

Overview

Lesson Plan #1 Title: Ace it! Lesson Twenty

Attached Supporting Documents for Plan #1:

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

- Correctly use words containing the suffix '-cy' in the appropriate context.
- Read a passage with increased speed, accuracy, and appropriate intonation.
- Comprehend and identify the plot of a story.
- Define content vocabulary words based on context.

Lesson Plan #2 Title: Ace it! Lesson Twenty-six

Attached Supporting Documents for Plan #2:

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

- Identify and use words containing the roots 'ped' and 'pod' in context.
- Practice reading a passage with increased speed, accuracy, and intonation.
- Make appropriate judgments based on information in a story as well as personal experience.
- Appropriately apply vocabulary words in context.





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

Attached Supporting Documents for Plan #3:

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

- Divide words with VCCV patterns into syllables.
- Read a passage with increased speed, accuracy, and intonation.
- Read an article and correctly identify the author's purpose.
- Define vocabulary words.

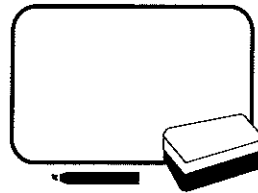
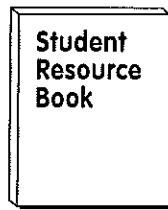
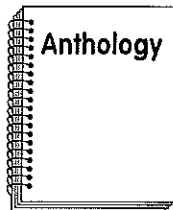
Lesson Objectives

LESSON OBJECTIVE: Word Study use words containing the suffix '-cy' in context  12 mins.	Fluency read a passage with increased speed, accuracy, and appropriate intonation  5 mins.	Comprehension identify the plot of a story  23 mins.	Vocabulary define content vocabulary words based on context  10 mins.
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SET-UP NOTES:

Lesson Materials:

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



Welcome

 2 mins.

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

Today we will continue studying the suffix '-cy' and Whisper Read "Travel Diary: Day One." We will identify the plot in the story "The Dancing Bear" and understand the meanings of our vocabulary words that are used in it.

Word Study

use words containing the suffix '-cy' in context

 Review 5 mins.

Read/Review Words with Day One Pattern/Skill

Let's start today with a review of our new suffix.

*Everyone call out the letters in the suffix we are studying (c, y)
Someone raise your hand and tell us what the suffix '-cy' means. (quality of)*



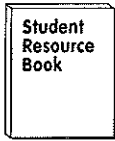
*Now, take a moment to brainstorm and write down on your dry-erase boards five words that begin with our new suffix. **NOTE:** Give students one minute to work.*

*Share some of the words you brainstormed. **NOTE:** Call on students to share answers. Write the words they identify correctly on the dry-erase board.*

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Let's make up sentences for some of these words as a class. Who can tell us a sentence for one of these words? (Possible answer: I am going to read with fluency today.) **NOTE:** If possible, solicit at least one answer from each student.

Short Independent Practice 7 mins.



Turn to *Lesson 20 Word Study Resource Sheet*. **NOTE:** Choose a student to read the directions.

Complete your resource sheets with a partner, and we will review them when you are finished. **NOTE:** Provide students four to five minutes to work, assisting as needed. Review answers as a group.



Differentiation

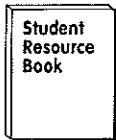
Instruct students to define the words that complete each of the sentences. They should write the definitions in the space underneath each word.

Differentiation

Direct students to complete a reduced portion of the sheet.

Fluency

read a passage with increased speed, accuracy, and appropriate intonation



Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Let's now reread "Travel Diary: Day One" to practice reading with fluency.

Turn to *Lesson 20 Fluency Resource Sheet*. Find a partner, and one of you Whisper Read the passage. I want both of you to also focus on using your Good Reader Strategies. **NOTE:** Direct students to work in pairs. Monitor students' fluency.

B. Comprehension Questions

We will take a moment to review. **NOTE:** Ask two or three comprehension questions to monitor students' understanding.

C. Continue Reading: Whisper Reading

Now the other partner may Whisper Read "Travel Diary: Day One." **NOTE:** Monitor students' fluency.



Differentiation
Reread the passage aloud, focusing on expression.

Differentiation
Select a reduced portion of the text for fluency practice.

Comprehension

identify the plot of
a story



Introduction 8 mins.

A. Review Skill from Day One

For our comprehension portion of our lesson, let's imagine that we are writing a short story about a trip. We will consider what the plot of the story would be.

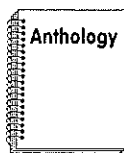
Where might you go on a short trip? (Possible answers: the beach, camping) **NOTE:** When an answer is satisfactory, ask the following questions specific to that trip destination.

What is a problem or issue that might surface on the trip? (Possible answers: You forgot to pack your swimsuit; You did not pack enough food.)

Keeping the problem in mind, what could the beginning, middle, and end events of the plot be? (Possible answer: You arrived in the woods for a camping trip; you discovered you did not bring enough food; you went fishing and caught enough fish for three meals.)

B. Introduce Text Selection (Anthology)

In our comprehension story for today, we will identify a problem that a boy has and we will determine the plot events.



Turn in your Anthologies to "The Dancing Bear."

Have you ever been to a parade or other special celebration? (Answers will vary.)

What was it like? (Possible answers: fun, colorful, crowded)

Why do people have parades? (Possible answers: to celebrate, to entertain)



NOTE: Write the word 'Carnaval' on the dry-erase board.

Have you ever heard of a celebration called ‘Carnaval’? If so, what do you know about it? (Possible answer: Yes, it is a celebration where people wear masks.)

What word in English is similar to ‘Carnaval’? (carnival)

C. State Lesson Objective/Purpose Based on Skill

We will now read “The Dancing Bear” and identify the plot of the story. We will look for the problem and the solution, and we will determine the beginning, middle, and end of the story.

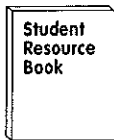
 **Strategies 10 mins.**

Let’s first take a moment to preview the story by looking at the illustrations.

As you look at the illustrations, what do you think might happen in the story? Think of what the beginning, middle, and end events could be. (Possible answer: a boy makes a mask for Carnaval, something happens to his mask so he fixes it, he wears the mask at the Carnaval)

Begin reading the story by Whisper Reading with a partner, alternating paragraphs. While you read, write on your dry-erase boards any problems that the main character faces. Remember to use your Good Reader Strategies. NOTE: Help students select partners. Assist any students as needed. Proceed when they have finished.

 **Integrated Writing Activity 5 mins.**



Now turn to Lesson 20 Comprehension Resource Sheet. You will see a Plot Chart. Someone please read the directions. NOTE: Select a student to read the directions.

The beginning event is already written for us. Someone please read it aloud. NOTE: Select a student to read the statement in the box marked ‘Beginning.’

With a partner, decide what the middle and end events of the plot are. Think about the problems Paolo has and how they fit into the plot. NOTE: Help students select partners. Give students several minutes to work.



Differentiation

Instruct students to complete questions 1 and 2 on the resource sheet.

Differentiation

Direct students to passages in the text to support completion of the resource sheet.

What did you identify as the middle and ending events of the plot?

NOTE: Check answers against Lesson 20 Teacher Comprehension Resource Sheet. Also review answers to questions one and two.

Vocabulary

define content
vocabulary words
based on context



Review

10 mins.

A. Review Content Words

Now that we have read about Carnival, we can understand the meaning of our vocabulary words a little better.

Without looking at the story, tell me one of the new vocabulary words in it. (apprentice, castanets, elaborate, gauze, gruesome, hamper, painstaking, protruded, racket, standstill) NOTE: Write the words on the dry-erase board as they are given. Allow students to look at the story only after they have made an attempt to remember the remaining words. Ask students to recall vocabulary words until the class has compiled a list of all ten.

Let's read aloud the list of vocabulary words as you see them on the board here. NOTE: Lead the class in reading the list of vocabulary words from the dry-erase board.

B. Guided Practice

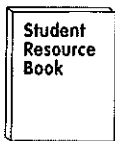
Turn to Lesson 20 Vocabulary Resource Sheet. Can someone please read the directions for us? NOTE: Select a student to read the directions.

We will complete questions one through eight together. When I call on you, read the question plus all of the answer choices before telling the class your answer. NOTE: Select students to respond to each question.

C. Independent Practice

Someone please read the bolded text and directions under Extend Your Vocabulary. NOTE: Select a student to read the bolded text and directions.

Can someone also read the two definitions of the word 'hamper' for us? NOTE: Select a student to read the definitions of 'hamper.'



Someone else please read the definitions of 'racket.' NOTE: Select a student to read the definitions of 'racket.'

Now I want you to work independently to answer questions nine through twelve. NOTE: Assist students as needed. When everyone is finished, review the answers with the group.



Differentiation

Ask students to think of another word that has more than one meaning and write the word on their resource sheets.

Differentiation

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

**Summary/
Closure**



3 mins.

To finish our lesson for today, I would like each of you to spend two minutes painstakingly drawing an elaborate mask on your dry-erase board. There are two requirements for your drawing: your mask must be gruesome and it must have something protrude from it. NOTE: Give students two minutes to work. Call on students to share their drawings when they are finished. As students share their drawings, reinforce the meanings of the following vocabulary words: painstaking, elaborate, gruesome, protrude.

**Count/
Record Tokens**



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Change each adjective in the word box below to a noun by adding the suffix “-cy.” Make the appropriate spelling changes. Then choose a word from the word box to complete each sentence.

complacent	literate	delicate	constant
potent	deficient	pregnant	

- Hold the new baby with as much delicacy as you can.
- Her pregnancy made her tired, so she could not work for several months.
- There is a constancy to my daily routine. I do the same thing every day!
- The hot pepper had so much potency that it cleared my nostrils!
- If you only eat junk food, you may end up with a vitamin deficiency.
- He teaches an adult literacy class every Friday.
- She had too much complacency and ended up getting a B on the test. If she had studied, she could have gotten an A.

Fluency Focus

Travel Diary: Day One

It's Aunt Matilda's fault. Because of her I won't be watching TV for FOUR WHOLE WEEKS. Instead, I'll be traveling to the Himalaya Mountains. That was Aunt Matilda's brilliant idea.

She thought our lives would change forever if we went trekking in Nepal. But the thing is, I HATE walking anywhere.

“Please don't make me go, Auntie,” I said. That's what I call her when I'm trying to butter her up. I got down on my knees and begged. “I'll stay with Chris,” I said. “Mr. and Mrs. Bartle won't mind.”

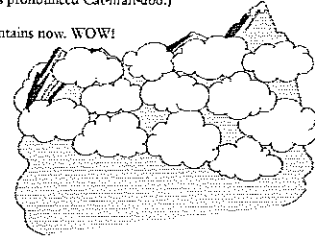
But I could tell that the worst had happened. Aunt Matilda's mind was made up.

So, here we are on the plane, on our way. It hasn't been too bad—yet. I'd already seen the in-flight movie, but it was a good one. Lunch was chicken, and I've had LOTS of lemonade.

We're sitting on the right side of the plane so we'll see Mount Everest just before we land in Kathmandu. Kathmandu is the capital of Nepal. (In case you don't know, it's pronounced Cat-man-doo.)

Here come the mountains now. WOW!

I'll write some more tomorrow. We're about to land.



Focus Skill

Plot

A **plot** tells what happens at the **beginning**, **middle**, and **end** of a story. It also usually includes a problem and its solution.

Use information from the story to complete the plot chart. Write what happened at the middle and end.

Beginning
Paolo helped his uncle make masks for Carnival.
Middle
Paolo danced around in his bear mask and damaged it.
End
Paolo paraded in his bandaged mask. The puppet maker noticed the funny mask and asked Paolo to work for him.

Use the story and your plot chart to write the answers.

- What problem does Paolo have?
Paolo damages his mask for Carnival.
- What steps does Paolo take to solve his problem? What happens?
Paolo paints on a bandage and glues on gauze. The master puppet maker sees the repaired mask and thinks it is funny.

Vocabulary

Circle the letter next to the best answer.

- In this story, castanets means—
A large drums
B instruments held in the hand
C bells that ring
D teeth
- In this story, gruesome means—
A horrible
F huge
G not real
H silly
- In this story, protruded means—
A stuck out
B drooped
C flew in
D pointed in
- In this story, elaborate means—
E simple
F tiny
C complicated
H floppy
- In this story, standstill means—
A a dance
B to do again
C a complete stop
D to start over
- In this story, apprentice means—
E someone who learns a job
F someone who cooks for festivals
G someone who teaches dance
H someone who marches
- In this story, painstaking means—
A unusual
B unhappy
C careless
D careful
- In this story, gauze means—
E supplies to make puppets
F ruffles for a costume
G paint for a mask
H material for a bandage

Extend Your Vocabulary

Words That Have Two Meanings





Some words can have more than one meaning.

hamper	a. A basket used for dirty clothing
	b. To make it difficult to do something
racket	c. A stringed frame with a handle used for games such as tennis
	d. A very loud noise

Write the letter of the meaning for each underlined word.

- The school band made a racket as it practiced for the concert. d
- Sam did not let his fear of water hamper him from swimming. b
- The player swung his racket at the ball. c
- The girl put her laundry in the hamper. a

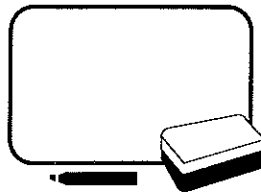
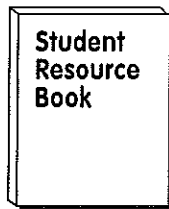
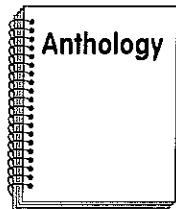
LESSON OBJECTIVES

<p>LESSON OBJECTIVE: Word Study use words containing the roots 'ped' and 'pod' in context</p> <p> 12 mins.</p>	<p>Fluency read a passage with increased speed, accuracy, and intonation</p> <p> 5 mins.</p>	<p>Comprehension make judgments based on information in a story as well as personal experience</p> <p> 23 mins.</p>	<p>Vocabulary apply vocabulary words 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: "Searching for Bigfoot"
- Dry-erase boards, dry-erase markers, erasers



Welcome

 **2 mins.**

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

Today we will continue to study the roots 'ped' and 'pod,' read aloud "New Sun, New Planet" on our own, and make a judgment about whether Bigfoot is real. We will also learn the context of our Bigfoot vocabulary words.

Word Study

use words containing the roots 'ped' and 'pod' in context

 **Review** **5 mins.**

Read/Review Words with Day One Pattern/Skill

Let's begin today with a review of our roots. First we will have a fun exercise together to practice several words with the 'ped' and 'pod' roots.

Pretend that you are a centipede. You may stand up to do so. NOTE: Lead students in wriggling their arms and legs.

What word had our root? (centipede)

Imagine you are giving a speech at a podium. NOTE: Lead students in acting as if they are behind a podium, speaking.

What word had our root? (podium)

Word Study

Directions: In each question, underline the word that contains the root 'ped' or 'pod.' Then answer each question using a complete sentence.

1. What types of animals are bipedal?
Possible answer: Humans and birds are bipedal.
2. Name three things that have pedals. **Possible answer: Bicycles, cars, and pianos all have pedals.**
3. Who does a pediatrician have as patients?
A pediatrician's patients are children.
4. What does a podiatrist examine on his patients?
A podiatrist examines his patients' feet.
5. Why would you get a pedicure at a salon? **Possible answer: I want my feet to look nice when I wear sandals.**
6. Why do photographers sometimes put their cameras on tripods?
Possible answer: They put their cameras on tripods to keep them still.
7. What would it feel like to give a speech behind a podium? What might you do there?
Possible response: I would feel important if I gave a speech behind a podium.

Fluency Focus

New Sun, New Planet

Susannah and Captain Nelson stood looking out the viewing port of their spacecraft as it raced toward its final destination. They were on the greatest mission of exploration in human history. Though she was the child of scientists, Susannah's first love was ancient history. She read constantly, enthralled by stories of the daring explorers who had set out from Europe to cross the Atlantic Ocean.

"Look at this, Susannah!" Captain Nelson exclaimed, gesturing with one hand. "You, too, Laura and Angie. It's marvelous!" He moved aside so the others could see.

Susannah gasped in amazement. Where there had been nothing but tiny sparks of light and the blackness of space, a large whitish-yellow star could now be seen. It seemed to grow bigger by the second, as though it were speeding toward them. How unreal it looked among all the more distant, unchanging stars!

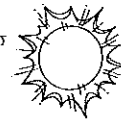
"Peel!" she exclaimed with awe.

"Our new sun!" Angie said in a whisper.

"The light of our new planet," Captain Nelson added with a smile. "Or at least, what *may* be our new planet."

New sun, new planet, thought Susannah. New to us, perhaps. But might it be old to somebody else—just like America was old to the Native Americans when the Europeans first arrived?

A nagging thought had been bothering Susannah since she had first heard about this mission. Was history about to repeat itself?



Comprehension

Directions: Read the passage and then answer the question below.

The night I saw the alien was the most frightening night of my life. I was walking home through a field after leaving my friend's house. I had my bicycle but could not ride it because the pedal had broken earlier that day. I was almost home when I saw something with a face like a millipede, a million leaf-like hairs forming a ring around its round, yellow head. It seemed to sit on a pedestal until I realized it had one foot and was a unipod! I started sweating and wished I wasn't a pedestrian. I wondered if it ate bipedal animals. I yelled for it to go away, but it did not move. I reached in my pocket to put my glasses on and see it more clearly, but my glasses were missing. I started to move slowly and crept inch by inch to the safety of my home.

Does the narrator see an alien in the field? Make a judgment and explain your answer.

Possible answer: The narrator does not see an alien in the field. The unipod is really a large plant like a sunflower. It had a round, yellow head with leaves around it, one 'foot,' and cannot move. The narrator cannot tell this because he does not have his glasses on.

Vocabulary

Directions: Choose the word or words that fit each clue.

Word Box

comb consistent controversy developed
eccentric evidence hoax investigate
recovered reverberated

1. What word can describe a sound? reverberated
2. What word describes something that is false? hoax
3. What word is a synonym for 'unusual'? eccentric
4. What words have to do with mysteries? investigate, evidence, controversy
5. If something does not change, it is consistent
6. What word is a synonym for 'found'? recovered
7. What word means 'search thoroughly'? comb
8. What word can refer to both film and events? developed

Act as if you are pedaling a bicycle quickly. **NOTE:** Lead students in pretending to pedal a bicycle.

What word had our root? (pedaling)

Hop on your legs as if you were a unipod. **NOTE:** Lead students in hopping with their legs together.

What word had our root? (unipod)

Show me how to take photos of a basketball game, using a camera that is on a tripod. **NOTE:** Lead students in pretending to take photos from one position where they have to turn the camera to follow the action.
What word had our root? (tripod)

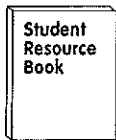


Good work. When you sit back down, write the 'ped' and 'pod' words that we just demonstrated on your dry-erase boards. Work with your neighbor to remember the five words. **NOTE:** Give students one minute to work.

Tell me the words you wrote down. (centipede, podium, pedaling, unipod, tripod) **NOTE:** Write answers on the dry-erase board.



Short Independent Practice 7 mins.



Turn to your Word Study Resource Sheet. Someone please volunteer to read the directions. **NOTE:** Choose a student to read the directions.

Let's review what the words in the Word Box mean. I will read a word. If you can tell us its definition, raise your hand. **NOTE:** Read the words in the Word Box and select students to define them.

Work independently to complete this activity. We will review the answers when everyone has finished. **NOTE:** Give students two to three minutes to work. Provide assistance as needed. Review answers as a group.



Differentiation

Instruct students to respond to the prompt: An important rule that all pedestrians must follow is _____.

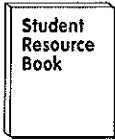
Differentiation

Direct students to complete the resource sheet with a partner.



Fluency

read a passage with increased speed, accuracy, and intonation



Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Let's now reread our fluency passage, "New Sun, New Planet." Turn to your Fluency Resource Sheet in your Student Resource Books.

Find a partner and have one of you Whisper Read the passage.

NOTE: Direct students to work in pairs. Monitor students' fluency. Remind students to use their Good Reader Strategies.

B. Comprehension Questions

We will now take a moment to review. NOTE: Ask two or three comprehension questions to monitor students' understanding.

C. Continue Reading: Whisper Reading

Now the other partner may Whisper Read the passage. NOTE: Monitor students' fluency.



Differentiation

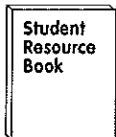
Instruct the student listening to ask the reader questions about the passage.

Differentiation

Direct students to Whisper Read a reduced portion of the passage.

Comprehension

make judgments based on information in a story as well as personal experience



Introduction 8 mins.

A. Review Skill from Day One

Now let's turn our focus to our comprehension skill.

Do you think that reading a passage more than once helps you to read more fluently? (Answers will vary.)

Everyone go back and Whisper Read the first sentence of our fluency passage. NOTE: Pick a student who responded with an opinion and silently time how many seconds it takes him or her to read the passage.

Whisper Read the sentence two more times. NOTE: Time the same student again. Tell the class the number of seconds that it took the student to read the passage each time.

We now have information that can help us make a judgment. What judgment would you make about practicing reading a passage? (Possible answer: Practicing a passage helps you to read more quickly and fluently.)

B. Introduce Text Selection (Anthology)



We will now make judgments about whether Bigfoot is real. Turn in your Anthologies to the story "Searching for Bigfoot."

Had you heard of Bigfoot before now? (Answers will vary.)

What do you think Bigfoot might look like? (Possible answer: a hairy creature with two big feet and sharp teeth)

Why do you think people have very different opinions about whether a creature such as Bigfoot exists? (Possible answers: People are afraid of monsters; people have not found proof whether Bigfoot is real; people want to hide the truth.)

Why do you think people are interested in reading, hearing, and seeing stories about Bigfoot? (Possible answer: It's exciting to think about what Bigfoot might really be like.)

C. State Lesson Objective/Purpose Based on Skill

We will now read "Searching for Bigfoot." As we think about the information provided, we can make our own judgments about whether Bigfoot could exist. Remember as you read to apply your Good Reader Strategies.



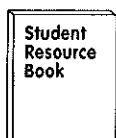
Strategies 10 mins.

Before we begin to read, take a look at the photograph of the newspaper clipping titled "Local Man Discovers Unusual Footprints." Photos and diagrams are information that you can use when making a judgment. Even though the story that we will read is fictional, it gives information about Bigfoot that may be factual.



*Begin reading the story by Whisper Reading with a partner, alternating paragraphs. You may use your dry-erase boards to write down important information. **NOTE:** Help students select partners. Assist as needed.*

Integrated Writing Activity 5 mins.



*Now turn to your Comprehension Resource Sheet for Lesson 26. Someone please read the directions aloud. **NOTE:** Select a student to read the directions. Select another student to restate the directions.*

You will work on this chart to make judgments from the story.

NOTE: Guide students in the completion of top portion of the resource sheet.



Differentiation

Instruct students to complete questions one and two at the bottom of the page.

Differentiation

Direct students to complete the resource sheet with a partner. Assist students in locating passages within the text to complete the activity.

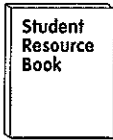
Let's review our work as a group. NOTE: Review student answers as a group.

Vocabulary

apply vocabulary words in context



Review 10 mins.



A. Review Content Words

Now let's review the list of vocabulary words we are studying from our story. Please turn to the Vocabulary Resource Sheet for Lesson 25. Read the words aloud with me. NOTE: Lead the class in reading the list of vocabulary words from the Vocabulary Resource Sheet for Lesson 25.

Now, I want each of you to think of a sentence using one of the words from our vocabulary list. NOTE: Allow each student the opportunity to think of a sentence and share it with the group. Continue sharing sentences until all the words have been selected. Provide feedback as needed.

B. Guided Practice

Turn to your Vocabulary Resource Sheet for Lesson 26. NOTE: Select a student to read the directions.

We will complete the paragraph together to fill in the blanks. I will read the first sentence and then point to the next person to read. When it is your turn, if you do not know the answer right away, read through the choices in the box in order to decide. NOTE: Read the first sentence of the paragraph to students and select the first student to read and complete the second sentence, and so on, until the paragraph is completed.

C. Independent Practice

Someone please read the text next to 'Analogies' in the Extend Your Vocabulary box. NOTE: Select a student to read the bolded text.

What do the directions say? **NOTE:** Select a student to read the directions.

Work with your neighbor to answer questions 7 through 10. **NOTE:** Assist students as needed. When everyone is finished, review the answers with the group.



Differentiation
Instruct students who have finished the questions to try and use all four words in a sentence or two about Bigfoot.

Differentiation
Assist students as they work with a partner to complete the activity. Guide the students in identifying the relationships expressed within each analogy.

Summary/ Closure



3 mins.



To conclude this session, let's make a judgment about the story that we read, "Searching for Bigfoot." Did you like it or not like it? Why? I want you to argue why it was a good story or why it was not. You may draw on your dry-erase boards two columns with the headings 'For' and 'Against' if you would like. **NOTE:** Demonstrate drawing a chart on the dry-erase board. Give students two minutes to work. Direct students to share their arguments.



Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Choose a word from the Word Box to complete each sentence.

Word Box		
biped	pedicure	pedal
podiatrist	centipede	pedometer

- I'm a fast bicyclist, but if I ever saw Bigfoot, I don't think I could pedal fast enough!
- Because Bigfoot's prints look like two oversized human feet, he must be a type of biped.
- I took the set of footprints I found to a podiatrist. I wanted a doctor to see if they could possibly belong to a human.
- I would rather see a gigantic centipede with 100 legs than see Bigfoot!
- Bigfoot's toenails were so long, we took him for a pedicure.
- I used a pedometer to track how far I had walked while I was looking for Bigfoot.

Fluency Focus

New Sun, New Planet

Susannah and Captain Nelson stood looking out the viewing port of their spacecraft as it raced toward its final destination. They were on the greatest mission of exploration in human history. Though she was the child of scientists, Susannah's first love was ancient history. She read constantly, enthralled by stories of the daring explorers who had set out from Europe to cross the Atlantic Ocean.

"Look at this, Susannah!" Captain Nelson exclaimed, gesturing with one hand. "You, too, Laura and Angie. It's marvelous!" He moved aside so the others could see.

Susannah gasped in amazement. Where there had been nothing but tiny sparks of light and the blackness of space, a large whitish-yellow star could now be seen. It seemed to grow bigger by the second, as though it were speeding toward them. How unreal it looked among all the more distant, unchanging stars!

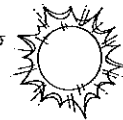
"Peel!" she exclaimed with awe.

"Our new sun!" Angie said in a whisper.

"The light of our new planet," Captain Nelson added with a smile. "Or at least, what *may* be our new planet."

New sun, new planet, thought Susannah. New to us, perhaps. But might it be old to somebody else—just like America was old to the Native Americans when the Europeans first arrived?

A nagging thought had been bothering Susannah since she had first heard about this mission. Was history about to repeat itself?



Focus Skill

Make Judgments

To make a judgment, you need to make a decision based on what you already know and what you have read.

Use the details from the story to fill in the chart. Under 'For,' list the clues that suggest Bigfoot could be real. Under 'Against,' list the clues that suggest Bigfoot is not real. Then write your own judgment.

For	Against
Jerry Crew made a cast of 16-inch footprint.	The cast could have been faked.
Roger Patterson and Bob Gimlin made a movie that showed Bigfoot.	The creature was far away in the movie.
Many people have reported sightings.	Bigfoot has never been caught.
Recent sightings were all consistent.	Bigfoot's bones have never been found.

My Judgment

Answers will vary.

Use the story and your chart to write the answers.

- Write an argument for the judgment that Bigfoot is real.
Possible response: I think Bigfoot is real because there have been so many sightings in so many places, the descriptions have been consistent, and footprints have been found.
- Write an argument for the judgment that Bigfoot is a hoax.
Possible response: I think Bigfoot is a hoax because if it were real, someone would have either captured one or found a body or skeleton.

Vocabulary • Lesson 26

Write the words from the box to complete the paragraph.

A small Oregon town made the news last week with reports of Bigfoot sightings. Unfortunately, the descriptions of Bigfoot are not consistent with one another. One man claimed to have taken a photograph as evidence. But he lost the film before he could have it developed. A local woman said she saw a huge creature. She said its footsteps were so loud that they reverberated through the woods. Today, some believe the whole thing is a hoax. Others defend the Bigfoot sightings. Still, this controversy is bringing many tourists to town.

consistent
controversy
developed
evidence
hoax
reverberated

Extend Your Vocabulary





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

Write the word from the box to best complete each analogy.

comb	eccentric	investigate	recovered
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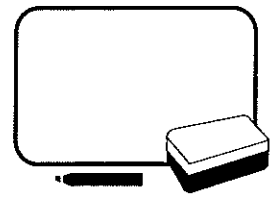
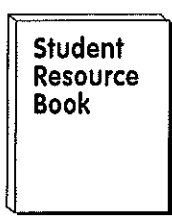
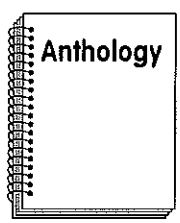
- Usual is to normal as unusual is to eccentric.
- Chased is to caught as looked is to recovered.
- Scientist is to experiment as detective is to investigate.
- Find is to discover as search is to comb.

LESSON OBJECTIVES

<p>LESSON OBJECTIVE: Word Study divide words with VCCV patterns into syllables</p> <p> 12 mins.</p>	<p>Fluency read a passage with increased speed, accuracy, and intonation</p> <p> 5 mins.</p>	<p>Comprehension identify an author's purpose</p> <p> 23 mins.</p>	<p>Vocabulary define 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: "Look Out! The World's Most Dangerous Animals"
 - Dry-erase boards, dry-erase markers, erasers



Welcome

 **2 mins.**

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

Today we will continue to practice separating VCCV words into syllables, read aloud "The Tiger's Tale" on our own, and identify the author's purpose in an article about dangerous animals. We will also learn the definitions of our vocabulary words.

Word Study

divide words with VCCV patterns into syllables

 **Review 5 mins.**

Read/Review Words with Day One Pattern/Skill

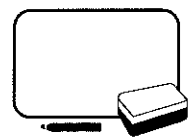
Let's start today with a review of our rules for dividing VCCV words into syllables.

Look at the word 'consonant.' **NOTE:** Write 'consonant' on the dry-erase board.

Which four letters make the VCCV pattern? (onso)

When we have a VCCV pattern, we usually divide the syllables between the consonants. Let's practice dividing words with this pattern. NOTE: Write the following words on the dry-erase board: happy, soften, better, splinter.

Who can divide the word 'happy' into syllables? (hap/py)



Lesson Twenty-Nine

Who can divide the word *soften* for us? (sof/ten)

Now, with a neighbor, write the last two words on your dry-erase board and divide these words into syllables.

How did you divide *better*? (bet/ter)

How did you divide *splinter*? (splin/ter)

Great. Each time, we divided the words between the consonants that were between the two vowels.

Short Independent Practice 7 mins.

Now turn to your *Word Study Resource Sheet for Lesson 29*. **NOTE:** Choose a student to read the directions.

We will complete the first two items together, and then you will work with a partner to complete the rest of the items. We will review all of the items as a group when you are done. **NOTE:** Lead the students in completing the first two items. Assist students as they complete the activity. Review completed work.



Differentiation

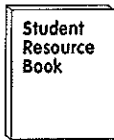
When students finish the activity, direct them to use their Glossary to find five words that contain the VCCV pattern.

Differentiation

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

Fluency

read a passage with increased speed, accuracy, and intonation



Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Let's now reread "The Tiger's Tale." Turn to your *Fluency Resource Sheet*.

Find a partner, and one of you *Whisper Read* first. **NOTE:** Direct students to work in pairs. Monitor fluency. Remind students to use their Good Reader Strategies.



Differentiation

Instruct the student listening to ask the reader questions about the passage.

Differentiation

Direct students to *Whisper Read* a reduced selection.

B. Comprehension Questions

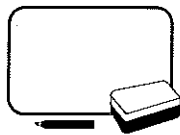
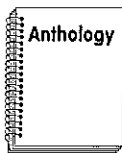
We will now review. NOTE: Ask two or three comprehension questions.

C. Continue Reading: Whisper Reading

The other partner may now Whisper Read. NOTE: Monitor fluency.

Comprehension

identify an author's purpose



Introduction

8 mins.

A. Review Skill from Day One

Let's turn our focus to our comprehension skill. Open your Anthologies to the article "Welcome to Hawaii!"

Think about the three reasons why an author writes: to inform, to persuade, or to entertain. Take a minute to look at the article and photographs. NOTE: Give students one minute to review the text and features. Draw a chart with the headings 'Inform,' 'Persuade,' and 'Entertain' on the dry-erase board.

What do you think is the author's reason for writing this article? Why? (Possible answer: to inform, because the author gives facts; to persuade, because the author shows how great Hawaii is to visit)
NOTE: Solicit answers from several students.

What kinds of information does it give about Hawaii? (Possible answers: what the climate is like, that Hawaiians invented surfing, how the Hawaiian islands were formed)

How might the author be trying to persuade us? Look at the postcards and the first paragraph. (Possible answers: The postcards say that people have a great time in Hawaii and show interesting things to do and see. The author says that Hawaii has everything someone needs for a great vacation.)

Like we learned last time, an author may intend to do more than one of these things.

B. Introduce Text Selection (Anthology)

Today's article is called "Look Out! The World's Most Dangerous Animals." Turn to the first page of this article in your anthologies.

What do you think you will find in the article? (Possible answer: information about dangerous animals)

E29

LESSON PLAN

What animals in our part of the country are poisonous or dangerous? (Answers will vary according to locale. Students in Florida may say sharks or alligators, while students in a forested area may say rattlesnakes or bears.)

What advice would you give someone who is going to a place with dangerous animals? (Possible answer: Find out what to do in case you are attacked.)

If you were traveling to Australia, where there are many wild animals, how would you find out which animals are dangerous? (Possible answers: research on the Internet or in the encyclopedia)

C. State Lesson Objective/Purpose Based on Skill

We will read this article, thinking about what the author's purpose is.

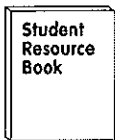
Strategies 10 mins.

First, let's look at some of the text features.

The title of the article and the subheadings of each section can give clues about the author's purpose. From looking at them, do you think the author wants to inform, persuade, or entertain? NOTE: Solicit answers from several students.

We will read the story aloud as a group. I will read the first paragraph, and then we will switch at each paragraph. Remember to apply your Good Reader Strategies as you read. Listen closely as everyone reads.

Integrated Writing Activity 5 mins.



Now turn to your Comprehension Resource Sheet. We will work together to complete the Author's Purpose Chart. NOTE: Instruct a student to read the directions.

NOTE: Guide students in identifying the author's purpose in sections of the article and identifying how they came to that decision. Use the Teacher's Resource Sheet for assistance as needed.



Differentiation

When students finish the activity, direct them to complete questions one and two at the bottom.

Differentiation

Provide the author's purpose for the students and assist them in identifying support from the text.

NOTE: Select students to provide answers when completed.

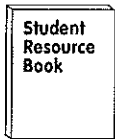
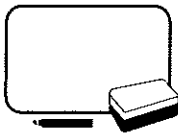
Vocabulary

define vocabulary words



Review

10 mins.



A. Review Content Words

Let's now focus on our vocabulary words. Help me create a list of the vocabulary words we are studying in this article. **NOTE:** Encourage students to recall the vocabulary words, using the anthology for support, until the group has compiled a list of all 10. Write the list on the dry-erase board. (aggressive, fatal, miniscule, symptoms, venomous, treacherous, minimize, native, hibernate, antidote)

Read the words aloud with me. **NOTE:** Lead the group in reading the list of vocabulary words.

B. Guided Practice

Turn to your Vocabulary Resource Sheet for Lesson 29. **NOTE:** Choose a student to read the directions.

We will complete numbers 1 through 6 together. When I call on you, read the question as well as answer choices. **NOTE:** Select students to read each item. As a group, determine the correct meaning of each word.

C. Independent Practice

Now let's look at the bottom portion of our resource sheet. **NOTE:** Select a student to read the bolded text next to 'Word Origins' in the 'Extend Your Vocabulary' box, as well as the directions.

You will work with your neighbor to complete this activity. **NOTE:** Assist students as needed. Review completed work.



Differentiation

When they have finished, instruct students to brainstorm other words with the prefixes or roots.

Differentiation

Instruct students to look up the four vocabulary words in the Glossary before writing their meanings.

E29

**Summary/
Closure**



3 mins.

To conclude our session today, select a fluency passage from your Student Resource Book that we read in a previous session, and tell the group what you think the author's purpose is and why. NOTE: Provide students two minutes to review the passages. Assist students as needed. Direct them to share when they are done.

**Count/
Record Tokens**



5 mins.

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

Total Time



60 mins.

Word Study

Directions: For each VCCV word below, draw a slash between the syllables.

- | | |
|------------------------------|-----------------------------|
| 1. after af/ter | 11. butter but/ter |
| 2. rabbit rab/bit | 12. subject sub/ject |
| 3. puppy pup/py | 13. signal sig/nal |
| 4. invite in/vite | 14. window win/dow |
| 5. helmet hel/met | 15. winter win/ter |
| 6. barley bar/ley | 16. muffin muf/fin |
| 7. sudden sud/den | 17. object ob/ject |
| 8. monkey mon/key | 18. bingo bin/go |
| 9. sentence sen/tence | 19. wonder won/der |
| 10. mascara mas/car/a | 20. action ac/tion |



Fluency Focus

The Tiger's Tale

We share this planet with a wonderful variety of wildlife. Plants and animals live everywhere on Earth. Scientists are not even sure how many species exist, but they do know that many are endangered. This means that we may lose them forever.

The magnificent tiger is one of the world's most endangered species. At the start of the twentieth century, about 100,000 tigers roamed Asia. Today there are fewer than 7,000 left. Loss of habitat, hunting, and illegal trading have all harmed the tiger. Some people hunt and kill tigers just to keep their heads and skins as trophies. Other people use tiger body parts as medicine.

Sometimes it's difficult to balance the needs of wildlife with the needs of people. Some tigers are found in countries where people are very poor. People called poachers may kill tigers and sell them for money. Other tigers are killed because they present a danger to people and livestock.

There is still hope for the survival of the species. The tiger has become a symbol of conservation efforts. Many people are working to save the species. Special wildlife areas in Asia have been set aside for tigers. Local people patrol the reserves, keeping an eye out for poachers. There are heavy fines for those caught trading tigers or tiger goods. Zoos and wildlife parks provide safe homes for tigers to live and breed. They also educate and inspire people to care about saving tigers.



Author's Purpose

An **author's purpose** may be to entertain, to persuade, or to provide information.

Use the information from the article to complete the Author's Purpose Chart.

Author's Purpose to Inform readers about dangerous animals and how to avoid them	How I Know
	1. The author included many facts about dangerous animals.
	2. The title seems like a title for a nonfiction article.
	3. The article tells how to avoid dangerous animals.
	4. The article tells where dangerous animals live.

Use the article and your Author's Purpose Chart to answer these questions.

1. Why do you think the author included information about symptoms of a snake bite?

The author wanted to inform people of what to look for in case of a snakebite.

2. In the first paragraph of the article, why do you think the author says, "Most of these animals are just trying to stay alive"?

The author wants the reader to understand that the most dangerous animals are only trying to protect themselves from predators.

Vocabulary

Circle the letter next to the best answer.

- | | |
|---|--|
| 1. In this article, aggressive means— | 4. In this article, symptoms means— |
| A. sleeping | <input checked="" type="radio"/> signs |
| B. protective | F. causes |
| C. loud | G. cures |
| <input checked="" type="radio"/> threatening | H. doctors |
| 2. In this article, fatal means— | 5. In this article, venomous means— |
| E. to give poison | <input checked="" type="radio"/> having poison |
| <input checked="" type="radio"/> to cause death | B. frightening |
| G. to cause sleep | C. having sharp teeth or fangs |
| H. to make someone angry | D. hiding in dark places |
| 3. In this article, minuscule means— | 6. In this article, treacherous means— |
| <input checked="" type="radio"/> tiny | E. enormous |
| B. huge | F. dark |
| C. dangerous | <input checked="" type="radio"/> dangerous |
| D. helpful | H. small |

Extend Your Vocabulary

Word Origins Many English words come from other languages, such as Latin or Greek. Draw lines between the two columns to match the vocabulary words with the correct words or word parts. Then write the meaning of each vocabulary word next to it.

- | | | |
|------------------------|-----------|--|
| 7. anti- = 'against' | minimize | to make small |
| 8. hibernus = 'wintry' | native | a person, animal, or plant from a certain place |
| 9. nat- = 'born' | hibernate | go into a sleeplike state |
| 10. minimus = 'least' | antidote | something that stops a poison from working |