

# Overview

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Lesson Plan #1 Title: Ace it! Lesson Seventeen

Attached Supporting Documents for Plan #1:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Understand the meaning and practice the application of the root 'pel'.
- Increase speed and accuracy of reading a passage aloud.
- Comprehend a text and analyze the setting of a story.
- Define content vocabulary words and practice their application.

Lesson Plan #2 Title: Ace it! Lesson Twenty

Attached Supporting Documents for Plan #2:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:





- Understand the meaning of the prefixes uni-, bi-, tri-, multi-, semi-, pre-, and pro-.
- Practice reading a passage with increased speed, accuracy, and intonation.
- Identify important information in an article and summarize it.
- Use analogies to determine meanings and increase vocabulary.

Lesson Plan #3 Title: Ace it! Lesson Twenty-three

Attached Supporting Documents for Plan #3:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

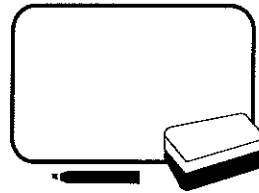
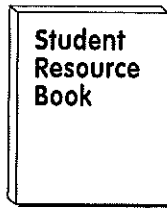
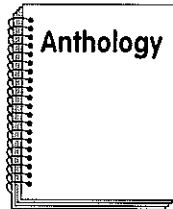
- Understand the meaning of the suffixes -er/-or, -en, -ward, -fy, -less, and -ness and practice use.
- Practice increased speed and accuracy while reading aloud.
- Comprehend a text by identifying cause and effect relationships.
- Practice applying content vocabulary in the appropriate context..

<p><b>LESSON OBJECTIVE:</b>  <b>Word Study</b>                  understand the meaning of the root 'pel'</p> <p> 12 mins.</p>	<p><b>Fluency</b>                  increase speed and accuracy</p> <p> 5 mins.</p>	<p><b>Comprehension</b>                  analyze the setting of a story</p> <p> 23 mins.</p>	<p><b>Vocabulary</b>                  define content vocabulary words</p> <p> 10 mins.</p>
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**SET-UP NOTES:**

**Lesson Materials:**

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "A Trip to Tokyo"
- Dry-erase boards, dry-erase markers, erasers



**Welcome**

 **2 mins.**

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

*During today's lesson, we are going to identify the meaning of the root 'pel,' read a story for fluency, analyze the setting of a story, and identify synonyms.*

**Word Study**

understand the meaning of the root 'pel'

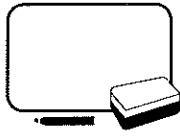
 **Review 5 mins.**

**Read/Review Words with Day One Pattern/Skill**

*Let's begin today with a review of our root. In our last session, we learned about the root 'dict.'*

*Who recalls what the root word 'dict' means? (to write or say)*



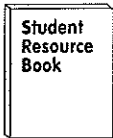


In this lesson, we will focus on the root 'pel,' which means 'to push or drive.' 'Pel' is a word part that needs a prefix, suffix, or both to become a word. Watch what happens when a prefix is added to it. **NOTE:** Write the following on the dry-erase board:

Prefix: *dis* (away)  
 Root: *pel* (to push or drive)  
*dis + pel = dispel* (to push away)

Listen to how this word is used in a sentence: 'The principal called an assembly to dispel the idea that school would let out early.'

**Short Independent Practice 7 mins.**



Let's take a few minutes to complete the Word Study Resource Sheet for Lesson 17 in your Student Resource Book. **NOTE:** Review the directions. Direct a student to restate the directions.

**NOTE:** Provide assistance to students as they work. Review aloud the completed activity with students.



Differentiation  
 When finished with their resource sheets, direct students to write four new sentences at the bottom of their resource sheets using the words 'compel,' 'expel,' 'repel,' and 'propel.'

Differentiation  
 Direct students to complete only the top portion of the resource sheet.

**Fluency**

increase speed and accuracy



**Review 5 mins.**

**A. Student Rereads Fluency Passage: Whisper Reading**

Turn to the Fluency Resource Sheet, "Eleanor Roosevelt (1884–1962)," in your Student Resource Book. With a partner, Whisper Read the selection. I want you to stop halfway through the selection.

**B. Comprehension Questions**

Let's take a minute to review our passage. **NOTE:** Ask two or three comprehension questions to monitor students' understanding of the passage.

### C. Continue Reading: Whisper Reading

Now it is time for your partner to *Whisper Read*. **NOTE:** Monitor select students' fluency as they read.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

## Comprehension

analyze the setting of a story



### Introduction 8 mins.

#### A. Review Skill from Day One

*In our last session, we learned that the setting of story is where and when the story takes place.*

#### B. Introduce Text Selection (Anthology)

*Our new story, "A Trip to Tokyo," is a realistic story about a girl who visits her relatives in Japan. As you read the story, pay close attention to the art. Sometimes art in a story can tell more about the setting.*



#### C. State Lesson Objective/Purpose Based on Skill

*During today's lesson, we will identify the setting of the story "A Trip to Tokyo." Please open your anthology to the story "A Trip to Tokyo." Follow along with me as I read aloud from the story. I will stop and ask questions, and you may write your responses on your dry-erase boards to reference for your next activity.*



### Strategies 10 mins.

**NOTE:** Read the first two paragraphs aloud. After reading, ask the following questions:

*Where does the first part of the story take place? (in an airplane)*

*What event is taking place? (Kimi and her parents fly to Japan.)*



## LESSON SEVENTEEN

**NOTE:** Direct a student to read aloud, starting from “A bus took Kimi’s...,” and stop after reading the paragraph that begins, “They smiled and sat...” After reading, ask the following questions:

*Where does the next part of the story take place?* (Grandmother’s house)  
*What event is taking place?* (Kimi has tea and meets her cousins.)

**NOTE:** Direct a student to read the paragraph that begins “After tea.” After reading, ask the following questions:

*Where does this part of the story take place?* (village in Tokyo)  
*What event is taking place?* (Kimi sees the sights.)

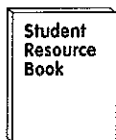
**NOTE:** Read the paragraph that begins “When they arrived....” After reading, ask the following questions:

*Where does this part of the story take place?* (Mount Fuji)  
*What event is taking place?* (Kimi visits the dormant volcano)

**NOTE:** Direct students to Whisper Read the remainder of the story.



### **Integrated Writing Activity** 5 mins.



*Now you are ready to complete our Comprehension Resource Sheet about the setting of the story we just read.*

**NOTE:** Review the directions. Provide assistance to students as they work. Review aloud the completed activity with students.



Differentiation

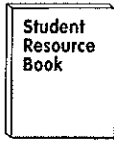
When finished, direct students to answer the two questions at the bottom of their resource sheets.

Differentiation

Direct students back to the text to support their completion of the setting chart.

## Vocabulary

define content  
vocabulary words



Review

10 mins.

### A. Review Content Words

*Turn now to your Vocabulary Resource Sheet. Let's read the paragraph out loud, and then we will complete the first four questions together.*

**NOTE:** Ask a volunteer to read the paragraph. Complete questions 1 through 4 as a group.

### B. Guided Practice

*A few lessons ago, we learned that antonyms are words that have opposite meanings.*

*What do you think synonyms are?* (words that are the same)

*Yes, synonyms are words that have similar meanings. For example, 'outstanding' is a synonym for 'great,' 'exhausted' is a synonym for 'tired,' and 'nervous' is a synonym for 'worried.' You can find synonyms for words in a dictionary, glossary, or thesaurus.*

*Can you give me some examples of words that are synonyms?* **NOTE:** If students have difficulty, provide them with the first word; for example, big—large, frisky—lively.

### C. Independent Practice

*Now, take a few minutes to complete the Extend Your Vocabulary box at the bottom of your Vocabulary Resource Sheet for Lesson 17 in your Student Resource Book.* **NOTE:** Review the directions of the Vocabulary Student Resource Sheet for Lesson 17.

**NOTE:** Provide assistance to students as needed. Review aloud the completed activity with students.



Differentiation

When finished with the resource sheet, direct students to make a list at the bottom of their resource sheets of synonyms for words found in the story.

Differentiation

Direct students to use the Glossary for assistance.



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**Summary/  
Closure**



**3 mins.**

*Today we read a story about a girl who traveled to Japan. I think it is exciting and fun to travel. If you could travel to anywhere in the world, where would you like to go? (Responses will vary.)* NOTE: Provide each student a chance to respond.

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**Count/  
Record Tokens**



**5 mins.**

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

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**Total Time**



**60 mins.**

# Word Study

Directions: Read the following sentences. Then underline each word that has the root 'pel.'

- Miguel felt compelled to tell the teacher that he didn't have his homework.
- A big can of bug repellent stood by the back door for everyone to use.
- The students were expelled from the military school for cheating.
- The propellers on small planes are so noisy that you can hardly hear anything else.

Directions: Use context clues from the sentences above to match each word to its definition. Write the letter of the correct definition on the line.

1. <u>B</u> compelled	A. to be forced out of
2. <u>A</u> expelled	B. felt a strong need to do something
3. <u>D</u> propeller	C. something that pushes away
4. <u>C</u> repellent	D. something that pushes or drives an object forward



# Fluency Focus

## Eleanor Roosevelt (1884-1962)

Eleanor Roosevelt was the wife of President Franklin Roosevelt. She was introduced to politics at an early age because her uncle was President Theodore Roosevelt. In 1905, Eleanor married Franklin Roosevelt, who became president of the United States in 1933.

Eleanor brought great changes to the role of First Lady. She traveled around the country to learn about the needs of the people. She held press conferences, wrote books, and spoke on the radio. Eleanor particularly wanted to help the poor and the weak. She fought for new laws to help them. After her husband died in 1945, she worked for the United Nations. She helped to write the *Universal Declaration of Human Rights*. It called for people in all countries to be treated fairly. People often called Eleanor the "First Lady of the World" for her many good deeds.



## Setting

A **setting** is the **place and time** where a story takes place.

Use the setting chart to list the events that occur in each setting.

A Trip to Tokyo	
Setting	Events
Airplane	Kimi flies to Japan.
Grandmother's house	Kimi meets her cousins and has tea.
Village in Tokyo	Kimi sees the sights.
Mount Fuji	Kimi visits the dormant volcano.

Use the story and your setting chart to answer each question.

- Where and when does Kimi find out her cousins can speak English?  
Possible response: Kimi finds out her cousins can speak English when they are getting ready for bed at their grandmother's house.
- How does the setting of the story change from the beginning to the end?  
Possible response: Kimi is on an airplane at the beginning of the story and at her grandmother's house in Tokyo at the end of the story.

# Vocabulary

Read the paragraph. Then circle the letter next to the best answer.

Kimi had an exciting day exploring Tokyo and Mount Fuji. She would never forget how the mountain looked as it loomed in the distance. When she got back to her grandmother's house, Kimi took off her shoes to show respect to her grandmother. She had been walking all day, and by the time Kimi returned, she felt exhausted. When it was time to go to bed, Kimi's cousins rolled out the futons. The girls thought about all the fun they had as they drifted off to sleep.

- What does 'loomed' mean?  
A. appeared impressive  
B. looked silly  
C. smelled strange
- What does 'respect' mean?  
E. to feel tired  
F. to show a high opinion of  
G. to feel confused
- What does 'exhausted' mean?  
A. thirsty  
B. friendly  
C. tired
- What does 'futons' mean?  
E. kinds of beds  
F. rugs  
G. blankets

## Extend Your Vocabulary





Write the synonym for each word on the correct line.

dormant kimonos outsider peak

- robes kimonos
- stranger outsider
- inactive dormant
- top peak



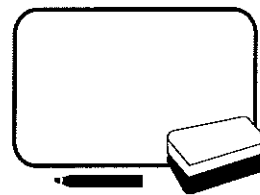
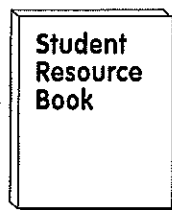
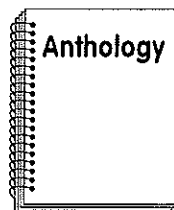


<p><b>LESSON OBJECTIVE:</b>  <b>Word Study</b>                  understand the meanings of prefixes uni-, bi-, tri-, multi-, semi-, pre-, and pro-</p> <p> 12 mins.</p>	<p><b>Fluency</b>                  read with increased speed and accuracy</p> <p> 5 mins.</p>	<p><b>Comprehension</b>                  summarize informational texts</p> <p> 23 mins.</p>	<p><b>Vocabulary</b>                  use analogies to determine meanings and increase vocabulary</p> <p> 10 mins.</p>
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**SET-UP NOTES:**

**Lesson Materials:**

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Be Prepared!"
- Dry-erase boards, dry-erase markers, erasers



**Welcome**

 **2 mins.**

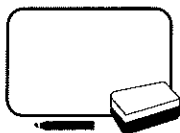
**NOTE:** Greet students by name and take attendance. State Lesson Objectives for today.

*During today's session, we are going to identify the meaning of prefixes, read a story for fluency practice, summarize informational text, and use analogies to compare pairs of words.*

**Word Study**

 **Review 5 mins.**

understand the meanings of prefixes uni-, bi-, tri-, multi-, semi-, pre-, and pro-



*Today we will begin with a review of prefixes.*

**Read/Review Words with Day One Pattern/Skill**

**NOTE:** Write only the prefixes uni- (one), bi- (two), tri- (three), multi- (many or more), semi- (half or partly), pre- (before), and pro- (forward) on the dry-erase board.

*In our last lesson, we learned the meanings of some new prefixes. Who recalls what these prefixes mean? **NOTE:** Write meanings next to each prefix as students say them. Refer to meanings above.*

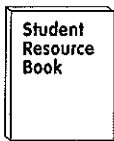
# LESSONS/WORK

Today we will continue to practice using these prefixes. Write on your dry-erase board the new word that you can make if you add the prefix 'multi-' to the root word 'purpose.' (Response: multipurpose)

Did you write 'multipurpose'? What does this word mean? (having more than one purpose) Right, having more than one purpose.

Great job! In addition, remember that most words with prefixes are not spelled with dashes.

## Short Independent Practice 7 mins.



Now let's look at the Word Study Resource Sheet in your Student Resource Book. Let's work together to complete this activity.

NOTE: Review the directions aloud and direct students to restate the directions. Review the completed activity with students.



Differentiation

When students finish with the activity, direct them to write sentences on their dry-erase boards using four of the words they made on their resource sheets.

Differentiation

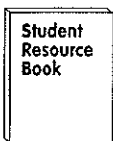
Direct students to complete a reduced portion of the resource sheet.

## Fluency

read with increased speed and accuracy

## Review 5 mins.

Now let's turn our attention to practicing our fluency. Turn to your Fluency Resource Sheet, "Moving to Montana."



### A. Student Rereads Fluency Passage: Whisper Reading

NOTE: Break the students into pairs and have one partner Whisper Read the first half of the selection. Remind students to use their Good Reader Strategies.

### B. Comprehension Questions

Let's take a minute to review our passage. NOTE: Ask two or three comprehension questions to monitor students' understanding of the passage.

### C. Continue Reading: Whisper Reading

Now it is time for your partner to *Whisper Read*. NOTE: Monitor select students' fluency as they read.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

## Comprehension

summarize  
informational  
texts



### Introduction 8 mins.

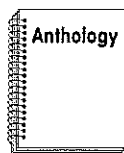
#### A. Review Skill from Day One

Now let's review our comprehension skill.

*Who can tell me what a summary is?* (a short statement that tells what an article or story is mostly about)

*Think about some movies or books that you like and how you would summarize what they are about.*

*Who can give me a summary of their favorite movie or book? Make sure your summary is no more than three or four sentences in length.* (Go around the group and ask students for summaries. Accept reasonable answers.)



#### B. Introduce Text Selection (Anthology)

*Good job! Our new passage, "Be Prepared!," is a nonfiction article that explains how to stay safe during an earthquake, a thunderstorm, and a blizzard.*

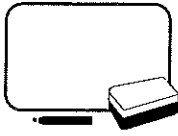
#### C. State Lesson Objective/Purpose Based on Skill

*During today's lesson, we will read and summarize the article. Now turn in your Anthology to "Be Prepared!"*



### Strategies 10 mins.

*This article is divided into several sections. Each of these has its own main idea. As we read the article, we will use the title and headings to help write a summary.* NOTE: Read aloud the first and second pages of the article.



*What is the most important idea underneath the heading “Earthquake!”?* (Possible response: Drop, cover, and hold on until the earthquake stops.) **NOTE:** Listen to student responses and write them on the dry-erase board.

**NOTE:** Direct students to share in reading aloud the next page.

*What is the most important idea underneath the heading “Thunderstorm!”?* (Possible response: Inside is the best place to be during a thunderstorm; if you are outside, find a low place away from water.) **NOTE:** Listen to student responses and write them on the dry-erase board.

**NOTE:** Direct students to share in reading aloud the next page.

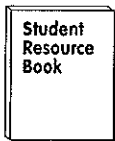
*What is the most important idea underneath the heading “Blizzard!”?* (Possible response: Inside is the best place to be during a blizzard; if you must go outside, dress in layers.) **NOTE:** Listen to student responses and write them on the dry-erase board.

*Look at the list of important ideas. Now we need to summarize these ideas. Talk with your neighbor and write on your dry-erase board a summary of the ideas.* **NOTE:** Direct students to share their summaries.

*A good summary for this article is, “The best place to be during an earthquake or storms is inside. Knowing what to do can keep you from getting hurt.”*



**Integrated Writing Activity 5 mins.**



*Now you are ready to complete a comprehension sheet to summarize the article we just read. Turn to your Comprehension Resource Sheet. We will use the information in our story and on the dry-erase board to complete this activity.*

**NOTE:** Review the directions aloud and give students time to complete the activity. Provide assistance to students as they work. Review the completed activity.



**Differentiation**  
When finished with the resource sheet, direct students to respond to the following prompt on their dry-erase boards: What if you are outside or asleep during an earthquake?

**Differentiation**  
Assist students in transferring information from the dry-erase board to their resource sheets.

## Vocabulary

use analogies  
to determine  
meanings and  
increase  
vocabulary



Review

10 mins.

*Now let's review our vocabulary from our story. NOTE: Write the following words on the dry-erase board: appliances, factor, crowd, interior, and shelter.*

### A. Review Content Words

NOTE: Ask the following questions:

*How could appliances be dangerous in a thunderstorm? (Accept reasonable responses.)*

*How can you stay warm when the wind chill factor is very cold? (Accept reasonable responses.)*

*If you crouch, are you more or less prone to be hit by lightning? (Accept reasonable responses.)*

*Is it safer to stand by an interior wall or by a window during an earthquake? (Accept reasonable responses.)*

*How can shelter prevent injuries in a disaster? (Accept reasonable responses.)*

### B. Guided Practice

*Today we will use analogies to review our words. An analogy compares two pairs of words. The relationship between the second pair of words must have the same relationship as the first pair.*

NOTE: Write 'cat is to meow as dog is to bark' on the dry-erase board.

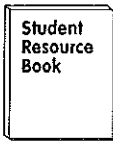
*Look at the example on the dry-erase board. A cat meows and a dog barks. The relationship is the same. It is what the animal does, the sound that it makes.*

NOTE: Write 'good is to bad as fast is to \_\_\_\_\_' on the dry-erase board.

*What word would fit in the blank? (slow)*

*Yes, 'slow' would fit. Good and bad are antonyms, or opposites, of each other; therefore, the word that fits the blank needs to be an antonym of 'fast' to make the analogy true.*

# PERSONALITY



## C. Independent Practice

*Let's take a few minutes to complete your Vocabulary Resource Sheet in your Student Resource Book. This page is an analogy activity with several of our vocabulary words.*

**NOTE:** Review the directions aloud. Provide students with assistance as they work. Orally review the completed activity with students.



### Differentiation

When students are finished with the resource sheet, direct them to describe, at the bottom of their sheets, the relationships of the analogies on their resource sheets.

### Differentiation

Direct students to locate the words in the Word Box in the Glossary and write their definitions.

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### Summary/ Closure



**3 mins.**

*On your dry-erase board, I would like you summarize what you learned today.* **NOTE:** Ask students to share what they wrote.

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### Count/ Record Tokens



**5 mins.**

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

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### Total Time



**60 mins.**

# Word Study

**Directions:** Part of the word is missing in each item below. Fill in the correct prefix, root word, or complete word on the line provided. The definition of the complete word is beside each item. The first one has been done for you.

Prefix	Meaning
uni-	one
bi-	two
tri-	three
multi-	many or much
semi-	half or partly
pre-	before
pro-	forward

1. pre- + cooked = precooked (cooked before)
2. semi- + tropical = semitropical (partly tropical)
3. multi- + purpose = multipurpose (many purposes)
4. uni- + corn = unicorn (horse with one horn)
5. tri- + color = tricolor (having three colors)
6. bi- + monthly = bimonthly (happening every two months)
7. semi- + formal = semiformal (partly formal)
8. pre- + judge = prejudice (to judge before knowing)
9. uni- + verse = universe (one world)
10. tri- + angle = triangle (three angles)

# Fluency Focus

## Moving to Montana

April 28, 1885

Dear Diary,

My name is Ben Wilkins. I live in St. Louis, Missouri. I will not live here for much longer, though. We are moving!

Last night I lay awake in bed. My mother and father were in the kitchen. I could hear them talking to each other.

"I can no longer make a good living in this city. It's time to go west," my father said to my mother.

"Andrew," said my mother, "I know it has been hard to find work lately. I think you're right. It would be good for us to make a new start."

"Yes," said Father, "it is time to move on. Soon I will be out of work."

I think my parents knew I could hear them, because they began to whisper. The only thing I heard them say after that was "Montana."

Montana. I don't know much about it, but I like the sound of it. My sister and older brother don't want to leave St. Louis, but I do. I want to go somewhere I've never been. I want to be an explorer. I want an adventure!

# Focus Skill

## Summarize

When you summarize, you tell the most important ideas.

Use the chart to summarize the article.

**BE PREPARED!**

<p style="text-align: center;"><b>Most Important Idea in "Earthquake!"</b></p> <p>Drop, cover, and hold on until the earthquake stops.</p>
<p style="text-align: center;"><b>Most Important Idea in "Thunderstorm!"</b></p> <p>Inside is the best place to be during a thunderstorm.</p> <p>If you are outside, find a low place away from water.</p>
<p style="text-align: center;"><b>Most Important Idea in "Blizzard!"</b></p> <p>Inside is the best place to be during a blizzard.</p> <p>If you must go outside, dress in layers.</p>
<p style="text-align: center;"><b>Summary</b></p> <p>The best place to be during earthquakes or storms is inside. Knowing what to do can keep you from getting hurt.</p>

# Vocabulary





## Extend Your Vocabulary

**Analogies** An analogy compares two pairs of words. The relationship between the second pair of words must have the same relationship as the first pair.

Use a word from the box to complete each analogy.

appliances   crouch   interior

1. Outside is to exterior as inside is to interior.
2. Tables are to furniture as refrigerators are to appliances.
3. Small is to tiny as squat is to crouch.

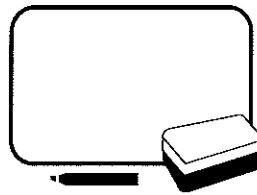
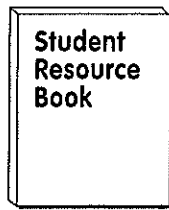
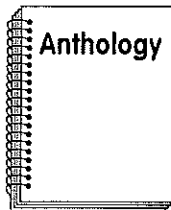
<p><b>LESSON OBJECTIVE:</b>  <b>Word Study</b>                  understand the meanings of the suffixes -er/-or, -en, -ward, -fy, -less, and -ness</p> <p> 12 mins.</p>	<p><b>Fluency</b>                  increase speed and accuracy</p> <p> 5 mins.</p>	<p><b>Comprehension</b>                  identify cause-and-effect relationships</p> <p> 23 mins.</p>	<p><b>Vocabulary</b>                  apply content vocabulary in context</p> <p> 10 mins.</p>
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**SET-UP NOTES:**

**Lesson Materials:**

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Tornado!"
- Dry-erase boards, dry-erase markers, erasers



**Welcome**

 **2 mins.**

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

*During today's lesson, we are going to identify the meanings of suffixes, read a story for fluency practice, understand cause and effect by using the text's structure to locate and recall information, and use context clues to find the meaning of unknown words.*

**Word Study**

 **Review 5 mins.**

understand the meanings of the suffixes -er/-or, -en, -ward, -fy, -less, and -ness



**Read/Review Words with Day One Pattern/Skill**

*Let's begin with a review of suffixes.*

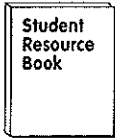
**NOTE:** Write only the following suffixes (not the definitions) on the dry-erase board: -er/-or (someone or something that does the action), -en (made of, to make, or become), -ward (in the direction of), -fy (to make into or similar to), -less (without), -ness (state or quality of).

*In our last session, we learned the meanings of some suffixes. Who recalls what these suffixes mean?* **NOTE:** Write meanings next to each suffix as students say them. Refer to meanings above.





**Short Independent Practice 7 mins.**



*Let's turn to your Word Study Resource Sheet in your Student Resource Book. We will practice identifying and using suffixes. We will do this activity together.*

**NOTE:** Review the directions. Provide assistance to students as needed. Review aloud the completed activity with students.



Differentiation

When finished with their resource sheets, direct students to write sentences on their dry-erase boards using four of the words they made on their resource sheets.

Differentiation

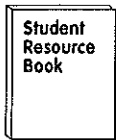
Direct students to complete the top portion of the resource sheet.

**Fluency**

increase speed and accuracy



**Review 5 mins.**



**A. Student Rereads Fluency Passage: Whisper Reading**

*We are going to reread the passage "The Dust Bowl." Each time we read the story, we will practice reading more quickly and easily.*

*Turn to your Fluency Resource Sheet, "The Dust Bowl."*

*Now, turn to a partner and have one partner Whisper Read the passage.*

**NOTE:** Direct students to work in pairs for the first round of Whisper Reading. Monitor select students' fluency as they read. Remind students to use their Good Reader Strategies.

**B. Comprehension Questions**

*Let's take a minute to review our passage.* **NOTE:** Ask two or three comprehension questions to monitor students' understanding of the passage.

### C. Continue Reading: Whisper Reading

Now it is time for your partner to *Whisper Read*. NOTE: Monitor select students' fluency as they read.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

D23

## Comprehension

Identify  
cause-and-effect  
relationships



### Introduction 8 mins.

#### A. Review Skill from Day One

*In our last session, you learned about cause-and-effect relationships. You learned that a cause is why something happens and that an effect is the result of a cause.*

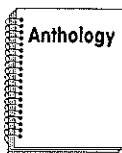
#### B. Introduce Text Selection (Anthology)

*Tornadoes, which are also called twisters, are violent winds that spin at very high speeds.*

*Have you ever seen or read about a tornado? What happens when a tornado strikes? What happens afterwards? NOTE: Have a class discussion.*

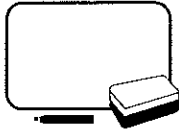
#### C. State Lesson Objective/Purpose Based on Skill

*During today's lesson, we will read an article that explores the causes and effects of tornadoes. Let's turn to our story, "Tornado!"*



### Strategies 10 mins.

*As we read the article, look for causes and effects of tornadoes. Clue words such as 'if' and 'then' can tell you about a cause-and-effect relationship. To help identify cause and effect statements, ask yourself, 'What happened?' and 'Why did it happen?' NOTE: Read aloud the first and second pages of the article.*



**NOTE:** Make two columns on the dry-erase board. Label one 'Cause' and the other 'Effect.' Write student responses under the correct headline. Encourage students to refer to their text for information.

*What causes storms?* (A warm air mass and a cold air mass come together.)

*What is the effect of a warm air mass and a cold air mass coming together?* (They cause storms.)

*What causes funnel clouds to form?* (Air masses begin to spin when cold air rushes up to replace warm air.)

*What is the effect when the cold air that replaces the warm air begins to spin?* (A funnel cloud forms.)

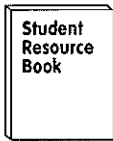
*What causes a tornado to look red?* (It touches ground where soil is red.)

*What is the effect when a tornado touches ground where the soil is red?* (The tornado looks red.)

**NOTE:** Direct students to Whisper Read the last two pages of the article.



**Integrated Writing Activity 5 mins.**



*Now you are ready to complete an activity to explain some of the causes and effects of tornadoes. Turn to your Comprehension Resource Sheet.*

**NOTE:** Review the directions aloud. Provide assistance to students as they work. Orally review the completed activity with students.



Differentiation

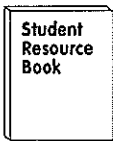
When finished with the resource sheet, direct students to write a description of two of the photos in the story on their dry-erase boards.

Differentiation

Assist students in identifying cause-and-effect relationships within the text. Direct students to transfer this to their resource sheets.

**Vocabulary**

apply content vocabulary in context



**Review 10 mins.**

**A. Review Content Words**

*Let's take another look at the vocabulary words from our article. Let's look back at our Vocabulary Resource Sheet from our last session and read these words out loud.*

**NOTE:** Read aloud the words, along with the students.

## B. Guided Practice

Now let's take a few minutes to review the meanings of these words. Listen as I say a sentence that is missing a vocabulary word. Determine with your partner which of the vocabulary words is missing. **NOTE:** Read aloud the following sentences. Use student responses to prompt discussion of the vocabulary words. Allow students to use the Vocabulary Resource Sheet from Lesson 22 for reference.

If a tornado is coming, take \_\_\_\_\_ to protect yourself. (precautions)

Tornadoes can cause great damage or \_\_\_\_\_, (destruction)

Tornadoes can be very strong and \_\_\_\_\_, (fierce)

Scattered pieces of twigs, branches, and other \_\_\_\_\_ can be found after a tornado has struck. (debris)

Sometimes tornadoes form when cold air from the north and warm air from the south \_\_\_\_\_, (collide)

A tornado is shaped like a \_\_\_\_\_, (funnel)

When cold and warm air \_\_\_\_\_ come together, sometimes tornadoes form. (masses)

If a tornado \_\_\_\_\_, run to the nearest building. (approaches)

D23

## C. Independent Practice

Turn now to your Vocabulary Resource Sheet for Lesson 23. We will use our vocabulary words to complete the paragraph. **NOTE:** Review the directions aloud. Provide assistance to students as they work. Review aloud the completed activity with the students.



Differentiation

When finished with the resource sheet, direct students to write a sentence about tornadoes using two of the vocabulary words.

Differentiation

Direct students to Whisper Read the passage from the resource sheet. Direct students to work with partners to complete the activity.

## Summary/ Closure



3 mins.

Today we read an article about the causes and effects of tornadoes. Tornadoes are pretty exciting and interesting. Perhaps you might want to find out more about tornadoes.

What are some things you can do to learn more about tornadoes? (Go to the library. Visit the Internet. Talk to someone who has lived where tornadoes form.)

**Lesson** *Twenty-Five*

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**Count/  
Record Tokens**



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

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**Total Time**



# Word Study

Suffix	Meaning
-er/-or	someone or something that does the action
-en	made of, to make, or become
-ward	in the direction of
-fy	to make into or similar to
-less	without
-ness	state or quality of

Directions: Underline the suffix of each word below.

- kindness
- pacify
- quicken
- darkness
- broken
- calculator
- upward
- ageless
- singer
- traveler

Directions: Write the correct suffix on the line provided. Use the chart above to help you.

- dark ness  
state of being dark
- up ward  
in the direction of up
- quick en  
to become quick
- plant er  
one who plants



# Fluency Focus

## The Dust Bowl

The southern Great Plains became known as the Dust Bowl during the 1930s. This area included parts of Oklahoma, Texas, New Mexico, Colorado, Nebraska, and Kansas. Dust storms swept the Dust Bowl for the ten years called the "dirty thirties."

Why did this happen? At one time, prairie grass grew over the plains. The grass roots held the soil firmly in place. Ranchers brought cattle and sheep into the area. The animals ate the grass, and their hooves trampled and tore the grass roots. Farmers plowed the top of the soil into fine dust, removing the grass. They planted wheat, but when it quit raining, the wheat died. Wind blew the topsoil into the air as dust. Some of that dust blew as far as the East Coast and beyond.

Since then, farmers have improved their farming methods. So even during periods of drought, most of the topsoil is saved and farmers can continue to grow crops.

Some experts fear that if there were to be another very long drought, the fierce dust storms could begin again. Therefore, scientists continue to study ways to prevent another Dust Bowl disaster.



## Cause and Effect

Writers use cause and effect to explain what happens and why it happens. The **cause** is why something happens. The **effect** is what happens because of it.

Use the article and the chart to explain the cause for each effect.

TORNADO	
Cause	Effect
A warm air mass and a cold air mass come together.	They cause storms.
The cold air that replaces the warm air can begin to spin.	A funnel cloud forms.
A tornado touches ground where soil is red.	The tornado looks red.



Directions: Circle the letter next to the word that best completes each sentence.

When \_\_\_\_\_ of warm air and cold air meet, they can cause storms. When warm and cold air \_\_\_\_\_, a tornado sometimes forms. Before a tornado \_\_\_\_\_, balls of ice often fall to the ground. If you see a \_\_\_\_\_ reaching down from a dark cloud, watch out!

- |   |   |   |  |
|---|---|---|--|
| 1. A. seasons                             | 2. <input checked="" type="radio"/> E collide | 3. A. precautions                             | 4. <input checked="" type="radio"/> F funnel |
| B. days                                   | F. replace                                    | B. funnels                                    | F. chicken                                   |
| C. debris                                 | G. swirl                                      | C. clouds                                     | G. restaurant                                |
| <input checked="" type="radio"/> D masses | H. fall                                       | <input checked="" type="radio"/> D approaches | H. mass                                      |