

Sample Lesson Overview: Level 2

Lesson Plan #1 Title: Ace it! Lesson 3

Supporting Documents for Plan #1:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Apply phonetic rules to decode words with the vowel digraph <u>oo</u> in context and out of context. Use understanding of syllabication rules to decode words that contain the vowel digraph <u>oo</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a summary of a narrative text.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word.

Lesson Plan #2 Title: Ace it! Lesson 16

Supporting Documents for Plan #2:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Apply phonetic rules to decode words with the consonant digraphs <u>ch</u> and <u>sh</u> in context and out of context.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Distinguish between fact and opinion. Understand how reasons support points the author makes in the text.
Vocabulary	Determine the meaning of content words used in text. Use a glossary to determine the meanings of content words.

Lesson Plan #3 Title: Ace it! Lesson 29

Supporting Documents for Plan #3:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Apply phonetic rules to decode words with inflectional endings in context and out of context.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Describe the sequence of a text. Describe the connections between a series of ideas or steps in a text. Make connections between text and personal experience.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word. Use a glossary to determine the meanings of content words.

LESSON OBJECTIVES

Phonics	Apply phonetic rules to decode words with the vowel digraph oo in context and out of context. Use understanding of syllabication rules to decode words that contain the vowel digraph <u>oo</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a summary of a narrative text.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "Sing Softer, Maggie"*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Timer (for Fluency differentiation)

SKILL DEFINITIONS

Phonics

Vowel Digraph: A vowel pair in which the two vowels make one sound. The vowel digraph used in this lesson is oo (/ü/ as in moon and /û/ as in book).

Syllable: A part of a word that contains only one vowel sound. The number of times that you pronounce a distinct vowel sound is the number of syllables the word has. It is important for students to remember that vowels can work together (for example, oo) to make a single vowel sound. Understanding syllables will help students read unknown words quickly, which will help with comprehension.

Compound Word: A word that is made up of two smaller words

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

LESSON 3

Comprehension

Story Structure: Common elements in narrative stories including characters, setting, problem, and solution

Characters: The people or animals in a story

Setting: Where and/or when a story takes place

Problem: The conflict or something that goes wrong in a story

Solution: The answer to the problem; how the problem gets fixed or solved

Story Map: A graphic organizer that identifies the key elements of story structure by charting the characters, setting, problem, and solution

Summary: A written piece in which the student retells the most important parts of a story

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will read words with the vowel digraph oo. We will also learn about syllables. Next, we will continue reading our fluency passage. Then, we will write a summary of a story. Finally, we will review our vocabulary words.

PHONICS

Review Phonics Skills

3 minutes

Let's review our phonics skill. We have been learning about the vowel digraph oo. A vowel digraph is a spelling pattern where two vowels are used together to make one vowel sound. We know that the vowel digraph oo can make two sounds, /ü/ as in moon or /û/ as in book.

NOTE: Write the following sentence on the dry-erase board and read aloud with students: A broom is a tool to use in a room.

This sentence has three words with the digraph oo: broom, tool, and room. All three of these words have the same vowel sound you hear in moon.

NOTE: Write the following sentence on the dry-erase board and read aloud with students: I took a hoof that was made of wood.

LESSON 3

In this sentence, there are three words with the digraph oo: took, hoof, and wood. All three of these words have the same vowel sound you hear in book.

Direct Skill Instruction and Guided Practice: Syllabication

10 minutes

Today we are going to talk about syllables. A syllable is a part of a word that contains only one vowel sound. All words have syllables. A word might have one, two, or even more syllables. The number of times that you pronounce a vowel sound is the number of syllables the word has. Remember that vowels can work together, like the digraph oo, to make a single vowel sound.

Understanding syllables is important when you are reading. Dividing a word into parts will help you read unknown words quickly.

Let's look at some words with the digraph oo. We will read these words and count their syllables.

NOTE: Write the word root on the dry-erase board.

Read this word with me: root. How many vowel sounds do you hear in this word? (one)

The digraph oo makes one vowel sound in this word. So, the word root has one syllable.

Here are some other words. Let's read them and count their syllables.

NOTE: Write the words loop and stood on the dry-erase board.

Read this word with me: loop. How many vowel sounds do you hear? (one)

How many syllables are in the word loop? (one)

Read this word with me: stood. How many vowel sounds do you hear? (one)

How many syllables are in the word stood? (one)

Let's look at another word with the digraph oo.

NOTE: Write the word cookbook on the dry-erase board.

This word is a compound word. A compound word is a word made of two smaller words. Read this word with me: cookbook. When we divide a compound word into syllables, we start by dividing it into the two smaller words. What are the two smaller words in this word? (cook, book)

NOTE: Place a line between cook and book (cook/book).

Think about the vowel sounds in each smaller word.

How many syllables are in cook? (one)

How many syllables are in book? (one)

So, how many syllables are in cookbook? (two)

What is a cookbook? (a book that tells you how to cook)

Here's one more compound word with the digraph oo.

NOTE: Write the word roommate on the dry-erase board.

Read this word with me: roommate.

What are the two smaller words in this word? (room, mate)

NOTE: Place a line between room and mate (room/mate).

LESSON 3

How many syllables are in room? (one)

The word mate is a little tricky. There are two vowels, but we only hear the long a sound. Since there is one vowel sound, the word mate has one syllable.

How many syllables are in roommate? (two)

What is a roommate? (a mate, or person, who shares your room)

Independent Practice

5 minutes

Turn to the Lesson 3 Phonics page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the page independently. Review the page together after the students have completed it.

Differentiation ↑

Read aloud the words at the top of the page. When students have completed the page, they may list more one-syllable words with the digraph oo. Students should write the words at the bottom of the page.

Differentiation ↓

Read aloud the words at the top of the page. Talk about the number of syllables in each word. Then, read aloud the first question and model how to answer it. Read aloud the remaining questions and encourage students to answer each one independently.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Ella's Trophies" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased accuracy, rate, and expression.

Turn to the Lesson 3 Fluency passage, "Ella's Trophies," in your workbook.

As you Whisper Read today, think about our goals: reading with speed, reading accurately, and reading with expression. Think about what you did well during our last session, as well as what you needed to work on. Take a moment to set your own personal fluency goal today.

NOTE: Assist students with setting personal goals.

B) Whisper Read, Checking Fluency Against Personal Goal (Independent)

Now I want you to Whisper Read the story.

NOTE: Direct students to Whisper Read the selection, monitoring students as they read. Students can reread the selection if time permits.

Differentiation ↑

Have the students use a timer to see how long it takes to read the passage with accuracy and expression.

Differentiation ↓

Select a reduced portion of the text for fluency practice.

COMPREHENSION*Review**8 minutes***A) State Lesson Objective/Purpose Based on Skill**

Today we are going to show that we understand story structure.

B) Review Skill

Tell me what you have learned about story structure. (Story structure includes characters, setting, problem, and solution. Characters are the people or animals in a story. The setting is where and when a story takes place. The problem is something that goes wrong in the story. The solution is the answer to the problem or how it gets solved.)

C) Reread Text Selection (Anthology)

Please turn to "Sing Softer, Maggie" in your Anthology. This time, you and a partner will read to each other. Switch after every page. Help each other with any difficult words.

NOTE: Assign each student a partner. Listen as they read to each other. Provide assistance, as needed.

*Extension of Skill Beyond Text**5 minutes*

Today, you are going to write a summary of "Sing Softer, Maggie."

A summary is a piece written in your own words. When you summarize a story, you retell the most important events in the story. You do not have to retell the entire story, though.

Turn to the Lesson 2 Comprehension page and look at your Story Map. Think about the characters, setting, problem, and solution. Let's use this information to talk about events from the story: the beginning, the middle, and the end. I will write notes on the dry-erase board as we discuss these ideas. (Briefly discuss events which incorporate information from the Story Map with students. Possible responses include: Maggie loved to sing. She sang on the bus, at the supermarket, and at the library. Most people liked to hear her sing, but some people did not. Her mother told her to sing softer. Maggie and her mother went to visit Great-Grandma at the nursing home. Maggie sang a song for Great-Grandma, but she sang too softly. Great-Grandma whispered something in Maggie's ear. She told Maggie to sing louder. After that, Maggie sang loudly. Everyone cheered because they could hear her.)

NOTE: Students should rely on the notes listed on the dry-erase board, so they don't have to keep turning pages back and forth while writing their summaries. If needed, they may refer to the Lesson 2 Comprehension page while writing.

*Activity: Your Turn to Write**5 minutes*

Now it's your turn to write your summary. Turn in your workbook to the Lesson 3 Comprehension page.

LESSON 3

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students that they may use the information from the dry-erase board.

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their summaries with partners. Students should look for at least three important events in their partners' summaries.

Differentiation ↓

Assist students as they write their summaries. Ask, "What happened first/next/last?" Encourage students to tell you what they want to write about. Then, have them write a complete sentence for each detail. Have students share their completed work with the group.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at the vocabulary we have learned for the story "Sing Softer, Maggie." You are going to act out some of our vocabulary words silently.

NOTE: Verify that students are acting out each word correctly.

Show me what it would look like if you were passengers on a bus. (The students should make it look like they are sitting on a bus.)

Show me what you would do if you were a librarian. (The students should pretend to shush someone, pretend they are holding or carrying books, act like they are reading books, act like they are using computers, etc.)

Show me what you would do if someone murmured something to you. (The students should make it look like they are having difficulty hearing.)

B) Independent Practice

Turn to the Lesson 3 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should write definitions for two of the words. Students may write the definitions at the bottom of the page.

Differentiation ↓

Read aloud each sentence as students complete the page. Have students cross out each word as they use it. Students may locate words in the Glossary to help check their work. Then, direct students to work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word with the digraph oo. I'll start: smooth. (Possible responses: mood, bloom, balloon, shook, football, cook, etc.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 3 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

LESSON 3

ANSWERS AND SAMPLE RESPONSES ARE IN **BOLD**.



PHONICS | LESSON 3

Syllables

bookshelf	good	cookout
moo	boot	bloom

Directions: Answer each question with a one-syllable word from the chart.

1. What is the opposite of bad? good
2. What is something you can wear on your foot? boot
3. What does a cow say? moo
4. What do flowers do? bloom

Directions: Answer each question with a two-syllable compound word from the chart.

1. What is a party with food that is not made inside? cookout
2. What is a place to keep things you will read? bookshelf

FLUENCY | LESSON 3



Ella's Trophies

Ella the Elephant wanted a trophy. Her friend Fred had one. He was the highest jumper. Her friend Liz had one. She was the best singer. Ella could not jump or sing. She had to do something else.

Ella saw an ad for a water race. She wanted to enter it.

"You will sink in the water," Fred said.

So, Ella invented a boat for an elephant.

Fred said, "You will win for sure!"

When the race started, Ella rowed and rowed. But she was too slow. A fish won the race. There was no trophy for Ella.

Then, Ella saw an ad for a flying race. She told Fred she wanted to fly.

"Elephants can't fly," Fred said.

"True," Ella said, "but a jet pack can."



Ella made a jet pack that would lift her up. During the race, Ella flew high in the sky. But Ella was not fast enough. A goose won the race. Again, there was no trophy for Ella.

"What's next?" asked Fred.

Ella said, "I know what I can do!"

Ella entered the science fair. She displayed her boat and her jet pack. The judges were very impressed. They gave Ella two trophies!



COMPREHENSION | LESSON 3

Summary: Your Turn to Write

Directions: Write a summary of the story "Sing Softer, Maggie." Include at least three important events from the story. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

Maggie loved to sing. Her mother told her to sing softer when she sang on the bus, at the supermarket, and at the library. Maggie and her mother went to visit Great-Grandma at the nursing home. When Maggie sang a song for Great-Grandma, she sang too softly. Great-Grandma told Maggie to sing louder, so she did. Everyone cheered because they could hear her.

VOCABULARY | LESSON 3



Content Vocabulary Review

Directions: Use context clues to complete each sentence with one of the following vocabulary words from "Sing Softer, Maggie."

floated	librarian	murmured
passengers	produce	soared

1. All the passengers would smile when Maggie sang on the bus.
2. Ned the produce man would roll his eyes when Maggie sang in the supermarket.
3. Mr. Baldwin, the librarian, would shush Maggie when she sang in the library.
4. Great-Grandma murmured something in Maggie's ear, but Maggie couldn't hear her.
5. When Maggie's song burst out, it flew and floated.
6. Maggie song was loud enough that it lifted, or soared, higher and higher.

LESSON OBJECTIVES

Phonics	Apply phonetic rules to decode words with the consonant digraphs <u>ch</u> and <u>sh</u> in context and out of context.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Distinguish between fact and opinion. Understand how reasons support points the author makes in the text.
Vocabulary	Determine the meaning of content words used in text. Use a glossary to determine the meanings of content words.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils

SKILL DEFINITIONS

Phonics

Consonant Digraph: A consonant combination in which two consonants make one new sound together. The consonant digraphs used in this lesson are ch (as in chin) and sh (as in ship).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Fact: A statement that can be proven by observing, measuring, weighing, or doing research. An author uses facts (reasons and evidence) to support his or her points.

LESSON 16

Opinion: What a person thinks or feels. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will practice reading words that begin with ch and sh. Next, we will practice reading a passage quickly and easily. Then, we will talk about fact and opinion. Finally, we will learn some new vocabulary words.

PHONICS

Introduction:

4 minutes

A) Access Prior Knowledge

Let's begin with phonics and focus on the skills that will help us read words.

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

cheek	chin	chat	ship	shake	shop
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What do these words have in common? (They all begin with ch or sh.)

Let's read these words aloud. Listen for the sounds that ch and sh make at the beginning of each word.

NOTE: Read aloud words with students.

B) Skill Introduction

The consonant pairs ch and sh are called consonant digraphs. The letters in consonant digraphs make one new sound together.

NOTE: Write ch and sh on the dry-erase board. Model how to pronounce the sound of each digraph.

Direct Skill Instruction and Guided Practice

9 minutes

I'm going to say a word. Repeat the word after me. Then, think about the sound at the beginning of the word. Point to your chin if you hear the ch digraph. Point to your shoe if you hear the sh digraph. Listen carefully!

LESSON 16

NOTE: Model, using the word chase. Direct students to repeat the word. Model putting your hand on your chin. Then, continue with the following words.

WORD	CORRECT RESPONSE
<i>shower</i>	point to shoe
<i>share</i>	point to shoe
<i>chance</i>	point to chin
<i>shelf</i>	point to shoe
<i>chalk</i>	point to chin
<i>chair</i>	point to chin

Now I want you to listen as I say a word. Decide if it begins with the ch digraph or the sh digraph. Write ch or sh on your dry-erase board.

NOTE: Say each word and monitor students' responses.

WORD	CORRECT RESPONSE
<i>shell</i>	sh
<i>chin</i>	ch
<i>shoe</i>	sh
<i>cheer</i>	ch
<i>shout</i>	sh
<i>check</i>	ch

Independent Practice

5 minutes

Turn to the Lesson 16 Phonics page in your workbook. Let's review the page together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they can write sentences for two of the ch and sh words on the page. Students may write the sentences at the bottom of the page.

Differentiation ↓

Say the name of the first picture (shoe). Have students identify the consonant digraph they hear at the beginning of the word (sh) and write it in the blank. Then, read the word together. Continue with the next two pictures in the row. Then, review the names of the remaining pictures on the page. Encourage students to complete the page independently.

LESSON 16

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency. Reading with fluency means that we read the words correctly, at the appropriate speed, and with the right amount of expression.

Practicing fluency helps us become better readers. When we are accurate, we read without making mistakes. When we read with the right amount of speed, we read at a good pace. When we read with expression, we show feeling.

Turn to the Lesson 16 Fluency passage, "Rocks That Tell Stories," in your workbook.

B) Modeling

I will begin reading first, and then I will ask you to read with me.

NOTE: Orient students to the page and introduce the fluency passage. Read the first half of the passage aloud to students, modeling appropriate speed and expression.

C) Read Aloud

NOTE: Invite students to join you in reading aloud the second half of the fluency passage. Then, if time permits, allow them to Whisper Read individually.

During our next session, you will have a chance to read this passage again as we continue to focus on becoming fluent readers. Start thinking about the goals you would like to set for accuracy, speed, or expression.

D) Fluency Follow-up

NOTE: Talk about reading with accuracy, speed, and expression as it applies to this passage, focusing on punctuation.

Pay attention to punctuation when you are practicing reading with fluency. Remember to pause when you see a comma in a sentence. Stop when you get to a period, question mark, or exclamation point at the end of a sentence.

Let your voice go up at the end of a sentence that ends with a question mark, and use expression when saying a sentence that ends with an exclamation point.

E) Word Study Application

Now, I want you to locate a word in your fluency passage that begins with sh. Let's use what we know to read the word.

NOTE: Have the students find the word she. Students may underline or circle the word in the passage. Students might also notice the word teach. If not, point it out. The next lesson in this grouping will focus on words that end with these digraphs.

COMPREHENSION

Introduction

4 minutes

Introduce Skill in Isolation

We are now going to turn our attention to comprehension skills. Today we will focus on fact and opinion statements.

A fact is information that can be proven. Facts can be about people, places, objects, or animals. You can check to see if a fact is true. Facts can include reasons and evidence that support the point an author is trying to make.

An opinion is what someone thinks, feels, or believes about something. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Let's talk about some examples. Listen to this sentence:

Dogs can bark.

Can we prove that dogs bark? (Yes, we can hear dogs bark.)

Since we can prove this statement, it is a fact.

Listen to this sentence: Dogs are the cutest animals.

Can we prove that dogs are the cutest animals? (no)

Since we can't prove that dogs are the cutest animals, this is an opinion. This sentence states someone's feelings about dogs.

Direct Skill Instruction

9 minutes

Our fluency passage "Rocks That Tell Stories" is a nonfiction passage. I am going to read the passage aloud, and I want you to focus on the facts or opinions in this passage.

NOTE: Read "Rocks That Tell Stories" aloud.

Let's talk about this passage.

Why do you think the author wrote this passage? (Possible response: To inform readers about fossils.)

How do animal bones turn into stone? (Mud and sand cover them. Minerals from the soil get into the bones and make them hard, like stone.)

Where are fossils found? (in the ground)

The author uses facts to support the main idea that fossils tell stories about the past. What are some facts from this passage? (Possible responses: "Most animals rot after they die. But some don't." "Some animal remains are covered with sand or mud. Then, more and more sand and dirt cover the dead animal. Minerals from the soil and water fill the bones. The bones become very hard and become like stone." "These bones that turn into stone are called fossils.")

Did you notice any opinions in this passage? ("I believe that everyone should study fossils!")

What opinions do you have about fossils? (Accept all reasonable responses.)

LESSON 16

What stories do you think the fossils tell? (Possible responses: the size of an animal; what an animal or plant looked like; which animals were most common during a certain time)

I'm going to read some statements about fossils. Some are facts, and some are opinions. If the statement is a fact, write F on your dry-erase board. If the statement is an opinion, write O on your dry-erase board.

NOTE: Read one statement at a time. Allow time for students to write and show their responses. Discuss why the statement is a fact or opinion before moving to the next one.

STATEMENT	RESPONSE
<i>Fossils are really cool rocks.</i>	O
<i>Remains of some animals and plants can become fossils.</i>	F
<i>Some scientists study fossils.</i>	F
<i>I believe that everyone should study fossils!</i>	O
<i>I think that studying a fossil is the only way a scientist can learn about the past.</i>	O

Guided Practice

5 minutes

Turn to the Lesson 16 Comprehension page in your workbook. We will refer to the passage "Rocks That Tell Stories" as we work together to complete the page.

Differentiation ↑

Guide students as they complete the page. Then, have students write their own opinion about fossils. Students can write their opinions at the bottom of the page.

Differentiation ↓

Read the first statement aloud. Model how to decide whether the statement is a fact or an opinion. Continue by reading each statement aloud and allowing students to discuss whether it is a fact or an opinion. Then, have students work with partners to write a fact about fossils.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

It's now time to learn some new vocabulary words from our next passage, which is called "Dinosaurs."

I'm going to write our new words on the dry-erase board. As we read each word together, I want you to stand up if you have heard the word before.

LESSON 16

NOTE: Write each word on the dry-erase board. Then, read the words together. Students should stand up for each word they have heard before. Briefly discuss what students know about any of the words.

there

ate

tail

prey

know

new

B) Content Word Introduction

These words probably sound like other words you may know. Let's find our words in the Glossary and talk about what they mean.

NOTE: Assign each student two or three words to find in the Glossary. Then, ask students to read each definition aloud.

there (in, at, or to that place)

ate (past tense of eat)

tail (the hindmost part of an animal)

prey (an animal hunted by another animal for food)

know (to be aware of; to understand)

new (having just now come into knowledge)

Turn to the Lesson 16 Vocabulary page in your workbook.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students can write sentences for two of the vocabulary words. Students should write the sentences at the bottom of the page. Allow each student to share the sentences with the group.

Differentiation ↓

Assist students as they locate words in the Glossary. After they complete the page, students should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We have had a very busy session today. Tell me a fact or an opinion about today's session. (Possible responses: We read a new fluency passage today. Our vocabulary words are very easy.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

LESSON 16

NOTE: Direct students to turn to the Lesson 16 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

PHONICS | LESSON 16

Consonant Digraphs: ch, sh

Directions:

- Say the name of each picture.
- Write **ch** or **sh** to complete the word that matches the picture.
- Read each word.

 sh oe	 sh ell	 ch ese
 ch air	 sh ark	 sh elf
 ch ain	 ch ick	

FLUENCY | LESSON 16

Rocks That Tell Stories

Did you know that a rock can tell a story? It can! Most animals rot after they die. But some don't. Some animal remains are covered with sand or mud. Then, more and more sand and dirt cover the dead animal. Minerals from the soil and water fill the bones. The bones become very hard and become like stone.

Millions of years pass. One day a scientist digs into the rock. She finds a bone of an animal that lived long ago. These bones that turn into stone are called fossils.



Plants can turn into stone, too. The plants die and are covered with sand and mud. Millions of years pass. They, too, become fossils. Scientists study these rocks. They want to know about what happened long ago, and the rocks will teach them. These rocks tell scientists the story of the past. I believe that everyone should study fossils!

COMPREHENSION | LESSON 16

Facts and Opinions

Directions:

- Read each statement.
- If the statement is a fact, write **fact**. If the statement is an opinion, write **opinion**.

- I think that animal fossils are better than plant fossils. **opinion**
- Fossils are made from plants and animals that lived long ago.
fact
- Scientists learn about the past from fossils. **fact**

Directions: Write a fact about fossils from the passage "Rocks That Tell Stories."

Some animal remains are covered with sand or mud.

Minerals from soil and water fill the animal bones.

The bones become very hard and are known as fossils.

Scientists study fossils.

VOCABULARY | LESSON 16

Content Vocabulary

Directions: Use the Glossary in your Anthology to find the meaning of the following vocabulary words from "Dinosaurs," which we will read in our next session. Write the definition next to each word.

- there
in, at, or to that place
- ate
past tense of eat
- tail
the hindmost part of an animal
- prey
an animal hunted by another animal for food
- know
to be aware of; to understand
- new
having just now come into knowledge

LESSON OBJECTIVES

Phonics	Apply phonetic rules to decode words with inflectional endings in context and out of context.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Describe the sequence of a text. Describe the connections between a series of ideas or steps in a text. Make connections between text and personal experience.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word. Use a glossary to determine the meanings of content words.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "Let's Go Green," Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

Phonics

Inflectional Ending: An ending that changes a word. The inflectional endings used in this lesson are -s, -es, -ing, and -ed. When added to nouns, -s and -es make the nouns plural. When added to verbs, -s and -es indicate that something is happening in the present. When -ing is added to a verb, it indicates that something is happening in the present. When -ed is added to a verb, it indicates that something happened in the past.

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

LESSON 29

Comprehension

Sequence: The order of events in a story or directions. Certain words give us clues about the sequence of a text. Examples of time order words include first, second, third, then, next, before, after, finally.

Making Connections: Thinking about how a text relates to your own life and what you already know. The following questions can help students make personal connections as they read:

How is this story/passage similar to my own life?

What does this story/passage remind me of?

What do I already know about this topic?

Have my ideas about this topic changed?

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will practice reading words that have inflectional endings. Next, we will practice reading a passage quickly and easily. Then, we will review sequencing text and work on making connections to what we read. Finally, we will learn some new vocabulary words.

PHONICS

Introduction:

3 minutes

A) Access Prior Knowledge

Let's start today's session with our phonics skill. We have been learning about words that have the inflectional endings -s, -es, -ing, and -ed. Can you tell me a word that has one of these endings? (Possible responses include: hops, fixes, coughing, cleaned, etc.)

B) Skill Review

I am going to say a word that has an inflectional ending. Repeat the word after me. Then, tell me the root word.

LESSON 29

NOTE: Say the following words, one at a time:

WORD	RESPONSE
<i>acting</i>	act
<i>pitches</i>	pitch
<i>missed</i>	miss
<i>looks</i>	look

Direct Skill Instruction and Guided Practice

10 minutes

Please turn to the Lesson 29 Phonics page in your workbook. Let's look at the Phonics Paragraph at the top of the page. The title of this paragraph is "Washing the Dog."

What do you notice about one of the words in the title? (The word washing ends with -ing.)

Now I want you to Whisper Read the paragraph. As you read, pay attention to words that end with -s, -es, -ing, or -ed.

When you finish reading, highlight the words that that end with -s, -es, -ing, or -ed.

NOTE: You may wish to read aloud the paragraph for struggling readers.

Which words did you highlight? (washing, asked, bathing, loves, splashes, splashing, getting, pours, sits, lathers, rinses, grabs, shakes, flying, laughs, finished, needs)

Look at the words you highlighted. Which words end with -s or -es? (loves, splashes, pours, sits, lathers, rinses, grabs, shakes, laughs, needs)

Which words end with -ing? (washing, bathing, splashing, getting, flying)

Which words end with -ed? (asked, finished)

Independent Practice

5 minutes

Now, let's review the directions for the Lesson 29 Phonics activity together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should write the root words and endings for some of the highlighted words. Students should write the root words and endings at the bottom of the page.

Differentiation ↓

Have students circle the ending in each highlighted word. Encourage students to work independently to complete the chart. Then, have students reread the Phonics Paragraph with partners.

LESSON 29

FLUENCY

Review

7 minutes

A) Reread Fluency Passage: Whisper Reading (Partners)

Today, we are going to reread our fluency passage “Planting a Seed” from our last session.

Turn to the Lesson 29 Fluency passage, “Planting a Seed,” in your workbook.

It’s time to work on fluency with a partner. One partner will Whisper Read the passage first. Then, the other partner will Whisper Read the passage.

As you are reading to your partner, pay attention to punctuation. I also want you to try to read words accurately. If you come across a difficult word, use what you know about sounds to help read it.

When you listen to your partner, think about what he or she is doing well and what he or she should continue working on.

NOTE: If needed (for differentiation), select a reduced portion of the passage for fluency practice.

NOTE: Direct students to work in pairs for the first round of Whisper Reading. Monitor select students’ fluency as they read. Once the first partner in the pair has finished, instruct the second partner in the pair to Whisper Read.

B) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well.

Next, tell your partner one thing he or she should continue working on.

NOTE: Give partners a chance to discuss their fluency.

If there are any words that were difficult for you, take some time now to highlight them. Then, practice reading the words.

COMPREHENSION

Introduction

3 minutes

A) Review Skill

It’s time to work on our comprehension skills.

Tell me what you know about sequence. (Sequence is the order of events in a story or passage. Knowing the sequence of events in a story or informational passage will help your comprehension. Certain words give us clues about the sequence of a text.

Examples of time order words include first, second, third, then, next, before, after, finally.)

We also talked about making connections to text. Tell me what you know about making connections. (When you make connections to a passage, you think about how it relates to your own life and what you already know.)

B) Introduce Text Selection (Anthology)

Please use the Table of Contents in your Anthology to find the page number for our next passage, "Let's Go Green." Then, turn to that page.

What do you think this passage will be about? (Accept all reasonable responses.)

C) State Lesson Objective/Purpose Based on Skill

Today we are going to focus on how the author presents the information in this nonfiction passage. We will talk about how the ideas are connected to each other. We will also think about how we can make connections to this passage.

Strategies

10 minutes

I'm going to read the beginning of this passage, and I want you to follow along.

NOTE: Read the introduction to the passage, stopping after the sentence "Here are ten really good ways to start." Then, ask the following questions:

Based on what we have read, what are examples of resources? (water, gas, oil, trees)

The author says that some people are afraid that we will run out of resources.

Why? (Possible response: The Earth's natural resources are limited, and there are many people in the world who use these resources every day.)

What does it mean to go green? What do you think we will learn from this passage? (Possible responses: It means using fewer resources. We will learn about ten ways we can go green and use fewer resources.)

Let's finish reading the rest of the passage together.

NOTE: Have individual students take turns reading each numbered idea. After reading, discuss the following:

The author tells us ten ways that we can go green. Do we need to follow these ideas in order? Why or why not? (Possible responses: No, they are not numbered steps. The author chooses to organize the ten ways to go green in the form of a list.)

How are these ideas related to each other? (Possible responses: They all involve being more careful about our use of natural resources. Doing one, or some, or all, of these things will help save the Earth's resources.)

Think about your connections to this passage. How does this passage affect your life? Which ideas about going green are important to you? Which ideas do you already use? Which ideas would you like to try? (Accept all reasonable responses.)

Integrated Writing Activity

5 minutes

Turn in your workbook to the Lesson 29 Comprehension page. Let's read the directions together.

Differentiation ↑

After completing the page, students should write a sentence about how the ideas in the passage are connected to each other. Students may write the sentence at the bottom of the page.

LESSON 29

Differentiation ↓

Model how to refer to the passage to answer the first question. Then, read each numbered idea in the passage together as students write their responses. Have students work with partners to respond to the second question.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: resources, conserve, thermostat, pollutes, donate, swap. Read each word aloud together and briefly discuss the meaning of each word.

B) Guided Practice

Can you find some of these words in the passage "Let's Go Green"? We will use the context of the sentence to help us define each word.

NOTE: Allow a few minutes for each student to find a word and share with the group. Have the student read the sentence containing the word aloud. Then, discuss the meaning of the word, based on the context of the sentence.

We also know that we can use a glossary to find the meanings of some of the words in our story. What is the purpose of a glossary? (It is like a dictionary. It gives the meanings of important words in a book. It also tells you how to pronounce words.)

How is a glossary arranged? (The words are listed in alphabetical order.)

Turn to the Glossary in your Anthology.

C) Independent Practice

Now you will complete the Lesson 29 Vocabulary page. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should write a sentence about the passage, using two of the vocabulary words. Students should write the sentence at the bottom of the page. Allow each student to share the sentence with the group.

Differentiation ↓

Assist students as they locate words in the Glossary. After they complete the page, students should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! What are your thoughts about going green?
(Accept all reasonable responses.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 29 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

LESSON 29

ANSWERS AND SAMPLE RESPONSES ARE IN **BOLD**.



PHONICS | LESSON 29

Inflectional Endings: -s, -es, -ing, -ed

Washing the Dog

Max's mother asked him to help out today, so he is bathing his dog, Luke. Luke loves the water. He splashes around in the tub. Luke is splashing Max, and Max is getting very wet. Max pours some dog shampoo on Luke. Luke sits in the tub while Max lathers the shampoo on him. Then, Max rinses off Luke. Max grabs a towel, but Luke shakes himself first. The water is flying everywhere off of Luke. Max laughs. Now that he has finished bathing Luke, Max needs a bath, too!

Directions:

- Write the words from the Phonics Paragraph in the correct column of the chart below.
- Reread the Phonics Paragraph.

End with -s or -es	End with -ing	End with -ed
loves	washing	asked
splashes	bathing	finished
pours	splashing	
sits	getting	
lathers	flying	
rinses		
grabs		
shakes		
laughs		
needs		

FLUENCY | LESSON 29



Planting a Seed

Have you ever planted a seed and nothing happens? Here are steps you can take to make sure that your seed grows.

First, make sure you have your supplies. You need a small pot and good soil. Don't forget your seed!

Next, find out how deep you should plant the seed. You don't want to put it too far down in the soil.

What should you do after you plant the seed? Keep the soil damp. The seed must have water to grow. Don't let the soil dry out. Then the seed will dry out, too. Keep it in a warm place. The warmth will help it grow.



Soon, you will see a tiny plant come up. Keep watering it. Make sure it gets sunlight. Plants need light!

As your plant grows, you may need to move it to a bigger pot. This gives the roots more room to spread out.

The next time you plant a seed, remember these tips. You'll have a beautiful plant in no time!



COMPREHENSION | LESSON 29

Making Connections: "Let's Go Green"

Directions: Refer to the passage "Let's Go Green" as you complete this page.

- List the ten ways to go green.
 - Save water** _____
 - Turn things off** _____
 - Turn the heat down** _____
 - Walk, don't drive** _____
 - Buy less bottled water** _____
 - Recycle** _____
 - Reuse** _____
 - Reduce** _____
 - Volunteer** _____
 - Write a letter** _____
- Think about your connections to this passage. How will you go green?

Answers will vary.

VOCABULARY | LESSON 29



Content Vocabulary

Directions: Use the Glossary in your Anthology to find the meaning of the following vocabulary words from "Let's Go Green." Write the definition next to each word.

- resources
materials or substances that are used by people to meet their needs _____
- conserve
to protect or save from harm or destruction _____
- thermostat
a tool that controls the temperature of a room _____
- pollutes
makes something unclean, especially with harmful waste _____
- donate
to give money or goods in order to help others _____
- swap
an exchange of one thing for another _____