

Overview

Lesson Plan #1 Title: Ace it! Lesson Nine

Attached Supporting Documents for Plan #1:

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

- Identify and decode roots to help understand the meanings of different words.
- Read a passage with increased speed, accuracy, and intonation.
- Draw conclusions from text.
- Use vocabulary words beyond the context of the reading selection

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:





- Divide words with affixes into syllables.
- Practice reading a passage with increased speed, accuracy, and intonation.
- Compare and contrast details in a passage.
- Define content vocabulary words.

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:

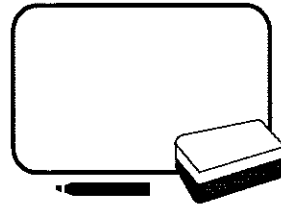
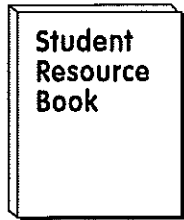
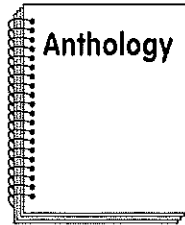
- Divide words into syllables using consonant patterns.
- Read with increased speed and accuracy.
- Demonstrate understanding of a text by summarizing important details.
- Access prior knowledge of content vocabulary.

<p>LESSON OBJECTIVE: Word Study identify and decode roots used in different words</p> <p> 12 mins.</p>	<p>Fluency increase speed and accuracy while reading</p> <p> 5 mins.</p>	<p>Comprehension write supporting details from which readers will draw conclusions</p> <p> 25 mins.</p>	<p>Vocabulary use vocabulary words beyond the context of the reading selection</p> <p> 8 mins.</p>
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "A Husky Whodunit Mystery"
- 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 write words that contain roots, read a short story, apply the comprehension strategy of drawing conclusions to our own writing, and use vocabulary words from "A Husky Whodunit Mystery."

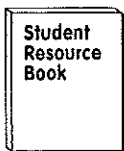
Word Study

 **Review** 5 mins.

identify and decode roots used in different words

A. Read/Review Words with Day One Pattern/Skill

We have been working with roots for a couple of sessions now. If you remember, a root is a word part from which no other part can be taken. A root is simple, without prefixes or suffixes—although either or both can be added to change the root's meaning. Words with the same root have related meanings.



I would like everyone to turn to the Word Study Resource Sheet for Lesson 9. Read the chart at the top. Then I want you to think of a word that contains each root.



Raise your hand to tell me a word that contains the root. **NOTE:** Read the following roots and accept reasonable responses from students.

- Min* (minimum. Accept reasonable responses.)
- Man/manu* (manicure. Accept reasonable responses.)
- Arch* (hierarchy. Accept reasonable responses.)
- Mater/matri* (maternal. Accept reasonable responses.)
- Pater/patri* (patriarch. Accept reasonable responses.)

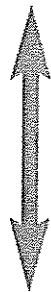
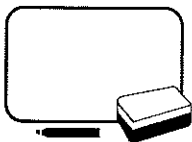
You will use these roots to show what you have learned about words that contain roots.



Applied Practice/Formative Assessment 7 mins.

You will each work independently to complete the Word Study Resource Sheet for Lesson 9. This is where you will show what you have learned about roots of words.

NOTE: Read directions and ask students to repeat directions for the Word Study Resource Sheet. Review completed work with students.



Differentiation

After they complete the resource sheet, direct students to use their dry-erase boards to list as many words as possible that contain each root.

Differentiation

Direct students to circle the words containing roots. Then work with a partner and use the chart from Word Study Resource Sheet for Lesson 7 to determine definitions.

Fluency

increase speed and accuracy while reading



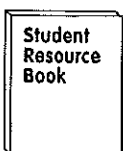
Reading with Increased Speed, Accuracy, and Intonation 5 mins.

A. Establish Reading Goal

We have been reading “The Inca Empire” to develop our fluency skills. Today we will read the passage one last time, continuing to focus on reading with increased speed and accuracy.

Turn to Lesson 9 Fluency Resource Sheet, “The Inca Empire,” 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 in setting personal goals.



B. Whisper Read, Checking Fluency against Personal Goal

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



Differentiation

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

Differentiation

Select a reduced portion of the text for fluency practice.

Comprehension

write supporting details from which readers will draw conclusions



Review 10 mins.

A. State Lesson Objective/Purpose Based on Skill

Today we will apply to our own writing what we have learned about drawing conclusions.

B. Review Skill from Day One

Readers draw conclusions when they use story clues in addition to what they already know to make decisions about characters or events in the story.

C. Reread Text Selection

We are going to read "A Husky Whodunit Mystery" again, looking for clues that help us decide why all of the mysterious events are happening to the Huskies.

Turn to "A Husky Whodunit Mystery" in your Anthology and Whisper Read the selection. NOTE: Monitor select students' fluency as they read.



Extension of Skill Beyond Text 10 mins.

All right. Keep your Anthologies open to "A Husky Whodunit Mystery." You may need to refer to it to answer the following questions:

What was the first mysterious event that happened in the story? (Tim Gleeson's cleats were missing.)



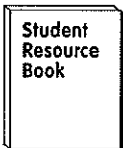
Why was this mysterious event important? (The cleats were good luck. The team could lose the game without the cleats. Accept reasonable responses.)

What clues were there in the story to help figure out what happened? (The team thinks Mr. Cleary took the cleats to help his nephew's team. The dog chews things. Accept reasonable answers.)

If you were to rewrite this story, what clues could you add to change 'whodunit'? (Add an angry or jealous teammate. Accept reasonable responses.)

If we were to make a jealous teammate the culprit, what do you already know from life that would help you decide the teammate did it? (Sometimes jealous people do things to hurt the people they are jealous of. Accept reasonable responses.)

Creating clues in a story and thinking about what you know from life help you write so people can draw conclusions. You will follow these same steps in your own writing.



We have just practiced reading for clues in a mystery to help us draw conclusions. Now on your Comprehension Resource Sheet for Lesson 9, you will lay out the clues to your own mysterious story.

NOTE: Review the directions. Direct students to complete the chart on their resource sheets, identifying a conclusion and supporting details.

Activity: Your Turn to Write 5 mins.

I want you all to turn to a partner and share your clues and your story. See if your partner draws your intended conclusion. NOTE: Pair students. Direct them to share and review each other's conclusions.

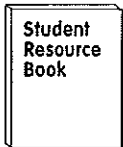


Differentiation
Direct students to complete the activity at the bottom of the resource sheet.

Differentiation
Direct students work with a partner to complete the top portion of the resource sheet.

Vocabulary

use vocabulary words beyond the context of the reading selection



Review/Extension Activity 8 mins.

A. Independent Practice

Next, we are going to take a look at another important aspect of writing: vocabulary. The vocabulary words are important in "A Husky Whodunit Mystery" because they are also clues that guide readers.

Turn to your Vocabulary Resource Sheet. Here you see the vocabulary words from our story.

Now, I am going to say a word or phrase that means the opposite of one of your vocabulary words. After I say the word, raise your hands to tell me which vocabulary word is the antonym, or means the opposite, of what I say.

*Tear down (reconstruct)
Sure; positive (suspicion)
Optional (mandatory)
Ignored (confront)
Does not value (appreciate)*

B. Formative Assessment

Now we will each take what we know about these vocabulary words to individually complete the Vocabulary Resource Sheet for Lesson 9.

NOTE: Read instructions to students. Then ask students to restate directions.



Differentiation

When the students have completed their Vocabulary Resource Sheet, direct students to write additional antonyms for each vocabulary word.

Differentiation

Direct students to review the definitions provided on Vocabulary Resource Sheet for Lesson 7 and work with a partner to complete sentences.

NOTE: Review students' progress. Review Vocabulary Resource Sheet when all students have had time to complete their work.

**Summary/
Closure**



3 mins.

We have mastered using root words and some new vocabulary words. We've also written or planned stories from which readers can draw conclusions.

How will you be able to use the reading comprehension skill, drawing conclusions, to make reading easier? (Accept reasonable responses, ex: It can help me think about what I read to make more sense of stories.)

**Count/
Record Tokens**



5 mins.

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

Total Time



60 mins.

Word Study

Root Bank				
min	manu/man	arch	mater	pater

Directions: In each of the following sentences, circle the word with one of the above roots in it. Then, circle the meaning of the word from among the choices below the sentence.

- The family had been manufacturing the same products for generations.
 buying wearing
(making by hand) losing
- The brother acted in a (paternal) way toward his younger sisters.
 joking (fatherly)
 teasing motherly
- Lex Luther is Superman's (archenemy). They will fight to the end.
 closest ally (oldest enemy)
 lowest concern father figure
- The hiker used his (manual) to identify edible plants.
 good book mother's book
 father's book (handbook)
- The author worked tirelessly on the (manuscript) that was due the following week.
(a written composition) a long trip
 father's car mother's garden
- Even though she was frightened, her injury only required (minimal) care.
 motherly fatherly
(small amount) kindly

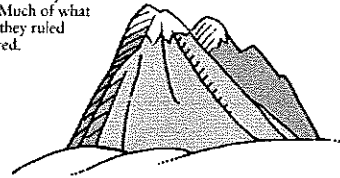
Fluency Focus

The Inca Empire

Long before Spanish explorers traveled to South America, stone cities and golden temples stretched over the land. They stretched across mountains and into the jungles. Over time, they spanned much of the continent. The Inca people came from the mountains of Peru in the early 1200s and by 1500, they had built an empire. The Inca Empire became the most powerful empire in the Americas. It thrived for hundreds of years and grew stronger and more powerful as the Inca ruler conquered new lands.

When the Inca ruled South America, they created many things. They made pottery and built bridges. They farmed the land and grew crops. During the time of their rule, the empire grew to include millions of people. These people worshiped their ruler like they did the Sun. They built a temple for the Sun and a temple for their ruler. They made their own houses from mud, and they worked hard to make their cities strong and help their people survive.

People who read about the Inca today can learn how their empire grew. They can learn how the Inca people lived, how they farmed, and how they built cities of stone. In the fifteenth century, these cities held wonderful treasures the Inca created by hand. But by 1533, the Incan empire crumbled. Now people can only read about these treasures. Much of what the Inca created when they ruled long ago has disappeared.



Your Turn to Write

Think of a trip you have taken many times, such as walking or riding to school. Imagine that something mysterious happens on this trip. Use the conclusion chart to plan a story about it.

Conclusion I Want Readers to Make

Possible answer: There had been a thunderstorm last night that I slept through.

Supporting Details (clues)

I overslept because my alarm didn't go off.

Big tree down in the road on the way to school.

Traffic lights were out.

On your dry-erase board, write a story about something mysterious that happens on the way to school. Use the information from your conclusion chart.

Vocabulary





Use the vocabulary word from the word bank that makes the most sense to fill in the blanks of the short story below. You may need to change the endings of the words to make them fit in the sentences.

Word Bank

reconstruct suspicion mandatory confront appreciate

After spending hours building my model for science class, I took a break for lunch. When I came back into the room, I saw my brother looking nervous and my model completely destroyed. I thought my brother had something to do with it. He could tell I had suspicion about him. Before I could confront him, he volunteered to help me reconstruct my model. Because the model was mandatory for passing class, I accepted his offer. I appreciate the help – even if it was his fault.

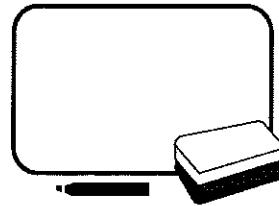
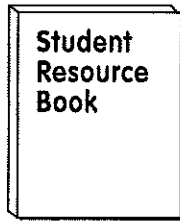
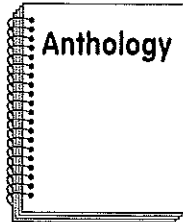


<p>LESSON OBJECTIVE: Word Study divide words with affixes into syllables</p> <p> 12 mins.</p>	<p>Fluency read with increased speed and accuracy</p> <p> 5 mins.</p>	<p>Comprehension compare and contrast details in an article</p> <p> 23 mins.</p>	<p>Vocabulary define content vocabulary words</p> <p> 10 mins.</p>
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Bacteria All Around"
- 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 practice dividing words into syllables, read a story for fluency, compare and contrast details in an article, and review five vocabulary words.



Word Study

divide words with affixes into syllables

 **Review 5 mins.**

Read/Review Words with Day One Pattern/Skill

Let's review what we have learned so far about syllabication. Syllabication is the division of words into parts that include one vowel sound, regardless of the number of vowels in the word.

Affix is the name given to prefixes and suffixes. Prefixes are the affixes used at the beginnings of words, and suffixes are those at the end. Both types of affixes change the meaning of the word or word part to which they are added.

The formation of words from roots and affixes is important in determining the meanings of unfamiliar words. It is equally important in the syllabication of words.

When you divide words into syllables, your first consideration should be dividing them into roots and affixes; therefore, a word such as 'prescription,' which is formed from a prefix, a root, and a suffix, is divided into three parts:



NOTE: Write 'pre/scrip/tion' on your dry-erase board.

As with many other rules in the English language, however, there are additions and exceptions to this one. For example:

NOTE: Write 'deductible' on your dry-erase board.

The word 'deductible' has the prefix 'de-,' the root 'duct,' and the suffix '-ible.' According to the rule, you might divide it as follows: 'delductible.'

NOTE: Divide 'deductible' where indicated.

When you pronounce the word, you will know that the suffix '-ible' has two vowel sounds. Thus, it has two syllables of its own. The addition to the rule is:

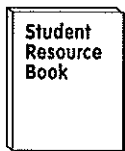
Once you have divided a word according to root and affixes, you may have to divide some of those basic parts into syllables.

NOTE: Add a divider between 'i' and 'b' in 'deductible.'



Short Independent Practice 7 mins.

Now turn to your Word Study Resource Sheet and work with a partner to complete it.



NOTE: Review directions. Assist students as needed. Review completed work.



Differentiation

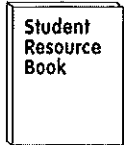
When finished, direct students to determine the number of syllables in each word.

Differentiation

Direct students to complete a reduced portion of the resource sheet. Provide assistance as needed.

Fluency

read with increased speed and accuracy



Review 5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread our fluency passage, "The Ice Man," from our last session. Remember, each time we read the passage, our goal is to increase our speed and accuracy, resulting in increased fluency.

Turn to your Fluency Resource Sheet, "The Ice Man," in your Student Resource Book.

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

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

Differentiation

Select a reduced portion of the text for fluency practice.

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Comprehension

compare and contrast details in an article



Introduction 8 mins.

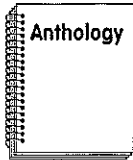
A. Review Skill from Day One

Let's turn our attention to our comprehension skill. You will remember that writers compare to show how two or more things are alike. They contrast to show how the things are different.

Who can give an example of compare and contrast? (Accept reasonable answers from a few students.)

When you are reading a story, similarities and differences among characters help you form an opinion about the characters. When you are reading an article or one of your textbooks, similarities and differences help you categorize the information you just read.

B. Introduce Text Selection

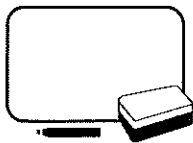


Turn in your Anthologies to “Bacteria All Around.” Take a few minutes to look at the pictures and read the title and headings in the article.

What do you think this article will be about? (Possible response: the different kinds of bacteria)

C. State Lesson Objective/Purpose Based on Skill

During today’s lesson, we are going to compare and contrast the bacteria we read about in “Bacteria All Around.”



This article has two headings, “Bacteria in the Environment” and “Bacteria in Living Things.” Since we are reading to compare and contrast, you should keep a list of details about each of these two types of bacteria. Make a line down the center of your dry-erase boards.

Read the first paragraph. NOTE: Allow time for students to read the first paragraph.

Do you think that the information here is specific to one type of bacteria or another, or is it common to both? (It is common to both.)

Why? (because it is not under either heading, but is instead an introduction)

When you include this information in your Venn diagram, where will it go? (in the center, to show it is common to both types)

 **Strategies 10 mins.**

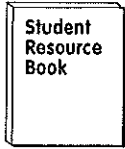
As you read the first section, “Bacteria in the Environment,” write a list of details on one half of your dry-erase board. As you read the second section, “Bacteria in Living Things,” write a list of details on the other half of your dry-erase board.

Now you will silently read “Bacteria All Around.” Remember to use your Good Reader Strategies.

NOTE: Allow time for students to read article. Circulate among them to answer individual questions and to assist them in taking notes.



Integrated Writing Activity 5 mins.



Using the details you wrote on your dry-erase boards, you will work with a partner to complete the Comprehension Resource Sheet.

NOTE: Read directions to students. Ask students to restate directions. Assist students as needed. After they have finished the activity, ask them to briefly share the information in their charts.



Differentiation

When students finish the activity, direct them to respond to the questions at the bottom of the resource sheet.

Differentiation

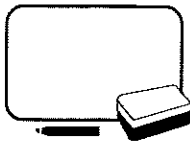
Direct students to work in pairs to complete only the Venn Diagram.

Vocabulary

define content
vocabulary words



Review 10 mins.



A. Review Content Words

Let's turn our focus to our vocabulary words from our article.

NOTE: Write only the vocabulary words on your dry-erase board: decompose, nutrients, manufacture, infected, poisonous.

B. Guided Practice

NOTE: For each of the following questions, ask students to raise their hands to answer.

Which word means:

providing food or helping to grow? (nutrients)

to break down or rot? (decompose)

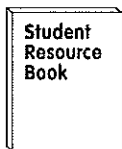
to make? (manufacture)

harmful or toxic? (poisonous)

contaminated or polluted? (infected)



C. Independent Practice



You will now each work with a partner to complete Part 1 of your Vocabulary Resource Sheet.

NOTE: Read directions to students. Ask students to restate directions. Assist students as needed. Review completed work.



Differentiation

When finished, direct students to complete Part 2.

Differentiation

Assign students only Part 1 and provide assistance as needed. Students should use the Glossary as needed.

Summary/ Closure



3 mins.

To close our lesson, I would like for each of you to select one of the vocabulary words to use in describing a time you have seen or experienced bacteria in action. (I saw an animal decomposing on the side of the road. Scientists manufacture medicine to treat illnesses, like strep throat. Nutrients are released in compost piles. The poisonous wastes released by strep make you feel awful. You have to be careful at picnics not to eat infected food that has been left out too long.)

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Divide each word below into its root and affixes. Use the chart of prefixes, roots, and suffixes below to help you.

Prefixes	Roots	Suffixes
circum-	vert	-ist
or-	miss	-ment
de-	tract	-ion
extro-	scribe	-ery
retro-	ate	-al
com-	manage	
ex-	grade	
dis-	art	
pro-	part	

circumscribe	circum	+	scribe		
orate	or	+	ate		
retrograde	retro	+	grade		
artist	art	+	ist		
compartment	com	+	part	+	ment
protract	pro	+	tract		
management	manage	+	ment		
dismissal	dis	+	miss	+	al
extrovert	extro	+	vert		

Fluency Focus

The Ice Man

Each time Susan visited her grandmother, the first thing she did was visit the ice man. The ice man worked in a studio at the end of her grandmother's street. The ice man was an artist, and he loved when people admired his work. The first time Susan saw his work, she couldn't believe her eyes. This man created beautiful sculptures from blocks of ice.

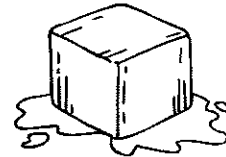
Susan had a lot of questions for the ice man. She wondered where he got the ice and how he shaped it. She wondered how he handled the ice without freezing his hands and how he made the ice sparkle so brightly. She also wondered if he felt terribly bad when he watched his art melt right in front of his eyes.

"Melting is part of the beauty of ice sculpture," the artist told her. "As my sculptures melt, they change. I'm amazed to see how different my work looks from hour to hour."

Each time Susan talked with the ice man, she learned new and interesting facts about ice sculpture. She learned how the man made clear ice by stirring the water as it froze. She learned how he used chainsaws and chisels to mold the ice into animals and people and shimmering castles.

"You have to heat the tools to polish the ice," the man told her. "Then if you want, you can color the ice with light." He placed a soft blue light behind an ice angel he had just created, and shiny blue flickers danced like magic on her wings.

Susan never tired of visiting the ice man. No other artist she knew could create sculptures that change from one form to another and then slowly disappear.

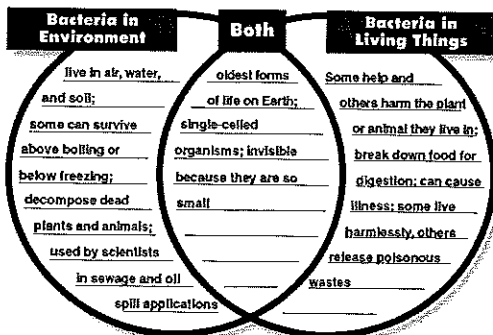


Vocus Skill

Compare and Contrast

Writers **compare** to show how two or more things are alike. They **contrast** to show how the things are different.

Use the information from the article "Bacteria All Around" to fill in the Venn Diagram. Under each type of bacteria, write the details that tell only about that type of bacteria. Under "Both," write details that tell about both types of bacteria. One item has been filled in for you in each category.



Use the article and your Venn diagram to explain how bacteria in the environment and bacteria in living things are alike.

Possible answer: They are single-celled organisms that are important to all living and non-living things. Bacteria in the environment help clean up waste by decomposing things. Bacteria in living things can help break down food for digestion.

Vocabulary

Word Bank

decompose poisonous nutrients manufacture infected

Part 1





Directions: Choose the vocabulary word from the word bank that best fits with each pair of words below.

infected dirty, impure
decompose decay, rot
poisonous lethal toxic
nutrients food, vitamins
manufacture create, build

Part 2

Directions: Choose the vocabulary word from the word bank that is most opposite each of the words below.

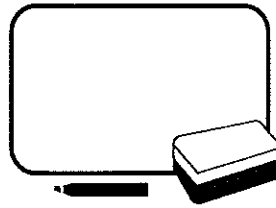
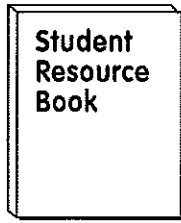
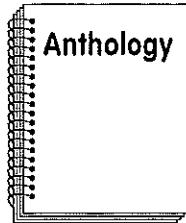
decompose build, preserve
nutrients starve
manufacture destroy, take apart
poisonous safe, healthy
infected clean, pure

<p>LESSON OBJECTIVE: Word Study divide words with affixes into syllables</p> <p> 12 mins.</p>	<p>Fluency read with increased speed and accuracy</p> <p> 5 mins.</p>	<p>Comprehension apply knowledge of compare and contrast details in their writing</p> <p> 25 mins.</p>	<p>Vocabulary use content vocabulary words in context</p> <p> 8 mins.</p>
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Bacteria All Around"
- 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 practice dividing words into syllables, read a story for increased fluency, use compare and contrast in our own writing, and use our vocabulary words.

Word Study

divide words with affixes into syllables

 **Review 5 mins.**

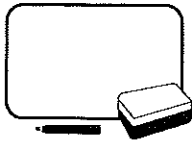
Read/Review Words with Day One Pattern/Skill

Let's start today by reviewing syllabication one more time. Syllabication is the division of words into parts that include one vowel sound, regardless of the number of vowels in the word.

Who can share what an affix is? (It is either a prefix or a suffix.)

The formation of words from roots and affixes is important in determining the meanings of unfamiliar words. It is equally important in the syllabication of words.

What should you first take into consideration when dividing words into syllables? (First divide them into roots and affixes.)



Therefore, a word such as 'induction,' which is formed from a prefix, a root, and a suffix, is divided into three parts. NOTE: Write the word 'induction' on the dry-erase board.

I would like a volunteer to show us how this word is divided into affixes and root. (in + duc + tion = in/duc/tion)

By following this rule, you have divided the word into one part for each vowel sound, or three syllables. This example illustrates the rule of syllabication by dividing into roots and affixes: prefixes and suffixes always form separate syllables if they contain vowels; however, as with many other rules in the English language, there are additions and exceptions to this one.

For example, you have already used the following addition to this rule: Once you have divided a word according to root and affixes, you may have to divide some of those basic parts into syllables.

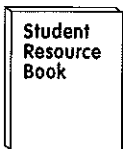
NOTE: Write the word 'adjustable' on the dry-erase board.

I would like a volunteer to show us how this word is divided into affixes and root. (ad- + just + -able)

Now I would like another volunteer to show us all the syllables in the word. (ad/just/a/ble)



Applied Practice/Formative Assessment 7 mins.



Now you will practice dividing words into syllables by independently completing your *Word Study Resource Sheet*. NOTE: Review directions. Assist students as needed. Review completed work.



Differentiation

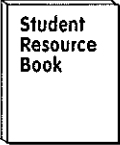
When students have finished the activity, direct them to create two-, three-, and four-syllable words with the suffix '-tion.'

Differentiation

Direct students to complete a reduced portion of the resource sheet. Assist students as they work.

Fluency

read with increased speed and accuracy



Reading with Increased Speed, Accuracy, and Intonation 5 mins.

A. Establish Reading Goal

We have been reading “The Ice Man” to develop our fluency skills. Today we will read the passage one last time, continuing to focus on reading with increased speed and accuracy.

Turn to your Fluency Resource Sheet, “The Ice Man,” 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 in setting personal goals. Remind students to use their Good Reader Strategies.

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
Set a personal goal for increased speed, accuracy, and/or intonation.
- Differentiation
Select a reduced portion of the text for fluency practice.

Comprehension

apply knowledge of compare and contrast details in their writing



Review 10 mins.

A. State Lesson Objective/Purpose Based on Skill

Now let’s review comparing and contrasting and begin using these skills to help plan writing our own articles.

B. Review Skill from Day One

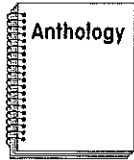
You will remember that writers compare to show how two or more things are alike. They contrast to show how the things are different.

Who can give an example of compare and contrast? (Accept reasonable responses, as time permits.)

When you are reading a story, similarities and differences among characters help you form an opinion about the characters. When you are reading an article or one of your textbooks, similarities and differences help you categorize the information you just read.

Paying attention to similarities and differences in what you read can help you determine what is important.

C. Reread Text Selection



Now you will Whisper Read "Bacteria All Around." Open your Anthologies to this article. This time, pay attention to how the author has organized the details that show the bacteria are the same and the details that show the bacteria are different. Remember also to use your Good Reader Strategies as you read.

NOTE: Circulate among students to monitor their progress.

Extension of Skill Beyond Text 10 mins.

Let's review what we have read. NOTE: Discuss the following questions.

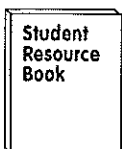
How did the author organize the similar and different details in this article? (The author put the similarities in the first paragraph and then wrote separate paragraphs for each type of bacteria that had details that were different. Accept reasonable responses.)

How did this organization make it clear what was the same and what was different about these two types of bacteria? (Keeping all the similarities together made it easier to concentrate on the details because you knew they were all similarities. Accept reasonable responses.)

How else could the details have been organized? (By topic. Discuss age, location, and function of each bacteria, rather than lumping information about each type together. Accept reasonable responses.)

If you wanted to emphasize that two things were very different, how would you organize the details to make that clear? (Organize the details by topic instead of by type of bacteria. Accept reasonable responses.)

Activity: Your Turn to Write 5 mins.



You will get to decide how to organize the details showing similarities and differences between two animals you know well on your Comprehension Resource Sheet. NOTE: Review directions. Assist students as needed. Review completed work.





Differentiation

When finished, direct students to complete the activity at the bottom of the page.

Differentiation

Assign only the Venn Diagram and allow students to work in pairs.

Vocabulary

use content vocabulary words in context



Review/Extension Activity

8 mins.

A. Independent Practice

Let's turn our focus to our vocabulary words. As I say each vocabulary word, write a synonym or definition on your dry-erase board. When I clap my hands, turn your dry-erase boards around to share.



NOTE: Write only the vocabulary words on your dry-erase board. Pause to give students time to write, then clap your hands. Check what students write for accuracy, being careful to articulate definitions below.

What does:

'manufacture' mean? (make)

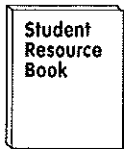
'decompose' mean? (break down, rot)

'poisonous' mean? (harmful, toxic)

'nutrients' mean? (providing food or helping grow)

'infected' mean? (contaminated, polluted)

B. Formative Assessment



Now you will each work independently to complete your Vocabulary Resource Sheet.

NOTE: Read directions to students. Ask students to restate directions. After completion, review answers as a group.



Differentiation

When students have finished, direct them to choose two words to use in sentences to describe something they have heard or read about.

Differentiation

Direct students to work with a partner to complete the activity.

**Summary/
Closure**



3 mins.

To close our lesson, I would like each of you to describe how you organized the details in your compare and contrast writing. (Possible answers: I put all the similar things together and all the different things together. Accept other reasonable responses.)

**Count/
Record Tokens**



5 mins.

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

Total Time



60 mins.

Word Stud

Directions: Divide each word below into its root and affixes. Then write the word showing the division of syllables. Remember, you may need to also divide some of the affixes or roots into syllables once you have divided a word according to its root and affixes. The first one has been done for you.

Prefixes	Roots	Suffixes
de-	vice	-y
ex-	muse	-s
a-	pect	-ed
in-	maze	-tion
bi-	blouse	
rer-	wear	
	vent	
	sect	

detested	de	test	ed	de / tes / ted
weary		wear	y	wea / ry
blouses		blouse	s	blous / es
amazes	a	maze	s	a / maz / es
expected	ex	pect	ed	ex / pec / ted
invented	in	vent	ed	in / ven / ted
amuses	a	muse	s	a / mus / es
devices	de	vice	s	de / vice / es
bisected	bi	sect	ed	bi / sec / ted
intersection	inter	sect	tion	in / ter / sec / tion

Fluency Focus

The Ice Man

Each time Susan visited her grandmother, the first thing she did was visit the ice man. The ice man worked in a studio at the end of her grandmother's street. The ice man was an artist, and he loved when people admired his work. The first time Susan saw his work, she couldn't believe her eyes. This man created beautiful sculptures from blocks of ice.

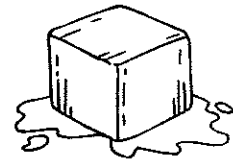
Susan had a lot of questions for the ice man. She wondered where he got the ice and how he shaped it. She wondered how he handled the ice without freezing his hands and how he made the ice sparkle so brightly. She also wondered if he felt terribly bad when he watched his art melt right in front of his eyes.

"Melting is part of the beauty of ice sculpture," the artist told her. "As my sculptures melt, they change. I'm amazed to see how different my work looks from hour to hour."

Each time Susan talked with the ice man, she learned new and interesting facts about ice sculpture. She learned how the man made clear ice by stirring the water as it froze. She learned how he used chainsaws and chisels to mold the ice into animals and people and shimmering castles.

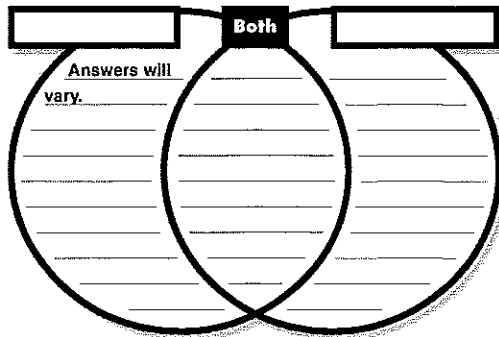
"You have to heat the tools to polish the ice," the man told her. "Then if you want, you can color the ice with light." He placed a soft blue light behind an ice angel he had just created, and shiny blue flickers danced like magic on her wings.

Susan never tired of visiting the ice man. No other artist she knew could create sculptures that change from one form to another and then slowly disappear.



Your Turn to Write

Choose two animals you know about. Use the Venn diagram below to organize those things that are similar and those things that are different. Be sure to label the top of the diagrams on the left and right with the names of the animals you are comparing and contrasting.



On the lines below, write a paragraph that compares and contrasts the animals you chose. Use the information from your Venn diagram.

Vocabulary

Word Bank

decompose poisonous nutrients manufacture infection

Directions: Fill in the blanks in the paragraph below with words from the Word Bank.

We have a lot to learn about plants, especially plants in the Rain Forest. While some plants are poisonous and could harm you if eaten, others possess qualities that can help heal an infection. When plants in the forest die, they decompose, creating quality soil for other plants to grow in. Scientists are beginning to harvest these plants to manufacture medications to help people. Of course, animals use the plants too. Some plants provide special nutrients that certain animals need to survive.