

Overview

Lesson Plan #1 Title: Ace it! Lesson Eighteen

Attached Supporting Documents for Plan #1:

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

- Identify roots to help understand the meanings of words.
- Read a passage with increased speed, accuracy, and intonation.
- Comprehend texts and apply character analysis.
- Understand and develop content vocabulary in context.

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:

- Identify prefixes and their meanings.
- Practice reading a passage with increased speed, accuracy, and intonation.
- Identify the cause and effect relationship in an article.
- Develop and apply content vocabulary words in the correct context.





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

Attached Supporting Documents for Plan #3:

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

- Correctly recognize and apply syllabication rules.
- Practice reading to improve fluency.
- Identify the text structure of a passage.
- Access prior knowledge of vocabulary words.

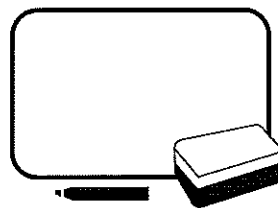
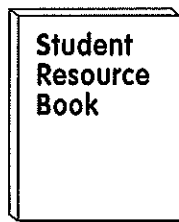
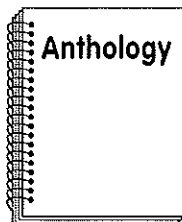
Lesson eighteen

LESSON OBJECTIVE: Word Study identify roots in words  12 mins.	Fluency read a passage with increased speed, accuracy, and intonation  5 mins.	Comprehension apply character analysis  25 mins.	Vocabulary use content vocabulary words in context  8 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "A New Land, A New Life"
- 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 review six roots, practice reading for fluency, reread a story to extend our ability to analyze characters, and practice defining six vocabulary words.

Word Study

identify roots in words

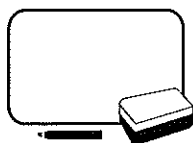


Review 5 mins.

Read/Review Words with Day One Pattern/Skill

In our previous sessions, we have looked for roots to help understand the meanings of words. Do you remember these roots and their meanings?

NOTE: Write on your dry-erase board the following as you review each root:



<i>tract</i>	to pull or draw
<i>aud</i>	to hear
<i>mit, miss</i>	to send or let go
<i>scrip, scribe</i>	to write

F18

lesson eighteen

Write down on your dry-erase board a word that has one of these roots. When you are done, hold the dry-erase board in the air. (Possible answers: attract, audience, permission, describe)

Great! It is time for us to have a root contest.



Applied Practice/Formative Assessment

7 mins.

NOTE: Write 'scrip/scribe' on the dry-erase board.

The roots 'scrip' and 'scribe' mean 'to write.' We have looked at some words that have these roots. Today I will read a passage about the writer Edgar Allan Poe. Listen for words that contain these roots. If you hear a word that has the root 'scrip' or the root 'scribe,' write it down on your dry-erase board.

NOTE: Read the following passage. Repeat each of the underlined sentences two times in a quiet voice. Direct students to write down the words they hear containing the root 'scrip' or 'scribe.'

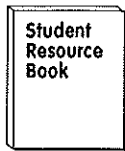
*The famous writer Edgar Allan Poe lived in Baltimore, Maryland.
He wrote strange stories with strange descriptions of strange events.
(descriptions)*

*Many of his stories and poems have an air of mystery.
People can never forget the weird characters that Edgar Allan Poe described.
(described)*

*He was not lucky in love; he loved a girl who died very young.
Doctors did not have modern prescriptions at that time.
(prescriptions)*

*In the churchyard where Edgar Allan Poe is buried, a mysterious event occurs every year. Someone comes and leaves a rose on his grave.
No one has ever seen this mystery fan who remembers Edgar Allan Poe.
The person leaves a note with a strange inscription but does not leave a name.
(inscription)*

You should have written down five words. NOTE: Review the answers that are listed above. Repeat the sentence in which each word was found.



Now turn to your *Word Study Resource Sheet for Lesson 18* in your *Student Resource Book*. Let's review the page together. Take a few minutes to complete this sheet on your own. **NOTE:** Review directions. Direct students to complete the activity independently. Provide assistance as needed. Review completed work as a group.



Differentiation

When students have finished with their resource sheets, direct them to write on their dry-erase boards a tongue twister that uses at least three words with the root 'scrip.'

Differentiation

Direct students to work with partners to complete the resource sheet.

Fluency

read a passage with increased speed, accuracy, and intonation



Reading with Increased Speed, Accuracy, and Intonation

5 mins.

A. Establish Reading Goal

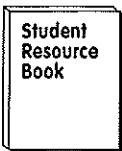
We have been reading "The Return of Summer" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased speed and accuracy.

Turn to your Fluency Resource Sheet, "The Return of Summer," in your Student Resource Book.

As you Whisper Read today, think about our goals: reading with speed, reading with accuracy, and reading with expression. Take a minute to think about your own personal fluency goal for today. Also, remember to use your Good Reader Strategies. NOTE: Assist students with setting personal goals.

B. Whisper Read, Checking Fluency against Personal Goal

Now let's Whisper Read our story. NOTE: Direct students to Whisper Read the selection, monitoring select students as they read. Students can reread the selection if time permits.



Differentiation

Direct students to practice fluency by forming pairs and monitoring each other as they Whisper Read. Students should pay close attention to the personal goals that they set for themselves.

Differentiation

Instruct students to select a reduced portion of the text for fluency practice.

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Comprehension

apply character analysis



Review 10 mins.

A. State Lesson Objective/Purpose Based on Skill

Remember that when we read a story, we must pay close attention to details about characters. Today we are going to reread the story “A New Land, A New Life” and extend our skill even further. We then will develop a new topic and details about a character.

B. Review Skill from Day One

A character is a person in a fictional story. The author gives readers information about a character by providing details about what the character says, does, thinks, and feels and often what other characters say, think, and feel about that character.

C. Reread Text Selection (Anthology)

Turn to the story “A New Land, A New Life” in your Anthology. Today when we reread the story, remember to look for the answer to this question: What do we learn about the character Malka, and what clues does the author use to show this to us? Listen as I begin the reading.

NOTE: Read aloud the first two paragraphs. Starting at the third paragraph, “Malka had traveled alone,” direct a student to begin reading aloud. Change readers at each new paragraph.



Extension of Skill Beyond Text 10 mins.

The story gives details that teach us many things about the character Malka. In a moment, I will list some details from the story.

*Raise your hand to tell me about someone you know—a real person, not a character—whom you could describe the same way. **NOTE:** Rotate through students, giving each an opportunity to answer. Possible answers are as follows:*

Malka’s apartment was in such a noisy neighborhood that she thought she would never fall asleep.

Malka loved her new American neighborhood, but she also loved the familiar language and foods from the country where she was born.

Malka smiled when people called her the new name ‘Mary’ because inside her name would always be Malka.

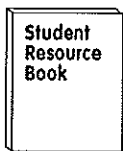
Malka worked long hours every day because her goal was to save money for her family.

Malka lived in a poor neighborhood, but she did not feel upset about being poor.

Malka earned a good reputation for charging honest prices.

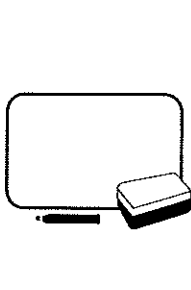
Good job! You are all sharing interesting examples that describe how people think and speak and behave. When you read a story, you can analyze the characters by looking for clues the author provides you.

 **Activity: Your Turn to Write** **5 mins.**



Turn now to your *Comprehension Resource Sheet for Lesson 18*. You will now have an opportunity to write about someone that you know.

NOTE: Review directions and give students time to complete the activity. Provide assistance as needed. Review student responses when finished.



Differentiation

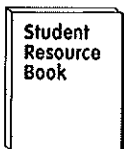
When finished with the resource sheet, ask students to respond to the following prompt on their dry-erase boards: List three things that you do or say that tell other people about your character.

Differentiation

Pair students together to complete the resource sheet with descriptions of someone whom they both know. Provide assistance as needed.

Vocabulary

use content vocabulary words in context



 **Review/Extension Activity** **8 mins.**

A. Independent Practice

Think of the new words you learned from the story about Malka as you turn to your *Vocabulary Resource Sheet for Lesson 18*. First, with a partner, let's review our words and their definitions. **NOTE:** Direct students to review the words and their definitions presented in the Vocabulary Word Box.

B. Formative Assessment

Now let's read the directions for completing the rest of the resource sheet. You will complete this activity independently. **NOTE:** Review the directions with students. Direct them to work independently on the activity, providing assistance as needed. Review completed work as a group.

Lesson Eighteen



Differentiation

When students have completed their resource sheets, direct them to use their dry-erase boards to write a riddle or a trivia question, using at least one of the vocabulary words.

Differentiation

Direct students to Whisper Read the sheet while working and complete only items 1–4.

Summary/ Closure



3 mins.

Write on your dry-erase board which activity you enjoyed most today and how you used your Good Reader Strategies. NOTE: Divide the students into two groups and have the students share their answers. If time permits, ask students to explain their responses.

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Circle the word that has the same root as the boldface word.

aud = to hear
 mis, mit = to send or to let go
 scrip, scribe = to write
 tract = to pull or draw

1. script → tribe **inscription** ribbon
2. mission → fishing mist **dismiss**
3. audio → **audience** loud caught
4. extract → train transit **tractor**
5. transcribe → **scribble** squint sprint
6. commitment → mint **permit** spit
7. audition → art **audible** claw

Fluency Focus

The Return of Summer

A Native American Folktale from the North American Tundra

Early one spring in the far north, a tribe of bears stole the warmth of summer. They put it in a bag, climbed through a hole in the sky, and sewed the hole shut. They took the bag to their den for safekeeping.

Without warmth, the days were long and cold. New snow fell over the old snow and never melted. Plants could not grow. Something had to be done, or the animals would die.

The animals met, and they decided to send Young Caribou, Arctic Fox, and Lemming to retrieve the warmth of summer.

They opened the hole in the sky and climbed through. Inside they saw that the sun shone brightly. Everything was beautiful and warm.

The three animals sneaked into to the bears' cave. There they saw the bag that held the warmth of summer.

Arctic Fox snatched the bag and ran toward the hole in the sky. The others followed, but Young Caribou was straggling behind. Mother Bear saw the animals leave with the bag. She ran after them, trailing them closely.

Lemming was the first to reach the hole. "Hurry!" Lemming cried.

The bag was heavy, but Arctic Fox shoved it through the hole. It fell to Earth and warmth spread over the land.

Arctic Fox and Lemming climbed through next. Mother Bear was ten feet away as Young Caribou leaped through at the last moment. Lemming sewed the hole shut and tied the thread in a strong knot.

The warmth of summer filled the tundra, and the animals grew strong once again.

Your Turn to Write

Think about someone you know who has reached an important goal or completed a difficult task. Use the character chart below to plan a story about him or her. Tell what the person is like and what he or she will do, say, think, and feel.

What _____ Is Like	Clues
Answers will vary.	

Vocabulary





Directions: Read each sentence. If the vocabulary word is used correctly in the sentence, place a ✓ next to it. If it is used incorrectly, place an X.

Vocabulary Word Box

symbolized = stood for
 passage = a journey by ship
 seamstress = a woman who sews for a living
 immigration = entry into a new country to live
 contraband = items not allowed to be brought into another country
 persevered = did not give up, even when faced with difficulties

1. Our long passage from Russia to America across the ocean took three months. ✓
2. A bright bird that flew alongside of us symbolized that we would have a safe journey. ✓
3. The hungry mice on the ship persevered in finding food in the kitchen and died of starvation. X
4. We asked a seamstress how to steer the ship in rough weather since that was her specialty. X
5. The Department of Health said that foreign plants are contraband and are allowed to be brought from Russia to the United States. X
6. We entered the country and went to the Office of Immigration before we were allowed to go to our aunt's house. ✓

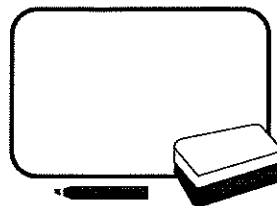
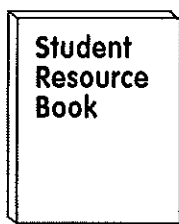
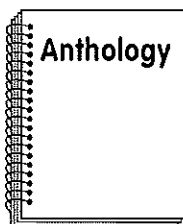
Lesson Twenty

LESSON OBJECTIVE: Word Study identify prefixes and their meanings  12 mins.	Fluency practice reading a passage with increased speed, accuracy, and intonation  5 mins.	Comprehension identify cause and effect in an article  23 mins.	Vocabulary apply content vocabulary words in context  10 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Pompeii: The City That Disappeared"
- 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 review three prefixes, practice reading for fluency, read an article about a lost city, practice identifying cause and effect, and use our new vocabulary words in context.

Word Study

identify prefixes and their meanings



Review 5 mins.

Read/Review Words with Day One Pattern Skill

As we learned during our last session, you can guess the meaning of new words by learning to look for prefixes.

NOTE: Write 'recycle' on the dry-erase board.

This word contains a prefix and a root word.

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

Tell me the root word in this word. (cycle)

NOTE: Write 're-' on the dry-erase board.



Lesson Twenty

The prefix 're-' means 'again' or 'back.' You know that a 'cycle' is something that goes around. 'Recycle' means 'to send around again' or 'to use in the system again.'

On your dry-erase board, use the prefix 're-' to write a word that means 'to wind up again.' (rewind)

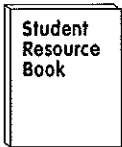
Now use the prefix 're-' to write a word that means 'to play again.' (replay)

Wait a minute! I need you to think about this again.

Use the prefix 're-' to write a word that means 'to think again.' (rethink)



Short Independent Practice 7 mins.



Now let's turn to your Lesson 20 Word Study Resource Sheet. We will practice using our prefixes. We will work on Part A, completing the first group of three together and then working with partners to complete the remaining groups. NOTE: Select a student to read the directions. Guide students in completing the first group of three. Direct students to work with a partner to complete the remaining groups. Provide assistance as needed. Review the answers together.



Differentiation

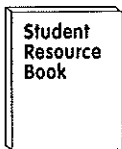
Direct students to complete Part B of the resource sheet independently.

Differentiation

Assist students in determining the appropriate prefix and in reading aloud each new word created.

Fluency

practice reading a passage with increased speed, accuracy, and intonation



Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread the fluency passage from our last session. Each time we read the passage, we practice reading with increased speed and accuracy.

Turn to Lesson 20 Fluency Resource Sheet, "Guiding Light."

Now, turn to a partner and have one partner Whisper Read our 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

Direct students to set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Direct students to select a reduced portion of the text for fluency practice.

Comprehension

identify cause and effect in an article



Introduction 8 mins.

A. Review Skill from Day One

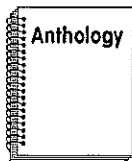
Let's turn our attention now to our comprehension skill. Last session, we learned that a cause is the reason why something happens. An effect is what happens as a result. It is possible for a cause to have more than one effect.

B. Introduce Text Selection (Anthology)

Let's turn now to our article "Pompeii: The City That Disappeared" in your Anthology. Before we begin reading the article, let me remind you that the article's topic is an ancient lost city. This city was located near a volcano that erupted.

Raise your hand if you have seen pictures or movies about a volcano. Keep your hand raised if you can give any information to describe what happens when a volcano erupts. (Possible answers: hot smoke and rocks come up from the center of the earth, causing a river of hot mud and clouds of ashes)

Raise your hand if you know how people are safer today even though the earth still has volcanoes. (Possible answer: scientists can predict when volcanoes will erupt)



This article has an introduction and three subheadings. These subheadings are the boldfaced titles that divide the article into sections.

When I point to each subheading, everyone read it aloud in a whisper.

NOTE: Point to the three subheadings in the story while the students Whisper Read.

C. State Lesson Objective/Purpose Based on Skill

As we read the article "Pompeii: The City That Disappeared," we will pay attention to cause-and-effect relationships. As you read each section of the story, look for what happens and the causes of what happens.



Strategies 10 mins.

NOTE: Read aloud the introductory paragraphs.

Let's continue to find out what the author wants to tell us about what happened and what caused it to happen. The first subheading is titled "What Happened to Pompeii?" You will begin reading this aloud.

NOTE: Direct students to read this section aloud, changing readers at each new paragraph. Remind them that if they come across an unfamiliar word, they should implement their Good Reader Strategies.

You have just read some causes and effects. Listen to an effect. People settled the city of Pompeii near a volcano. What caused the effect to happen? The volcano was dormant, not active, so no one was worried about living near it.

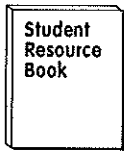
Let's take turns listing the effects and their causes.

Raise your hand to list an effect, and then someone else raise your hand to tell the cause. NOTE: Rotate through students for answers. (Possible answers: an earthquake caused an eruption, the eruption caused people to run away)

Now continue reading the sections "An Eyewitness to Disaster" and "A Window to the Past" to complete the article. Remember to use your Good Reader Strategies as you read. NOTE: Direct students to finish reading the article silently.



Integrated Writing Activity 5 mins.



Let's turn now to Lesson 20 Comprehension Resource Sheet. We will work to complete the Cause and Effect Chart, identifying the effects of the eruption of Mount Vesuvius.

NOTE: Direct a student to read the directions. Assist students as needed. Review completed work as a group.



Differentiation

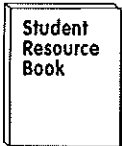
Direct students to answer questions 1 and 2 on the resource sheet.

Differentiation

Assist students in returning to the text to identify effects of the eruption of Mount Vesuvius. Direct students to write a minimum of two effects on the resource sheet.

Vocabulary

apply content vocabulary words in context

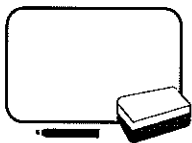


Review 10 mins.

A. Review Content Words

During our last session, we were introduced to six vocabulary words. These words appeared in the article that we just read, "Pompeii: The City That Disappeared." Let's review them as a group. **NOTE:** Direct students to return to Lesson 19 Vocabulary Resource Sheet from the last session and review the words and their definitions as presented in the Vocabulary Word Box.

B. Guided Practice



I will now read each word and its definition. For each word, I want you to work with a partner to create a sentence on your dry-erase board. We will share these as a group. **NOTE:** Read the words and their definitions. Review sentences as a group.

'aftermath' means 'the result of a disaster'

'catastrophe' means 'a terrible and sudden disaster'

'amphitheater' means 'a large outdoor arena in the shape of a semicircle'

'forum' means 'the town square of an ancient city'

'archeologists' means 'people who dig up old things to learn about the past'

'preserved' means 'kept safe or protected'

C. Independent Practice

Turn now to Lesson 20 Vocabulary Resource Sheet. You will work with a partner to complete this activity. Can someone please read the directions for us? NOTE: Review the directions. Provide assistance as needed. Review aloud the completed activity.



Differentiation

When finished with their resource sheets, direct students to describe what it would be like to find a 2,000-year-old city buried under the grass. Direct them to write their responses on their dry-erase boards and use three of the vocabulary words.

Differentiation

Direct students to complete questions 1–4 only and to use the Glossary for additional support as needed.

Summary/ Closure



3 mins.

To conclude our lesson, I want each of you to think of two reasons why it is useful for a reader to think about cause and effect in a story. Share these reasons with your neighbor. (Possible answers: It helps you understand the story better; it can help you keep better track of what is happening, especially if there are many events.)

NOTE: Direct students to form groups of three or four to share their ideas. Circulate among the groups, offering assistance as needed.

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Part A

Directions: The roots below are in groups of three. Each root in the group requires the same prefix to complete the word. Choose the correct prefix and write it on the line.

re-	back, again
per-	through, completely
pro-	forward, before

- per -sist = to continue completely with something; to persevere
per -form = to carry out something; to follow through
per -plex = to confuse completely
- re -gard = to look back at
re -joice = to give joy again
re -fresh = to make fresh again
- pro -mise = to send forward your word; to pledge to do
pro -mote = to move forward; to advance
pro -ceed = to go forward

Part B

Directions: Write three sentences. Each sentence should use a word from Part A with the same prefix.

Re: **Answers will vary.** _____

Per: _____

Pro: _____

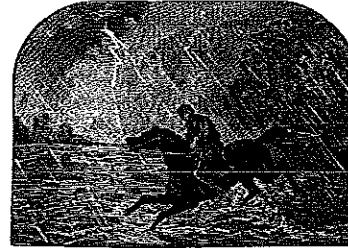
Fluency Focus

Guiding Light

For African Americans living in the Southern states of the United States during the mid-1800s, escape was the only way out of slavery. Escape was difficult, and the journey to freedom in the North or Canada was long, hard, and lonely. Runaway slaves had no money, little or no food, inadequate clothing, and opportunity to travel only at night.

For a runaway slave, there was no better sight than a lantern hanging on a hitching post outside a house. This indicated that the house was part of the Underground Railroad, a network of people and places that helped slaves escape to freedom. Safe houses known as "stations" were an essential part of the escape network. Exhausted slaves could stay concealed in a station for several weeks until they were strong enough to continue their journeys.

One of the most well used and famous houses of the Underground Railroad was an eight-room brick home in Newport, now Fountain City, Indiana. Owned by Levi and Catharine Coffin, this house was equipped with special features to help conceal and care for runaways. Over a twenty-year period, more than 2,000 people passed through the Coffins' home on the road to freedom.



Focus Skill

Cause and Effect

A cause is why something happens. An effect is what happens as a result. A cause can have more than one effect.

Use the article to complete the Cause and Effect Chart.

Cause	Effect
	People had to flee the city.
Mount Vesuvius erupted in the ancient city of Pompeii.	About 2000 people were buried under the ashes.
	The local geography was changed.
	Ancient artifacts were buried and preserved.

Use the article and your Cause and Effect Chart to answer the questions.

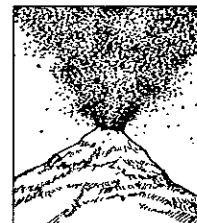
- Why was the city of Pompeii buried for so long?
Pompeii was hidden under the ash and lava of several volcanic eruptions. These eruptions changed the geography so drastically that the city was hard to locate.
- What things have happened as a result of the farmer digging in the field?
Pompeii was uncovered. Archaeologists were able to locate many artifacts and have learned a great deal about life in ancient Italy.

Vocabulary





Directions: Use a word from the box to complete each sentence.

aftermath	amphitheater	archeologists
catastrophe	forum	preserved

- The city of Pompeii had a forum, or town square, where the townspeople went to shop and meet one another.
- Citizens watched performances in the 20,000 seat amphitheater.
- When Mount Vesuvius erupted, it was the worst catastrophe the city had ever known.
- In the aftermath of the eruption, survivors tried to dig out their belongings.
- The ashes and cinders covered and preserved many Pompeii buildings and homes for thousands of years.
- From digging up ancient objects, archeologists have been able to learn about life in Pompeii.



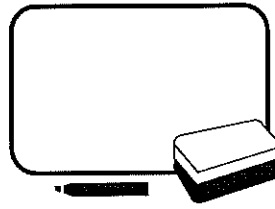
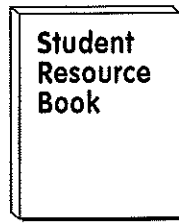
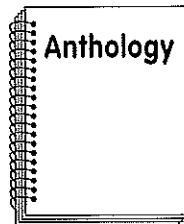
Lesson Twenty-Seven

LESSON OBJECTIVE: Word Study listen for syllables in words  12 mins.	Fluency read a passage with increased speed, accuracy, and intonation  5 mins.	Comprehension understand the concept of theme and apply it to a new context  25 mins.	Vocabulary define content vocabulary words  8 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "The Story of Icarus: A Greek Myth"
- 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 review using syllabication, practice reading fluently, reread an article and extend our ability to identify the theme of a story, and practice defining our vocabulary words.

Word Study

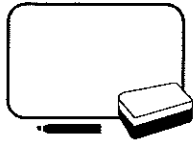
listen for syllables in words

 Review 5 mins.

Read/Review Words with Day One Pattern/Skill

*Let's begin today with a review of syllables. In our previous sessions, we have looked for syllabication to help read new words. Do you remember how to use syllabication to read these words? **NOTE:** Write each word and ask, 'Who can read this word?'*

*music
recording
talented
vocalist*



Now write these words on your dry-erase board. Next to each word, write the number of syllables in the word. Remember, listen for the number of vowel sounds.

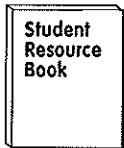
music (2)
 recording (3)
 talented (3)
 vocalist (3)

Great! It is time for us to do a syllable puzzle.



Applied Practice/Formative Assessment

7 mins.



Turn to your Word Study Resource Sheet for Lesson 27 in your Student Resource Book. Let's review the page together. Take a few minutes to complete this activity on your own. **NOTE:** Review directions. Review the completed activity as a group.



Differentiation

When students are finished, direct them to use their dry-erase boards to write some song titles. Direct them to count the syllables in the titles.

Differentiation

Direct students to complete a reduced portion of the resource sheet. Assist students in tapping out and listening for the vowel sounds in each syllable.

Fluency

read a passage with increased speed, accuracy, and intonation



Reading with Increased Speed, Accuracy, and Intonation

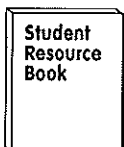
5 mins.

A. Establish Reading Goal

We have been reading "Help at Hand" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased speed and accuracy.

Turn to your Fluency Resource Sheet, "Help at Hand," in your Student Resource Book.

As you Whisper Read today, think about our goals: reading with speed, reading with accuracy, and reading with expression. Take a minute to think about your own personal fluency goal for today. **NOTE:** Assist students with setting personal goals.



F27

B. Whisper Read, Checking Fluency against Personal Goal

Now let's *Whisper Read* our story. **NOTE:** Direct students to *Whisper Read* the selection, monitoring select students as they read. Students can reread the selection if time permits. Remind students to use their Good Reader Strategies.



Differentiation

Direct students to practice fluency by forming pairs and monitoring each other as they *Whisper Read*. Students should pay close attention to the personal goals that they set for themselves.

Differentiation

Instruct students to select a reduced portion of the text for fluency practice.

Comprehension

understand the concept of theme and apply it to a new context



Review 10 mins.

A. State Lesson Objective/Purpose Based on Skill

Let's talk now about our reading comprehension skill. Remember that when we read a story or article, we must pay close attention to information that helps us determine the theme. Today we are going to reread the article and extend our skill even further. We will then develop a new topic and identify its theme.

B. Review Skill from Day One

The moral or lesson of a story is what we call the theme. The author gives readers information about the theme by providing information that teaches readers about what happens to the characters.

C. Reread Text Selection (Anthology)



Turn to "The Story of Icarus: A Greek Myth" in your Anthology. Today when we reread the article, remember to look for the answers to these questions: What is Icarus like? Why did Daedalus keep reminding his son Icarus to be patient and listen to advice?

NOTE: Read aloud the eight paragraphs, to "Finally, it was time to set the plan into action." Then direct a student to begin reading aloud. Change readers at each new paragraph. Remind students to apply their Good Reader Strategies as they read.

**Extension of Skill Beyond Text****10 mins.**

The topic of the story we just read is the myth of Icarus. Raise your hand to share information about the following events in the story:

What happened after Theseus killed the Minotaur? (The king locked Daedalus and Icarus in the labyrinth.)

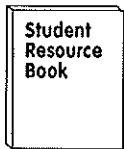
List some times when Icarus was impatient. (wanted to escape right away by killing the guards, wanted to try the wings right away, wanted to fly high)

What happened to Icarus's wings? (the wax melted, the wings fell off)

How old do you think Icarus was in the story? (Answers will vary.)

Do you think Daedalus regretted his decision to take Icarus on that flight? Why or why not? (Accept reasonable responses.)

Have you ever regretted an action or decision? Sometimes the best lessons are learned from the mistakes that we make. Our next activity focuses on these lessons.

**Activity: Your Turn to Write****5 mins.**

Turn to the Comprehension Resource Sheet in your Student Resource Book. NOTE: Review directions. Direct students to complete this sheet independently. Provide assistance as needed. Review completed work.



Differentiation

When finished, direct students to respond to the following prompt on their dry-erase boards: Describe a lesson a young child learns from his or her own actions.

Differentiation

Pair students together to complete the resource sheet activity.

F27**Vocabulary**

define content
vocabulary words

**Review/Extension Activity****8 mins.****A. Independent Practice**

Think of some of the new words you learned from the myth of Icarus. As I name a word, share the definition of each of these words. NOTE: Encourage students to respond, clarifying each definition.

labyrinth (a complicated maze)

beloved (greatly loved or dear to someone)

billowing (swelling or rising)

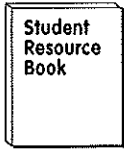
ensure (to make certain that something happens)

fashioned (made something)

heeded (paid close attention to)

Lesson twenty-seven

B. Formative Assessment



Now turn to the Vocabulary Resource Sheet in your Student Resource Book. As you can see, there are some very odd spellings of the vocabulary words. The words are written that way to help you with their pronunciation. You will complete this activity independently. **NOTE:** Review the directions. Provide assistance as needed.



Differentiation

When students have completed their resource sheets, direct them to use their dry-erase boards to write about a time they heeded someone's advice.

Differentiation

Direct students to Whisper Read the sheet while working and complete only 1-4.

NOTE: Review aloud the completed activity with students. Direct students to pronounce the vocabulary words using the pronunciation key.

Summary/ Closure



3 mins.

Write on your dry-erase board the activity you enjoyed most today. **NOTE:** Divide the students into two groups and direct the students to share their answers.

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Read each sentence. Circle the word that has three syllables.

1. The basketball game started at seven o'clock.
2. By half-time, the score was seventeen to ten.
3. The other team got a fantastic rebound.
4. Then our team threw an overhand ball.
5. The forward dribbled carefully down the court.
6. There was a misunderstanding, but we corrected it.
7. At the end of the game, the cheerleaders smiled.

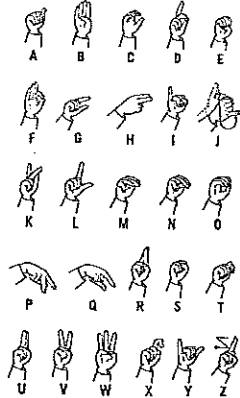
Fluency Focus

Help at Hand

Helen Keller (1880–1968) was a person who knew, perhaps better than anyone else, how it is to live in complete darkness, without light, shadow, nor even sound. Born in Alabama, Helen was a normal, healthy baby. At nineteen months of age, Helen suffered a terrible fever that left her totally blind and deaf—alone in a dark, silent world.

When Helen was almost seven, a brave and determined young woman named Annie Sullivan came to work with her. Having suffered from poor vision herself, Annie was expert at reading Braille and at using sign language. She used her fingers to spell words into the palm of Helen's hand. By using the sense of touch, Annie began to connect Helen with the outside world.

With Annie at her side, Helen Keller grew up to become one of the most courageous and influential women in United States history. She graduated with honors from college. She gave lectures around the world, wrote several books, and succeeded in helping many disabled people live fuller lives. The story of Helen Keller's life and her triumph against physical disabilities remains an inspiration to this day.



F27

Your Turn to Write

Did you ever rush ahead into a mistake because you did not listen to someone's advice? What lesson did you learn? Use the theme chart below to tell what happened.

Theme
Answers will vary.

Examples That Support the Theme

Vocabulary

Dictionary Skills: Dictionaries help the reader with pronunciations. They also give definitions of the word.

Directions: On each line, write a word from the box that matches the presented word. Then circle the correct meaning of the word.

Word Box
labyrinth beloved billowing ensure fashioned heeded

1. Write the correct spelling of (LAB uh rinth). labyrinth
It means— (A. maze) B. bathroom
2. Write the correct spelling of (en SHOOR). ensure
It means— (A. make sure) B. make ready
3. Write the correct spelling of (BIL oh ing). billowing
It means— (A. swelling) B. shouting
4. Write the correct spelling of (HEED id). heeded
It means— A. helped (B. listened to)
5. Write the correct spelling of (FASH uhnd). fashioned
It means— A. shopped (B. made)
6. Write the correct spelling of (bi LUV id). beloved
It means— A. married (B. much loved)