that the author’s purpose is to inform? (Possible responses: The passage contains facts about Rome. The author is telling the reader about the history of the Roman Empire. The author is giving information about real people, places, and events. There is no story that might be entertaining. It is not expressing an opinion about anything.)

How would the passage be different if the author’s purpose was to entertain? (Possible response: The author might tell a story about Romulus and Remus.)

How would the passage be different if the author’s purpose was to persuade? (Possible response: The author might try to persuade nations to join together and form a government that is similar to the Roman Empire.)

Now, let’s talk about cause-and-effect relationships in this passage. Tell me some examples. (Possible responses: The uncle ordered the twins to be killed, so the servant protected them by putting them in a basket on the river. When Romans ruled a land, they brought housing, clean water, and programs to help the poor. They built beautiful structures, many of which are still standing today. The emperor chose and fired members of the Senate, so he actually ran the government on his own. Because Caligula was a violent tyrant, he was able to rule people by frightening them. Other emperors cared for their subjects, so they were very popular. When the city of Rome caught fire, Emperor Nero opened his palace to people who lost their homes, and he ordered new houses to be built out of fireproof stone. Some believe that the Roman Empire became so big it could no longer be defended from enemies, so it fell as a result. Others blame a string of very bad emperors for the fall of the empire.)

NOTE: Have students identify the cause and the effect in each relationship.

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 20 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.

Differentiation ↑

Guide students as they work on the page. After students finish the page, they should write about one or two additional cause-and-effect relationships from the passage. Students can write this information at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Review the definition of author’s purpose. Model how to answer the first question by referring back to the details in the text. Then, review the definition of cause and effect and guide students as they complete the page.

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: archaeologists, pivotal, forum, amphitheaters, tyrant, catastrophe. Read each word aloud together.

Take a moment to talk about the meaning of each word with a partner. Use the Glossary, if needed.

NOTE: Allow one to two minutes for partners to quickly review the words.

B) Guided Practice

During our last session, we talked about synonyms and antonyms. Let's think about synonyms and antonyms as we work with our vocabulary words.

Let's work with synonyms and antonyms. I want you to tell me the vocabulary word that has a similar meaning to the word or words that I say.

marketplace (forum)

stadiums (amphitheaters)

essential (pivotal)

historians who dig (archaeologists)

Now, I'm going to say a word and its definition. We are going to use the definition to think of some words with opposite meanings.

A tyrant is a cruel, unfair, and oppressive ruler. How would you describe someone who is the opposite of a tyrant? (Possible responses: kind, fair, inclusive)

A catastrophe is a terrible event. How would you describe an event that is the opposite of a catastrophe? (Possible responses: happy, joyful, wonderful)

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 definitions for any of the vocabulary words. Students may write the definitions at the bottom of the page.

Differentiation ↓

Review the list of vocabulary words. Model how to find the vocabulary word that completes the first sentence. Students may work with partners to complete the rest of the page. Encourage them to refer to the Glossary, if needed. 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! Turn to your partner and tell each other a word that begins with the prefix **multi-**, **pre-**, **re-**, or **sub-**. Then, we will share the words together.* (Possible responses include: multilevel, pretest, rebuild, subordinate, etc.)

LESSON 20

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.

WORD STUDY | LESSON 20

Prefixes

Directions: Underline the prefix in each word below. Then, use the words to complete the sentences.


multigrain **rearrange** **subway** **preview** **multinational**

1. A small group of students helped the teacher rearrange the desks in the classroom to make room for our biography project presentations.
2. The teenage girl's inspirational speech to a multinational audience was translated into many languages.
3. We watched a preview of the school musical before opening night.
4. My grandparents' bakery has the most delicious multigrain bread.
5. We enjoy riding underground as we take the subway into the city.

FLUENCY | LESSON 20

Who Invented Trains?

The invention of the train was a long process, taking centuries. Before railroad tracks, there were wagon ways. A wagon way was a twin set of grooves cut into a limestone-paved route. Wagon wheels went into these grooves. This kept the wagons on the desired path. The wagons themselves were pulled by humans or, more often, animals.



Archaeologists have discovered wagon ways in Greece that date from 600 BCE. They were used to pull large boats from one side of an isthmus (a narrow land strip between bodies of water) to another. In a way, these wagon ways were the first canals.

The first railroad tracks as we know them were laid in the mid-1700s. At first, these were used to guide horse-drawn wagons, in much the same way as the Greeks had done. But with the invention of the steam engine in the early 1800s, the first trains appeared.

The earliest trains were used to transport a multitude of goods. By the 1850s, however, passenger trains ran on regular schedules in both Britain and the United States. In 1869, the first coast-to-coast train tracks were completed in the United States.

Today, every industrialized nation in the world has a train system. Technology has left its mark on locomotion, just as it has most areas of human life. The fastest trains today carry people at speeds exceeding 300 km/hr (180 mph).

COMPREHENSION | LESSON 20

Author's Purpose and Cause-and-Effect Relationships

Directions: Refer to the passage "Rome and Its Empire" as you complete this page.

1. Is the author of this passage trying to give us information, persuade us to have an opinion, or entertain us? Provide at least two details to support your answer. Write your answer in complete sentences.
The author of this passage is giving us information. The passage contains facts about Rome. The author is telling the reader about the history of the Roman Empire. The author is giving information about real people, places, and events.
2. Complete the chart with three examples of cause-and-effect relationships from the passage.

CAUSE	EFFECT
Romans ruled a land.	They brought housing, clean water, and programs to help the poor. They built beautiful structures, many of which are still standing.
The emperor chose and fired members of the Senate.	He actually ran the government on his own.
Caligula was a violent tyrant.	He was able to rule people by frightening them.

VOCABULARY | LESSON 20

Content Vocabulary

Directions: Review the vocabulary words below. Then, use what you know about synonyms and antonyms to complete each sentence. Use the Glossary, if needed.

amphitheaters	catastrophe	pivotal
archaeologists	forum	tyrant

1. When an event is not very important, it is the opposite of an event that is pivotal.
2. Stadiums are similar to amphitheaters.
3. A dictator who tells everyone what to do is similar to a tyrant.
4. A private area in an ancient city is the opposite of a forum.
5. People who study the technology of the future are the opposite of archaeologists, who study artifacts from the past.
6. A disaster or a crisis is similar to a catastrophe.