

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 the suffixes '-ness', '-tion' / '-ation', and '-ment' and understand their meanings.
- Read a passage with increased speed, accuracy, and intonation.
- Demonstrate understanding of how word choice reflects the concepts of tone and mood.
- Understand and develop content vocabulary in context.

Lesson Plan #2 Title: Ace it! Lesson Seventeen

Attached Supporting Documents for Plan #2:

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

- Identify roots and understand their meanings.
- Fluently read a passage with increased speed, accuracy, and intonation.
- Identify the author's purpose and persuasive elements in an editorial.
- Develop and apply content vocabulary words in the correct context.





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

Attached Supporting Documents for Plan #3:

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

- Correctly apply and review the rules of syllabication.
- Comfortably read a passage with increased speed, accuracy, and intonation.
- Comprehend and summarize a passage by extracting key ideas.
- Recall definitions of content vocabulary words.

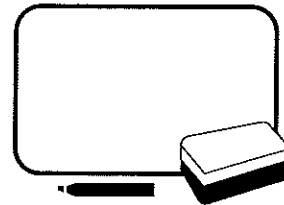
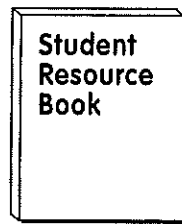
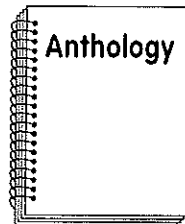
Lesson Info

LESSON OBJECTIVE: Word Study identify the suffixes '-ness,' '-tion'/'-ation,' and '-ment' and understand their meanings  12 mins.	Fluency read a passage with increased speed, accuracy, and appropriate intonation  5 mins.	Comprehension demonstrate an understand- ing of how word choice reflects the concepts of tone and mood by using specific words to create a designated mood in students' own writing  25 mins.	Vocabulary demonstrate understanding of content vocabulary used in context  8 mins.
---	---	--	--

SET-UP NOTES:

Lesson Materials:

- Student Resource Book:
Student Resource Sheets:
Word Study, Fluency,
Comprehension, Vocabulary
- Anthology: "Attack of the
Demanding Director"
- 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 and use three suffixes, practice fluency, reread a story and extend our ability to identify tone and mood, and extend our use of five vocabulary words.

Word Study

identify the
suffixes '-ness,'
'-tion'/'-ation,'
and '-ment' and
understand their
meanings



 **Review 5 mins.**

Read/Review Words with Day One Pattern/Skill

In recent sessions we have looked at suffixes to help understand the meaning of words. Write down on your dry-erase board a word that has one of the suffixes with which we have been working and hold it in the air.

NOTE: Observe student responses and make corrections as needed. They should have written a words that ends in -ment, -tion, or -ness.

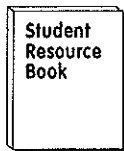
*Now trade boards with the person sitting next to you and write the meaning of that suffix. **NOTE:** Observe student responses and make corrections as needed.*

HS



Applied Practice/Formative Assessment

7 mins.



Turn to your Lesson 9 Word Study Resource Sheet in your Student Resource Book. Let's review the directions and example together.

NOTE: Upon completion, review students' resource sheets to check for student accuracy.



Differentiation

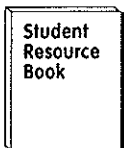
When finished with the resource sheet, direct students to create original sentences on their dry-erase boards using three of the words from the resource sheet.

Differentiation

Direct students to work with a partner to complete the resource sheet. Allow students to refer to the table on Lesson 8 Word Study Resource Sheet if necessary.

Fluency

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



Reading with Increased Speed, Accuracy, and Intonation

5 mins.

A. Establish Reading Goal

We have been reading "Discovering Pluto" 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, "Discovering Pluto," 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:** 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



Review

10 mins.

demonstrate an understanding of how word choice reflects the concepts of tone and mood by using specific words to create a designated mood in students' own writing

A. State Lesson Objective/Purpose Based on Skill

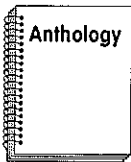
Remember we learned about reading a story to find what mood is established by the author's words. Today we are going to reread the story and extend our skill even further. We will write our own passage that demonstrates both a tone and mood.

B. Review Skill from Day One

*Everyone tell me what word finishes this sentence:
The author's attitude toward a subject is the _____ (tone).*

*Everyone tell me the word that finishes this sentence:
The feelings or attitude that is evoked by the reader of a story is the _____ (mood).*

C. Reread Text Selection (Anthology)



Turn to "Attack of the Demanding Director" in your Anthology. Last session after reading the selection, we determined that the mood was one of frustration and aggravation because the filmmaker was making unreasonable demands on his cast and crew.

*Today when we reread the story, look for the answer to this question:
What is the author's attitude toward being demanding and working hard?*

NOTE: Read aloud the first three paragraphs. Starting at "Dora stomped over..." direct a student to begin reading aloud. Change readers every few paragraphs.



Extension of Skill Beyond Text

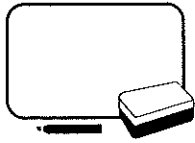
10 mins.

How does the author feel about working hard and demanding a lot? (The author recognizes that it is important to work hard and have a strong work ethic, especially about something that you are passionate about; however, you should not alienate your friends by being unreasonable and harsh. At the end of the story, the main character demonstrated this by easing up on his crew and acknowledging that he had been too demanding.)

What is the tone of this selection? (The tone is light and fun.)

We have seen that writers need to use very specific language when creating the tone and mood of a piece of writing. Certain words create feelings within the reader—both positive and negative. Now it is your turn to become the author in order to create a specific mood.

H9



NOTE: Write the following sentence on the dry-erase board:

The light coming through the window shows lines of shelves on the wall.

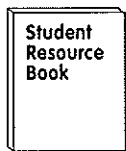
Using your dry-erase boards, revise this sentence to evoke a certain mood. For example, you could create a foreboding and scary mood or a peaceful, serene one. Choose your words carefully.

NOTE: Allow at least three minutes for students to create their mood sentences. Upon completion, share student sentences, asking for the group to guess each mood that was created. (Sample sentence: The grayish sunlight streaming in the dust-covered, fingerprinted windows reveals chipped wooden shelves lining the walls of the tiny store. The mood is quiet and tired.)



Activity: Your Turn to Write

5 mins.



Turn to Lesson 9 Comprehension Sheet in your Student Resource Book.

NOTE: Review directions. Direct students to complete this sheet independently.



Differentiation

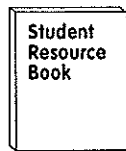
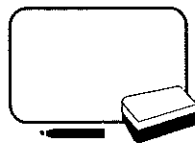
When finished with the resource sheet, direct students to read their revised paragraphs to a partner.

Differentiation

Pair students together for a discussion aloud of the resource sheet activity.

Vocabulary

demonstrate
understanding
of content vocab-
ulary used in
context



Review/Extension Activity

8 mins.

A. Independent Practice

*Think of the new words you learned from our story. I am going to say a pair of words that are similar in meaning. Write on your dry-erase board the vocabulary word that best fits with the two words I said. **NOTE:** Have students refer to Lesson 8 Vocabulary Resource Sheet if needed.*

*among, midst (amid)
excitedly, vehemently (enthusiastically)
threatening, intimidating (menacing)
enlisted, commissioned (recruited)
untangling, unfolding (unraveling)*

What is the word for words that are similar in meaning? (synonym)

B. Formative Assessment

Now we will work independently to complete Part 1 of the Vocabulary Resource Sheet for Lesson 9. Let's go over the directions first.

NOTE: Review the directions of Vocabulary Resource Sheet.



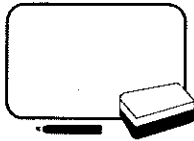
Differentiation

Assign Part 2 to those students who finish Part 1 accurately.

Differentiation

Partner students for the vocabulary activity.

Summary/ Closure



3 mins.

We have all shown mastery of the suffixes and vocabulary words, improved our reading fluency, and identified tone and mood in a story. After I read a short passage to you, I would like you to write the author's tone on your dry-erase board.

NOTE: Read the following passage aloud:

Jogging, like a disease, is spreading and infecting the country. Regardless of the time of day or night, the jogger is ever present. The worst part of the disease is that they feel the need to try and convert the rest of us. Many times I have been cornered at parties and attacked by a carrot juice-guzzling jogger. We must quarantine all joggers or their disease will end the American life that we all know and love.

What is the tone of this passage? (annoyed—the author does not like the jogging obsession that has taken over the nation.)

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Directions: Each of the following sentences has a word with a suffix that you have recently learned. Write the word below the sentence and underline the suffix. Then write the meaning of the word.

Example: Gerry's anticipation made him unable to sleep Christmas Eve night.
anticipation, state of anticipating

1. The beautiful scenery provided the artist with enough inspiration for fifty paintings.

[inspiration, the state of being inspired]

2. The sick patient prayed to be relieved of his afflictions.

[afflictions, the state of being afflicted/sick]

3. The refinement of her manner is proof of her strict upbringing.

[refinement, the result of being refined]

4. This company believes that it has an obligation to please all of its clients.

[obligation, the state of being obligated]

5. The carelessness with which he handled the lamp caused it to break.

[carelessness, the quality of being careless]

Fluency Focus

Discovering Pluto

People on Earth can only see four planets without a telescope. Most people have no trouble at all seeing Venus and Mars, and people who watch the sky closely can often find Jupiter and Saturn. It was not until after the invention of telescopes that people learned that more planets existed. First someone spotted Uranus and then Neptune. Then, much later, in 1930, Pluto was found.

Imagine a planet with a temperature between 378 and 396 degrees below zero! Pluto lies so far from the Sun that the planet stays dark and cold all the time. Because Pluto stays dark and cold, the planet was named after the Roman god who ruled the land beneath the earth. Some scientists think that Pluto might once have been a moon of Neptune, and then it spun out of orbit.

Though scientists struggle to learn more about this distant planet, they have discovered some interesting facts. Scientists know that Pluto is very small compared to the other planets. It's only 1,800 miles across, which is smaller than Earth's moon. Scientists also discovered that Pluto moves very slowly around the Sun—only about three miles a second. This means that it takes the planet 248 Earth years to orbit the Sun one time. One interesting fact scientists discovered about Pluto is that it is not always the farthest planet from the Sun. Once every 248 years its orbit takes it inside the orbit of Neptune. Pluto stays inside the orbit of Neptune for 20 years and then moves farther from the Sun for the next 228 years.

Comprehension

Directions: Below is a passage that has a dark and eerie mood. Your task is to revise the passage to create a pleasant and inviting feeling. Some suggested words and phrases are listed below, but you are not required to use them. You may choose other words or phrases, but remember that your goal is to create a serene and pleasant mood.

Sample Passage

The apartment was closely shrouded in black velvet tapestries that hung all over the ceiling and down the walls, falling in heavy folds upon a carpet of the same material and hue. The panes were scarlet—a deep blood color. The fire projected its rays through the tinted glass and so brightly illuminated the room. In the black chamber the effect of the firelight that streamed upon the dark hangings through the blood-tinted panes was ghastly in the extreme, and produced so wild a look upon the faces of those who entered.

Word and Phrase list:

lightly colored	bright	warm	white
lace	flowered pattern	crystal clear	loosely decorated
clear	spotless	joyful	sun
delicate	brilliant	view of the garden	

Write your new passage here:

(Possible answer: The apartment was loosely decorated in white lace tapestries that hung all over the ceiling and down the walls, falling in heavy folds upon a carpet of a lightly colored flowered pattern. The panes were crystal clear with a view of the garden. The sun projected its rays through the spotless glass and delicately illuminated the room. In the bright chamber the effect of the firelight that streamed upon the lace through the clear panes was brilliant and warm and produced a joyful look upon the faces of those who entered.)

Vocabulary

Part 1

Directions: Choose the vocabulary word that best completes the sentence. Underline your answers.





- The nervous dancer stood (enthusiastically, amid) the other dancers and waited for her turn to audition.
- Mora's plan to study after she went out for the evening was (unraveling, menacing) because it was already 1 a.m.
- My neighbor (amid, recruited) me to help with the annual block party.
- The mosquitoes were not as (menacing, amid) as the media portrayed them to be.
- I (recruited, enthusiastically) signed up to organize the entire Homecoming Dance.

Part 2

Directions: In the space below, rewrite each sentence above so that the alternate vocabulary word makes sense. Number 1 has been done for you as an example. (Possible sentences)

- The dancer jumped up and down enthusiastically while she waited for her turn to audition.
- Mora's test seemed menacing since she stayed out until 1 a.m. and didn't study.
- My neighbor stood amid the excited children at the annual block party.
- While the mosquitoes were at their worst, I hated being amid them.
- I was recruited to organize the entire Homecoming Dance.

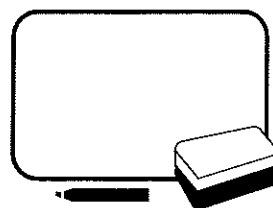
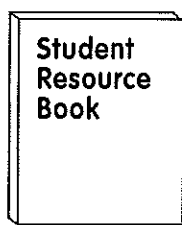
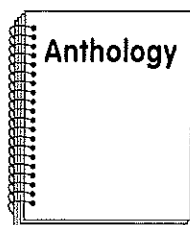
Lesson Seventeen

LESSON OBJECTIVE: Word Study identify roots and understand their meanings  12 mins.	Fluency read a passage with increased speed, accuracy, and intonation  5 mins.	Comprehension identify the author's purpose and persuasive elements in an editorial  23 mins.	Vocabulary apply content vocabulary words in context  10 mins.
--	---	--	---

SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Word Study, Fluency, Comprehension, Vocabulary
- Anthology: "Preservation or Recreation?"
- 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 two roots, practice reading for fluency, read two editorials, practice identifying persuasive elements in writing, and use our five vocabulary words in context.

Word Study

identify roots and understand their meanings



Review

5 mins.

Read/Review Words with Day One Pattern/Skill

Let's start with a review of roots. A root is the base or main part of a word to which prefixes and suffixes are attached.

NOTE: Write the words 'provoke' and 'diverse' on the dry-erase board.

Each of these words has a root that we have been learning about. Raise your hand if you can tell me the root of each of these words. (voke, vers)

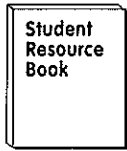


H17



Short Independent Practice

7 mins.



Turn to the Lesson 17 Word Study Resource Sheet in your Student Resource Book. Look at the chart at the top of the resource sheet. Let's read the roots, their definitions, and the examples aloud together. **NOTE:** Review the root chart before working on the resource sheet.

Now, let's read the directions together before you work on the activity independently.

NOTE: Review directions. Complete the first item with students. After students finish the resource sheet, review the answers as a large group.



Differentiation

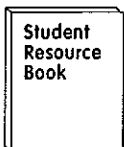
Instruct students to write a formal definition for each italicized word in the activity.

Differentiation

Instruct students that they may work with a partner to complete the resource sheet.

Fluency

read a passage with increased speed, accuracy, and intonation



Review

5 mins.

A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread our fluency passage, "The Grip of Winter," 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 the Lesson 17 Fluency Resource Sheet, "The Grip of Winter," 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.

B. Comprehension Questions

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

C. Continue Reading: Whisper Reading

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



Differentiation

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

Differentiation

Select a reduced portion of the text for fluency practice.

Comprehension

identify the author's purpose and persuasive elements in an editorial



Introduction

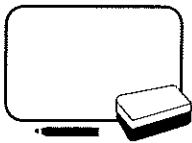
8 mins.

A. Review Skill from Day One

Let's review the different purposes for writing. Authors write to entertain, to inform, and to persuade.

If an author is trying to persuade his or her readers, what elements must the author incorporate into his or her writing? (a position statement and supporting evidence for his or her argument)

B. Introduce Text Selection (Anthology)



Along with authors, we try to persuade people every day. On your dry-erase board, list at least two situations that would warrant you to persuade another. (Possible answers: persuade parents to extend a curfew or increase allowance, persuade a teacher to accept a late homework assignment) NOTE: Share student responses.



Turn to the selection "Preservation or Recreation?" in your Anthologies. The reading today illustrates two opposing sides of an argument, both trying to persuade the reader.

C. State Lesson Objective/Purpose Based on Skill

During today's lesson, we are going to identify the persuasive elements in the two opposing editorials.

H07



Strategies

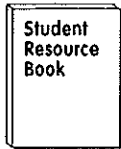
10 mins.

The first part of the selection supplies the background for the rest of the piece. It is an editor's note and offers an unbiased view of the subject matter. Following the editor's note, there are two editorials: one from an environmentalist's view and one from a recreationalist's view.

Let's read the editor's note aloud to learn about the use of off-road vehicles (ORVs) in a nature preserve.

NOTE: Read the editor's note aloud to students.

Are you able to tell what the editor's view is on the use of ORVs in the Cypress National Preserve? (No, he is unbiased and is presenting both sides by printing the two editorials.)



Now it is time to read the two opposing sides of this argument. Open your Student Resource Books to the Lesson 17 Comprehension Sheet. Let's examine the graphic organizer to ensure you are aware of your purpose for reading.

NOTE: Review the directions and format of the organizer.

Now read the two editorials carefully. As you read, look for persuasive elements that reveal the author's purpose and view.

NOTE: Allow enough time for students to read the selection. If some students finish before others, encourage them to quietly discuss the persuasive elements they found.



Integrated Writing Activity

5 mins.

Now that you have completed the reading selection, you are ready to complete the graphic organizer. Your goal is to present both sides of this environmental issue by filling in your chart.

NOTE: Assist students as they work to complete the organizer. When students are finished, review the organizer as a group.



Differentiation

Instruct students to write a brief paragraph describing which side they are on and why.

Differentiation

Assign students one side of the argument. Assist them in completing the chart for their argument.

Vocabulary

apply content
vocabulary words
in context



Review

10 mins.

A. Review Content Words

During our last session, we learned five new vocabulary words that appeared in the article "Preservation or Recreation?" Our words were 'restrictions,' 'designated,' 'environmentalists,' 'habitats,' and 'biodiversity.'

B. Guided Practice

NOTE: Write 'restriction' on the dry-erase board. Ask students to copy it onto their dry-erase boards. Then read the statement below. Repeat this for each of the vocabulary words. Be sure each student replies. Repeat a word if necessary.

A restriction is something that confines or keeps within limits. Raise your hand if you can use this word in a sentence. (Possible response: The security guards at the concert enforced many restrictions so that the fans couldn't get too close to the stage.)

'Designated' means 'marked or pointed out.' Raise your hand if you can use this word in a sentence. (Possible response: Please keep food in the designated area to keep the theater clean.)

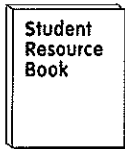
Environmentalists are people who work to protect natural resources from pollution. Raise your hand if you can use this word in a sentence. (Possible response: The environmentalists protested the factory because of its contribution to the smog.)

Habitats are the natural environments of animals and plants. Raise your hand if you can use this word in a sentence. (Possible response: It is illegal to remove turtles from their natural habitats.)

'Biodiversity' means 'to be rich in a variety of animal and plant life.' Raise your hand if you can use this word in a sentence. (Possible response: The biodiversity of the marshlands makes them an ideal location for a national reserve.)

H17

C. Independent Practice



Turn now to your Lesson 17 Vocabulary Resource Sheet in your Student Resource Book. You will complete this activity on your own.

NOTE: Review the directions and provide assistance if needed. Review the answers as a group when the activity is complete.



Differentiation

Instruct students to respond to the prompt: If I were an environmentalist, my issue would be....

Differentiation

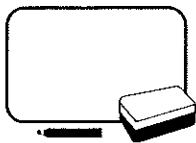
Direct students to work with a partner to complete the resource sheet.

Summary/ Closure



3 mins.

We accomplished a great deal today. Along with reviewing roots and vocabulary words, we identified elements of persuasion to examine an author's purpose.



After reading the two editorials about the effects of ORVs on the environment, write on your dry-erase board which side you would take on this issue, the environmentalist's or the recreationalist's. Which author made the stronger case?

NOTE: Accept all reasonable conclusions. Discuss responses.

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

Word Study

Root	Meaning	Example
vert, vers	turn	convert, diverse
voc, voke	call	vocation, revoke

Directions: The sentences below each have a boldface word with one of the above roots. Fill in the blank space in each sentence with a word or phrase that shows that you know the meaning of the roots voc, voke, vert, and vers.

Example: To deliver the invocation at the beginning of your school's graduation exercises is to call for a blessing.

1. If something you have done has provoked an argument with your kid brother, it has called it forth.
2. If your bus pass has been revoked, it has been called back.
3. If a statement by the President of the United States has evoked a lot of comment, it has called forth (brought out).
4. If you attended a vocational school, you would expect the school to prepare you for your calling in life.
5. To divert a person is to turn his or her mind aside from the business at hand.
6. A subversive movement is one that seeks to overturn the existing government or social order.



Fluency Focus

The Grip of Winter

The temperature had dipped into the 30s when Hannah first saw the kittens. There were five or six of them living in a crawl space under an empty house. Hannah couldn't get near them, but she brought them food and left it just outside the crawl space near some bushes. The kittens came out slowly, cold and afraid. Hannah wondered how she could help them if they had never learned to trust a human hand.

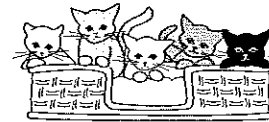
"That's a feral cat colony," her friend Mark said when she told him about the kittens. "Those kittens are wild; you'll never catch them."

But Hannah talked to the man at the pet store. She learned she could set up a trap and put food in the trap to lure the kittens from under the house.

"You rig up the door," the man told her, showing her the trap. "Then when the kittens step into it, the door snaps shut. Just keep your eye on the trap and get the kittens out right away."

The next day Hannah put food in the trap and hid it in the bushes. Sure enough, a kitten came out and went straight for the food. When the door snapped shut, the kitten turned around and hissed and then curled into a ball. Hannah managed to get the kitten home and then to a vet. Over the next week, she rescued the other kittens and found homes for them all.

The next time Hannah visited the empty house, it was no longer empty. A family lived there, and an orange cat slept happily on the porch. It would be a long time before hunger would threaten animals at this house. The crawl space under the house was now covered with roses, the seasons had turned, and spring had arrived.



Comprehension

Directions: After reading "Preservation or Recreation?," complete the chart below. Record the positions and supporting evidence for each side in the space provided.

The Environmentalist's View	The Recreationalist's View
Position Statement: ORVs should be banned in order to preserve the environment. Supporting Evidence: <ul style="list-style-type: none"> • The tracks create deep ruts in the soil, causing run-off to collect in the tracks. • The tracks affect the water flow and water quality. • The run-off problem damages plant growth and animal habitats. • The noise frightens the animals, causing them to leave the preserve. • Along with noise pollution, air pollution drives animals away. • The Preserve was established to preserve the rich biodiversity of the land so anything that could be damaging should be banned. 	Position Statement: ORVs should be allowed because everyone has the right to enjoy public land. Supporting Evidence: <ul style="list-style-type: none"> • The hunting and fishing in Big Cypress National Preserve is great. • The Preserve is public land and open to all to enjoy. • ORVs provide access for hunters and fishers; walking isn't possible. • Hunters and fishers pay taxes that pay for the management of this public land. • The claims that ORVs cause damage are unproven opinions.







Vocabulary

Word	Definition
restrictions	things that confine or keep within limits
designated	marked or pointed out
environmentalist	any person who works to protect natural resources from pollution
habitat	the natural environment of an animal or plant
biodiversity	to be rich in a variety of animal and plant life

Directions: Choose the word that best completes each sentence below.

1. The San Diego Zoo does its best to show all of the animals in their natural habitats.
2. When I grow up I want to be a/an environmentalist because I care about the quality of our air and water.
3. The senior field trip had so many restrictions attached to it that many of us decided not to go.
4. Restaurants have designated smoking areas to ensure that non-smokers can have a dinner with fresh air.
5. The biodiversity of Australia attracts many tourists and nature lovers. Where else can you see over 760 different kinds of species?

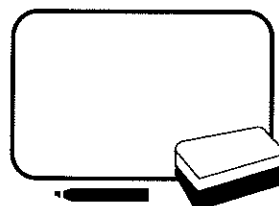
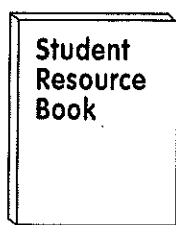
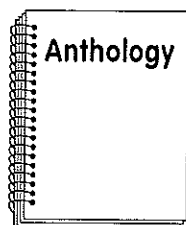
Lesson Twenty-Three

LESSON OBJECTIVE: Word Study apply the rules of syllabication  12 mins.	Fluency read a passage with increased speed, accuracy, and intonation  5 mins.	Comprehension summarize a passage by extracting key ideas  23 mins.	Vocabulary recall definitions of content vocabulary words  10 mins.
---	--	---	---

SET-UP NOTES:

Lesson Materials:

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



H23

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 the rules for dividing syllables, practice reading for fluency, read an article about caves, practice summarizing, and use our five new vocabulary words in context.

Word Study

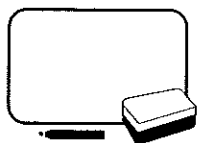
apply the rules of syllabication

 **Review** 5 mins.

Read/Review Words with Day One Pattern/Skill

Let's review what we've been learning about syllabication. During the last session, we saw how words are divided through syllabication. We also learned that when a word must be divided at the end of a line, it is generally divided between syllables or pronounceable parts.

NOTE: Write the words 'saddle' and 'crackle' on the dry-erase board.



Raise your hand if you can tell how to divide these two words. (sad / dle, crack / le)

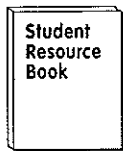
Who can explain why these words are divided differently? (When a word ends in '-le,' the consonant and the '-le' form the final syllable. There is an exception to this rule, however. A word that ends in '-ckle' is divided after the '-ck' and before the '-le.')

Lesson Twenty-Three



Short Independent Practice

7 mins.



Turn now to your Word Study Resource Sheet. First we will read the directions and complete the first item together. Then you will complete the activity on your own.

NOTE: Review directions and first item together. Assist students as they work. Review completed work as a group.



Differentiation

After students complete the resource sheet, instruct them to generate three new words for each '-le' ending (Ex: -dle, -ckle, -ble).

Differentiation

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

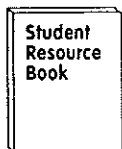
Fluency

read a passage with increased speed, accuracy, and intonation



Review

5 mins.



A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread our fluency passage, "The Bamboo House," 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 Bamboo House."

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

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

C. Continue Reading: Whisper Reading

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



Differentiation

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

Differentiation

Select a reduced portion of the text for fluency practice.

Comprehension

summarize a passage by extracting key ideas



Introduction

8 mins.

A. Review Skill from Day One

Now let's turn our focus on our comprehension skill and review the steps in summarizing a portion of text.

What is the first step? (read the original text)

And the next? (extract key ideas in note format)

And last? (rewrite the important details in sentence and paragraph format)

B. Introduce Text Selection (Anthology)



Turn to the article "Underground Palace" in your Anthology.

Raise your hand if you have ever explored a cave. Who can tell us what it was like? (If no one has been inside a cave, ask students to imagine what a cave would look like. Possible response: dark, cool, has rock formations.)

This story is about Jim White, a cowboy who discovered the Carlsbad Caverns in 1901.

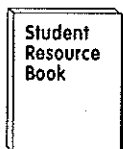
C. State Lesson Objective/Purpose Based on Skill

During today's lesson, we are going to summarize the story of Jim White after first reading the selection in its entirety. As you read, you are going to take notes on the story.



Strategies

10 mins.



You will use a graphic organizer to help record the key ideas from the selection. After you have completed the story, you will then organize your notes into a brief summary.

Let's review your Comprehension Resource Sheet for Lesson 23 in your Student Resource Book.

NOTE: Review the format with students.

H23

Lesson Twenty-Three

Fill in each block with key information as it is presented in the story. This will keep your ideas in the correct order.

Now read the story silently. As you read, look for key information to record in your organizer. Remember, when you are taking notes, record your thoughts in brief phrases. Do not worry about using complete sentences. Also, utilize your Good Reader Strategies.



Integrated Writing Activity

5 mins.

It is now time for you to organize your notes into a brief summary. Be sure to include the most important details from the story and to use complete sentences when writing your summary. Complete the summary in the space provided at the bottom of the Comprehension Resource Sheet.

NOTE: Guide students as they work to complete the activity. Review completed work.



Differentiation

When finished, direct students to exchange summaries and critique their partner's summary.

Differentiation

Assign the top portion of the resource sheet for completion.

Vocabulary

recall definitions
of content
vocabulary words



Review

10 mins.

A. Review Content Words

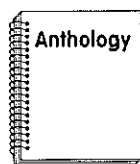
During our last session, we learned five vocabulary words that have to do with cave exploration. Our words are 'alcove,' 'iridescent,' 'speleology,' 'stalactite,' and 'stalagmite.'

B. Guided Practice

You are now going to locate these words in the story "Underground Palace" and record the context sentence on your dry-erase board. We will review the sentences and definitions after you record all five sentences.

NOTE: Assign a different word to each student. Review student answers. They should have recorded the following sentences on their dry-erase boards: 'Some of the tunnels had alcoves, little nooks that looked like small rooms.'

'White was amazed at the immense size of the cavern, its eerie silence, and the dazzling iridescent colors that changed as he shifted his lantern from wall to wall.'

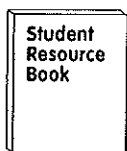


'But as other people explored the cave after him, the world recognized that this cowboy had made a significant contribution to speleology, the study of caves.'

'There were long, thin, jagged formations, called stalactites, growing down from the ceiling'

'Similar formations, called stalagmites, were growing up from the floor of the cave.'

C. Independent Practice



Now let's do a practice activity with this vocabulary. Turn to your Vocabulary Resource Sheet.

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



Differentiation

When finished, direct students to choose three words to use in original sentences.

Differentiation

Direct students to work with a partner to complete the resource sheet.

Summary/ Closure



3 mins.

To close our lesson today, I would like someone to demonstrate our new comprehension skill by summarizing what we have learned today. (We learned how to divide words correctly. We also reviewed five new vocabulary words that pertain to cave exploration. Lastly, we practiced how to extract key facts while reading in order to construct a summary.)

Count/ Record Tokens



5 mins.

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

Total Time



60 mins.

H23

Word Study

Directions: Following the rules of syllabication, divide the words using a slash mark (/).

- When a word ends in '-le,' the consonant and the '-le' form the final syllable.
- A word that ends in 'ckle' is divided after the 'ck' and before the '-le.'

- | | | | |
|-------------|----------------|-------------|---------------|
| 1. handle | han / dle | 7. sample | sam / ple |
| 2. amble | am / ble | 8. recycle | re / cy / cle |
| 3. resemble | re / sem / ble | 9. puzzle | puz / zle |
| 4. huddle | hud / dle | 10. sickle | sick / le |
| 5. jostle | jos / tle | 11. spackle | spack / le |
| 6. wrangle | wran / gle | 12. prattle | prat / tle |

Fluency Focus

The Bamboo House

Randy remembered reading once about a man who carved a house out of bamboo. He lived in his bamboo house for about a year. The man had been on a ship at sea, and the ship had hit something and sunk. The man was lucky enough to float onto an island three days later, but he had to live on the island for a whole year before he was found. Randy never forgot the story, and for a long time he wondered if he could carve a house out of bamboo, too.

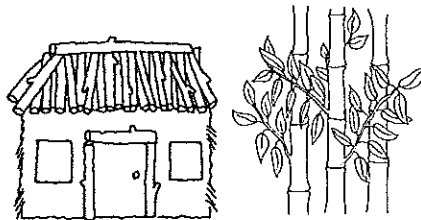
It was about a year after Randy read the story when he had a chance to carve his house. It was the summer Randy turned fourteen, and he and his family had just moved to a new house surrounded by woods. The woods contained an area with thick stalks of bamboo. When he asked his parents if he could carve through the bamboo to make a house, they said "Sure."

"It'll keep you out of trouble," they said.

Randy figured they didn't believe him. But three months later the house was standing. And three weeks later, it was still standing.

"I did it!" Randy cried. "I can't believe it!"

The house was sturdy and strong, and Randy felt proud. He liked to go there by himself at night to think. He thought about the man on the island and how he was all by himself with nobody else around. Randy sat in the house and thought about the man, but he could see the lights from his own warm house shining through the windows. It wasn't the same, Randy knew. But for some reason, he had to carve that house. He had to carve it so that, just for a while, he could feel what it was like to live all by himself on an island.



Comprehension

Directions: Use the organizer below to take notes while reading "Underground Palace." Write a brief summary in the space provided.

1901—in New Mexico, Jim White saw a black cloud from a hole. Cloud was thousands of bats.	White got tools and entered the cave. He explored and saw tunnels, alcoves, and rock formations.	Iridescent colors and size of cavern were amazing to him. Underground palace was unspoiled.
His discovery is known as Carlsbad Caverns. Became national park in 1930.	World-recognized cowboy made an important contribution to speleology.	He told his friends. Others explored the cave after him.

Summary

One summer day in 1901, a young cowboy discovered something strange in New Mexico. Jim White saw a black cloud coming out of a hole in the ground. When he went closer he saw the cloud was really a flock of bats—thousands of them.

He came back the next days with tools and he climbed down the dark hole. It was an entrance to a cave. He saw many tunnels that branched out into different directions. He also saw formations called stalactites and stalagmites—long and thin formations growing down from the ceiling and up from the floor. The size of the cavern impressed White, along with the colors that lit up in the light.

He eagerly told his friends about his discovery. Later everyone realized that he had discovered something really important. Today, his discovery is called Carlsbad Caverns and is now a national park that is visited by thousands every year.

Vocabulary

Directions: Read each sentence carefully. Then choose the best answer to complete each sentence. Fill in the circle next to your choice.

- Alcoves are like small _____.
☐ towns ☐ caves
☐ alleys ☐ rooms
- Stalactites are found on the _____ of a cave.
☐ floor ☐ entrance
☐ ceiling ☐ outside
- Stalagmites are found on the _____ of a cave.
☐ floor ☐ roof
☐ ceiling ☐ outside
- Speleology is a _____ prime interest.
☐ spy's ☐ mountain climber's
☐ sailor's ☐ cave explorer's
- The word iridescent might be used to describe a _____.
☐ person ☐ scent
☐ soap bubble ☐ speleologist