

Sample Lesson Overview: Level 3

Lesson Plan #1 Title: Ace it! Lesson 5

Supporting Documents for Plan #1:

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

Phonics and Word Study	Apply knowledge of the suffixes <u>-ly</u> and <u>-ful</u> to read multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meanings of words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of a text. Identify the main idea and supporting details of informational text. Use text features (subheadings, diagrams, labels) to locate information.
Vocabulary	Determine the meaning of content words used in text. Use a glossary to determine the meanings of content words.

Lesson Plan #2 Title: Ace it! Lesson 15

Supporting Documents for Plan #2:

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

Phonics and Word Study	Use understanding of syllabication rules to decode words with vowel digraphs (ew, ui, ue) and words with the suffixes <u>-less</u> and <u>-er</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a paragraph that compares and contrasts two texts on the same topic.
Vocabulary	Determine the meaning of content words used in text. Use context to determine, confirm, or self-correct understanding of unfamiliar terms.

Lesson Plan #3 Title: Ace it! Lesson 24

Supporting Documents for Plan #3:

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

Phonics and Word Study	Use understanding of syllabication rules to decode words with consonant digraphs (ch, sh, th) and words with the suffixes <u>-ness</u> and <u>-y</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a character analysis.
Vocabulary	Determine the meaning of content words used in text. Use context to determine the meaning of multiple-meaning words.

LESSON OBJECTIVES

Phonics and Word Study	Apply knowledge of the suffixes <u>-ly</u> and <u>-ful</u> to read multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meanings of words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of a text. Identify the main idea and supporting details of informational text. Use text features (subheadings, diagrams, labels) to locate information.
Vocabulary	Determine the meaning of content words used in text. Use a glossary to determine the meanings of content words.

Phonics and Word Study

18 minutes

Fluency

7 minutes

Comprehension

18 minutes

Vocabulary

7 minutes

Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "Powerful Lifts" and Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

Phonics and Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ly (to be like; how something is done) and -ful (full of).

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 5

Comprehension

Nonfiction: A piece of writing that tells true information. Nonfiction is written to tell facts and explain a topic, such as a real place, a real person, or a real event. Nonfiction often includes features that help the reader understand the text. Some examples of these features are pictures with captions, graphs, maps, tables, and diagrams.

Text Features: Features in a text that help readers better understand the content of the text. Examples of text features include subheadings, diagrams, and labels.

Main Idea: The one big idea of a passage; the most important thing an author says about the topic of a passage

Supporting Details: The smaller parts of a passage that tell more about, or support, the main idea

Web (Cluster Chart): A graphic organizer that shows how facts and details are related to the main idea or topic

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

During today's lesson, we will practice reading words with the suffixes -ly and -ful. We will also continue reading our fluency passage. Then, we will talk about the main idea and supporting details of a new passage. Finally, we will continue working with our vocabulary words.

PHONICS AND WORD STUDY

Introduction

3 minutes

A) Access Prior Knowledge

The first thing we are going to do today is talk about a word part that can be added to a word to change its meaning. We have already learned about prefixes. What is a prefix? (a word part that can be added to the beginning of a word)

Do you know the name of a word part that can be added to the end of a word? (a suffix)

B) Skill Introduction

A suffix is a letter or group of letters added to the end of a word. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. It's important to know the meanings of different suffixes. When you see

LESSON 5

a word with a suffix—and you know the meaning of the suffix—it will help you figure out the meaning of that word. Recognizing suffixes will also help you read unknown words.

Today, we will learn about the suffixes -ly and -ful.

NOTE: Write the suffixes -ly and -ful on the dry-erase board.

The suffix -ly means “how something is done” or “to be like.” The suffix -ful means “full of.”

Direct Skill Instruction and Guided Practice

10 minutes

NOTE: Write the words neatly and cheerful on the dry-erase board.

These words have suffixes. Let’s read the words together.

NOTE: Read the words aloud with the students.

Look at the word neatly. What is the suffix? (-ly)

NOTE: Circle -ly.

What is the root word? (neat)

NOTE: Underline neat.

Based on what you know about the meaning of the suffix -ly and what you know about the meaning of the root word neat, what is the meaning of neatly? (done in an orderly and clean way)

Look at the word cheerful. What is the suffix? (-ful)

NOTE: Circle -ful.

What is the root word? (cheer)

NOTE: Underline cheer.

Based on what you know about the meaning of the suffix -ful and what you know about the meaning of the root word cheer, what is the meaning of cheerful? (full of happy feelings)

I am going to write more words on the dry-erase board. Read each word along with me. Stand up if the word has the suffix -ly or -ful. Sit down if the word does not have one of these suffixes.

NOTE: Write the following words on the dry-erase board. Read the words, one at a time:

WORD	CORRECT RESPONSE
<i>handful</i>	stand up
<i>loud</i>	sit down
<i>loudly</i>	stand up
<i>careful</i>	stand up
<i>sadly</i>	stand up
<i>story</i>	sit down

LESSON 5

Independent Practice

5 minutes

Turn to the Lesson 5 Phonics and Word Study 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 activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, direct them to write more words with the suffixes -ly and -ful at the bottom of the page. Students can share their list of words with the group.

Differentiation ↓

Read each word with the students. Ask students to find and circle the suffix in each word. Then, encourage students to work independently to complete the sentences on the page. Have the students use what they know about the meaning of each suffix to determine which word completes each sentence. Provide assistance, as needed.

FLUENCY

Review

7 minutes

A) Reread Fluency Passage: Whisper Reading (Partners)

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

Turn to the Lesson 5 Fluency passage, "Hot Air Balloons," in your workbook.

Now, 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, word parts, and syllables 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. For example, did your partner read words accurately? Did your partner stop at the end of each sentence?

Next, tell your partner one thing he or she should continue working on. For example, does your partner need to work on reading words accurately? Does

your partner need to work on stopping for all punctuation at the end of a sentence?

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.

NOTE: Give students a moment to highlight difficult words. Students should practice reading the words. Provide assistance if needed.

C) Phonics and Word Study Application

Now, I want you to locate some of the words in your fluency passage that have the suffixes -ly and -ful. Let's use what we know to read the words.

NOTE: Have the students find the words colorful and slowly.

COMPREHENSION

Introduction

4 minutes

A) Review Skill

Let's review what we know about main idea and supporting details of nonfiction, or informational, text.

What is the main idea of a text? (The main idea is the one big idea of a text. It is the most important thing an author says about the topic.)

What are supporting details? (Supporting details tell more about the topic and support the main idea.)

B) Introduce Text Selection (Anthology)

Our next reading selection is about special machines called forklifts. Please turn to the passage "Powerful Lifts" in your Anthology. Take a look at the photos in this passage.

What do you think a forklift does? (Possible responses: lifts heavy loads; moves heavy loads; carries heavy loads)

You can use other features, besides title and pictures, to find out what a passage is about, too. Text features are parts of a passage that help you better understand what you are reading.

One text feature is a subheading, which is a section title. A subheading lets you know what you will read about in each section. Subheadings also make it easier for you to locate information in a passage.

What subheadings do you see in this passage? (Uses of Forklifts, How Forklifts Work, Safety with Forklifts)

Another text feature is a diagram, which is a drawing, or a photo, with labels. Find the diagram in this passage.

NOTE: Have students find the diagram in the How Forklifts Work section of the passage.

How do you think this diagram will help you better understand what you are reading? (Accept all reasonable responses.)

LESSON 5

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the main idea and supporting details of this passage as we read it together.

Strategies

9 minutes

Now I am going to read the first page of this passage, and I want you to follow along. Then, we will read the rest of the passage aloud together.

NOTE: Read the first page of "Powerful Lifts" aloud. Ask the following questions:

What is the first page of this passage about? (forklifts; forklifts move everyday items from one place to another)

So far, what details can you tell me about forklifts? (Forklifts move heavy products, such as lumber and boxes of food, from one place to another. Forklifts move items around a warehouse, and they load items onto trucks. Some forklifts are electric, and others run on fuel. Electric forklifts are used indoors. Most forklifts that run on fuel are used outside.)

Let's continue reading the rest of the passage together. Pay attention to the subheadings and the diagram.

NOTE: Read the rest of "Powerful Lifts" aloud together. Ask the following questions:

What other details can you tell me about forklifts? (Forklifts weigh a lot. A forklift needs to stay balanced to hold a load, so it doesn't tip over. A forklift has a mast, which does the lifting. It also has forks, which are metal blades. The forks hold the load in place. Forklifts can have either three or four wheels. The forklift driver must use the forklift safely.)

Now, I want you to turn in your workbook to the Lesson 5 Comprehension page. The graphic organizer on this page is known as a Web or a Cluster Chart. A web can help you organize information about a topic. It shows how facts and details are related to the main idea.

Let's start in the center. In this space, you will write the main idea of the passage.

The supporting details will be placed in the outer ovals. Since the ovals aren't very big, you don't need to use complete sentences. If there aren't enough supporting details to fill each oval, that's okay. If you need to add more ovals so you can include more details from the passage, that is fine, too.

Integrated Writing Activity

5 minutes

Now it's time to complete your web for "Powerful Lifts."

Differentiation ↑

Guide students as they complete the web. When students finish the page, they can write one or two sentences about forklifts at the bottom of the page. Students can share their sentences with the group.

Differentiation ↓

Guide students as they complete the web. Direct students to refer to the subheadings of the passage, as well as the diagram, if they need assistance. If needed, students may talk about the supporting ideas with partners as they complete the web.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: products, lumber, warehouse, fuel, mast, steer. Read each word aloud together and briefly discuss the meaning of each word.

Can you find some of these words in the passage?

NOTE: Have students find one or two of the words and then share with the group, reading the sentence containing each word aloud.

B) Guided Practice

We have talked about using the context of a sentence to figure out the meaning of a word. What does that mean? (using what you know about other words in the sentence to figure out the meaning of an unknown word)

We have also talked about using a glossary to look for meanings. Tell me what you know about using a glossary. (A glossary is like a dictionary. The words are arranged in alphabetical order. A glossary gives the meanings of important words in a book. It can also tell you how to pronounce words.)

C) Independent Practice

Now turn to the Lesson 5 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, direct students to use two vocabulary words in their own sentences. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

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

LESSON 5

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Think about the suffixes -ly and -ful. Let's say some words with these suffixes. I'll start: wonderful. (Possible responses include: loudly, slowly, badly, neatly, friendly, thankful, painful, graceful, helpful, joyful, 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 5 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.

TEACHER RESOURCE SHEET
PHONICS AND WORD STUDY | LESSON 5

Suffixes: -ly, -ful

Directions: Circle the suffix -ly or -ful in each word. Read each word.

- color**ful**
- friend**ly**
- help**ful**
- pain**ful**
- quiet**ly**

Directions: Complete each sentence with one of the words listed above.

- The students walked quietly in the hallway.
- Walking barefoot on the hot sand was painful!
- We enjoyed looking at the bright and colorful paintings.
- The directions you gave us were very helpful.
- The friendly puppies were wagging their tails.

TEACHER RESOURCE SHEET
FLUENCY | LESSON 5

Hot Air Balloons

Hot air balloons are bright and colorful and fun to watch. Have you ever wondered how they are able to fly in the sky?

Long ago in France, two brothers found out that hot air from a fire could make a balloon rise. Then, they tried it with a basket tied to a large balloon. A sheep, a duck, and a rooster rode in the basket, and they were the first to ever ride a hot air balloon. A month later, two men from the king's court became the first people to go.



A hot air balloon has three parts: the envelope, the basket, and the burner. The burner heats the air that fills the balloon. Since hot air is lighter than cool air, the balloon floats up. The envelope is made of nylon. It can have many patterns on it. People ride in the basket below the balloon.

Today ballooning is a sport and hobby. When a pilot gets ready for a ride, he or she spreads the balloon out on the ground. Then, the pilot blows air into the balloon with a fan. When it is half full, the pilot turns on the burner. This heats the air. As soon as the balloon starts to rise, the pilot jumps in the basket. When the ride is over, the pilot turns the burner down. The air cools, and the balloon slowly goes back down to the ground.

TEACHER RESOURCE SHEET
COMPREHENSION | LESSON 5

Main Idea and Supporting Details: "Powerful Lifts"

Directions: Refer to the passage "Powerful Lifts" to complete the web.

move heavy products (toys, lumber)	used in warehouses	load items onto trucks
have strong motors (electric or fuel)	forklifts move everyday items from one place to another	stay balanced
masts do lifting	three or four wheels	must be used safely

TEACHER RESOURCE SHEET
VOCABULARY | LESSON 5

Content Vocabulary

Directions: Use the Glossary in your Anthology to find the meaning of the following vocabulary words from "Powerful Lifts." Write the definition for each word.

- warehouse
a large building where goods are stored
- fuel
material such as coal, gas, or oil that is burned to produce power
- products
items that are created as a result of a process
- mast
the part of a forklift that rises and does the lifting
- steer
to control the direction in which something moves
- lumber
wood

LESSON OBJECTIVES

Phonics and Word Study	Use understanding of syllabication rules to decode words with vowel digraphs (ew, ui, ue) and words with the suffixes <u>-less</u> and <u>-er</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a paragraph that compares and contrasts two texts on the same topic.
Vocabulary	Determine the meaning of content words used in text. Use context to determine, confirm, or self-correct understanding of unfamiliar terms.

Phonics and Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
--------------------------------------	----------------------	-----------------------------	-------------------------

Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "All About Ants" and "Amazing Ants"*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Index cards (for Phonics and Word Study)
- Timer (for Fluency differentiation)

SKILL DEFINITIONS

Phonics and Word Study

Vowel Digraph: A vowel pair in which the two vowels make one sound. The vowel digraphs used in this lesson are ew (as in new), ui (as in suit), and ue (as in blue).

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -less (without) and -er (greater degree or more; one who).

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, ee and ea) to make a single vowel sound.

Syllabication: The division of words into syllables. Understanding syllabication will help students read unknown words quickly, which will help with comprehension.

LESSON 15

Syllabication Rules: There are many rules for splitting words into syllables. The following rules are covered in this lesson:

- Every syllable has one vowel sound.
- In a word with a suffix, divide the word before the suffix.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).

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

Compare: Show how things are alike

Contrast: Show how things are different

Venn Diagram: A graphic organizer that shows how two things are alike and how they are different

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

During today's lesson, we will review words with the vowel digraphs ew, ui, and ue and words with the suffixes -less and -er. We will divide those words into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will write a paragraph in which we compare and contrast our Anthology passages. Finally, we will continue working with our vocabulary words.

PHONICS AND WORD STUDY

Review Phonics and Word Study Skills

2 minutes

Let's review the phonics and word study skills we have been learning about.

NOTE: Write the vowel digraphs ew, ui, and ue on the dry-erase board.

What can you tell me about ew, ui, and ue? (They make the same sound: /ū/.)

Tell me some words that have ew, ui, and ue. (Possible responses: new, glue, suit, flew, blue, fruit, juice, etc.)

We also learned about suffixes. What is a suffix? (A suffix is a letter or group of letters at the end of a word. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word.)

NOTE: Write the suffixes -less and -er on the dry-erase board.

What can you tell me about the suffixes -less and -er? (The suffix -less means "without." The suffix -er means "greater degree or more; one who.")

Tell me some words that end with the suffixes -less and -er. (Possible responses: fearless, harmless, louder, singer, etc.)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

It's time to divide words into syllables today. What is a syllable? Why is it important to understand how to divide words into syllables? (A syllable is a part of a word that has one vowel sound. Dividing a word into parts will help you read unknown words quickly. Reading words quickly will make it easier to understand what you are reading.)

NOTE: Write the following words on the dry-erase board: regardless, stronger.

Here are two of the words from our Anthology passages that have suffixes we studied.

Let's start with this word.

NOTE: Point to the word regardless.

Do you notice the suffix? We know to divide a word before its suffix.

NOTE: Have the students point out the suffix -less.

Great! Since we are familiar with the suffix -less, we can read the last syllable in the word.

NOTE: Write less on an index card and read it aloud with students.

Let's look at the root of the word.

NOTE: Point to the root word regard.

There are two vowels, so there are probably two more syllables.

We are going to divide this root after the first vowel.

NOTE: Write re on an index card and read it aloud with students.

When one consonant is between two vowels, and the first vowel sound is long, we divide the word before the consonant.

LESSON 15

NOTE: Point out the letters e, g, and a in the root word and make sure students recognize that there is one consonant between two vowels and that the first vowel is long.

The rest of this root word has one vowel sound, so we know it is another syllable.

NOTE: Write gard on an index card and read it together.

Let's read each part of the word together: re/gard/less.

NOTE: Hold up (or point to) each index card as you say each syllable.

Now, let's read the word: regardless. There are three syllables in the word regardless.

Splitting a word into syllables helped us read this word!

Let's try another word.

NOTE: Point to the word stronger.

This word has a suffix that we know. What is the suffix in this word? (-er)

Good! We know how to read that part of the word. We know to divide a word before the suffix. The suffix -er has one vowel sound, so it is one syllable in the word.

NOTE: Write er on an index card.

Let's look at the root of the word. What do you notice? (There is one vowel in the word.)

We know that every syllable has one vowel sound, so the root of this word has one syllable.

NOTE: Write the syllable strong on an index card.

Now, we will say the parts of the word together: strong/er.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word.

The word is stronger. There are two syllables in this word.

I am going to write a few more words from our passages on the dry-erase board. We are going to split each word into syllables, using a line to separate each syllable. Then, we will read each word.

NOTE: Write and read the following words on the dry-erase board, one at a time. Work with students to divide the words into syllables. Place a line in between each syllable. Say the syllables. Then, read each word. Discuss the rules that apply, if needed.

WORD	SYLLABLES	RULE(S)
true	true	Every syllable has one vowel sound.
explorer	ex/plor/er	Divide a word before the suffix. Every syllable has one vowel sound.
worthless	worth/less	Divide a word before the suffix. Every syllable has one vowel sound.

LESSON 15

Independent Practice

5 minutes

Turn to the Lesson 15 Phonics and Word Study 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 ↑

When students have completed the page, direct them to think about the syllabication rules they used. Students should list those rules at the bottom of the page.

Differentiation ↓

Assist students as they divide the first two words into syllables. Remind students that every syllable has one vowel sound. Students may circle the vowel sounds (in the words in the first column) if needed before dividing the words into syllables. Encourage students to work independently to complete the page. Provide assistance, as needed.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "The South Pole" 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 15 Fluency passage, "The South Pole," 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.

LESSON 15

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand how to compare and contrast two passages.

B) Review Skill

First, let's review some of the skills we have learned.

Tell me what you know about comparing, contrasting, and using a Venn Diagram. (When you compare things, you show how they are alike. When you contrast things, you show how they are different. A Venn Diagram can help you organize these thoughts. A Venn Diagram uses intersecting circles to show similarities and differences between two things. The center of the Venn Diagram shows what the two things have in common. The differences are placed in the parts of the circles that don't intersect.)

One of our passages is a poem. Tell me about poems and what makes them different from other forms of literature. (A poem is a literary form that usually has a rhythm or a beat. A poem often rhymes and can be written in short phrases. Poets use descriptive words to create a feeling or image in the reader's mind. Even though a poem is written in a different style than a fiction or nonfiction passage, it can still contain facts and opinions.)

C) Reread Text Selections (Anthology)

Please turn to "All About Ants" in your Anthology. I want you to Whisper Read this passage with a partner.

NOTE: Give the students time to Whisper Read with partners.

Now turn to "Amazing Ants" in your Anthology. We are going to read this poem aloud together. Let's use expression to bring the author's feelings alive.

NOTE: Read the poem together.

Extension of Skill Beyond Text

4 minutes

In our last lesson, you completed a Venn Diagram about details from "All About Ants" and "Amazing Ants." Today, you are going to use some of that information to write a paragraph in which you compare and contrast the two passages. You probably remember doing a similar activity with facts and opinions from the passages "The Sweetest Treat" and "Busy, Busy Bees."

Turn to the Lesson 14 Comprehension page and look at your Venn Diagram. I want you to list two similar details on your dry-erase board. Next, list two different details from the "All About Ants" side of the Venn Diagram. Then, list two different details from the "Amazing Ants" side of the Venn Diagram. You will refer to this information as you write your paragraph.

NOTE: See Differentiation ↓ below: only assign one similarity and one difference from each passage, if needed.

LESSON 15

NOTE: Students should list similarities and differences on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 14 Comprehension page while writing.

For this response, your paragraph should include a topic sentence, along with body sentences that support it.

Activity/Your Turn to Write

6 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 15 Comprehension page.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to use the information from the dry-erase board. Students may refer to the Lesson 14 Comprehension page, if needed.

Differentiation ↑

Guide students as they complete the page. When they finish the page, have students share their paragraphs with partners. Students should look for clear similarities and differences between the passages in their partners' paragraphs.

Differentiation ↓

Instead of including two ways the passages are alike and different, direct students to find one similarity and one difference for each passage. As students start their paragraphs, tell them that the first sentence in the paragraph should state the topic. Students should ask themselves, "What is my paragraph about?". Next, have the students use what they have written on their dry-erase boards as they write the rest of the paragraph. Students should write a sentence for a similar detail. Then, direct students to write a sentence about a different detail from "All About Ants." Finally, direct students to write a sentence about a different detail from "Amazing Ants." When they finish the page, have students share their paragraphs with partners.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Let's review our vocabulary words. I am going to draw a picture of an ant, and I want you to show me where to find the following body parts: antennae, abdomen, and thorax.

NOTE: On the dry-erase board, quickly sketch an ant, making sure it has three body parts (head, thorax, abdomen), antennae, and six legs. Have the students show you where the antennae, abdomen, and thorax are located.

B) Independent Practice

Turn to the Lesson 15 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.

LESSON 15

Differentiation ↑

After completing the page, direct students to write sentences using any of the vocabulary words from the second part of the page. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Assist students as they complete the page. For the first part of the page, allow students to work with partners to write sentences for each of the words. For the second part of the page, discuss the definitions before students write their answers. Once students have finished the page, direct them to 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. I want you to say a word with -less or -er and then split it into syllables. I'll start: cooler, cool/er. (Answers will vary, but the student should say a word with -less or -er and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 15 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.

TEACHER RESOURCE SHEET
PHONICS AND WORD STUDY | LESSON 15

Syllabication

Directions: Divide each word by writing each syllable in the table below. Then, read the word.

Word	Syllable 1	Syllable 2	Syllable 3
1. barbecue	<u>bar</u>	<u>be</u>	<u>cue</u>
2. sleepless	<u>sleep</u>	<u>less</u>	_____
3. cruise	<u>cruise</u>	_____	_____
4. daydreamer	<u>day</u>	<u>dream</u>	<u>er</u>
5. chewy	<u>chew</u>	<u>y</u>	_____

TEACHER RESOURCE SHEET
FLUENCY | LESSON 15

The South Pole

Location of the South Pole
The South Pole is located on Antarctica. It was the last continent to be explored. An ice sheet covers most of Antarctica. The ice sheet is over a million years old. If all this ice melted, the oceans of the world would rise 200 feet.



History of the South Pole
Ancient Greeks believed there was land at the South Pole before anyone actually saw it. They thought land must be at the southern end of the world to balance the land in the north. They called this land Antarctica, meaning "opposite the Arctic." The North Pole is in the Arctic, where the sea is covered with ice.

In 1773, explorer James Cook went farther south than anyone before him. He did not see the land of Antarctica—only the icebergs surrounding it. He turned around and went home because the ice would sink his boat. The first person to view the continent was John Davis in 1820.

Residents of Antarctica
The South Pole is too cold for most animals. People sometimes think that polar bears live there, but that is not true. They live at the North Pole. Penguins and seals are some of the animals that live at the South Pole.



A research station in Antarctica.

Antarctica has the coldest temperatures on Earth. People who live there work at bases or stations. These stations are set up to help scientists study the South Pole. Many fearless tourists visit Antarctica every year. Would you like to visit Antarctica?

TEACHER RESOURCE SHEET
COMPREHENSION | LESSON 15

Compare and Contrast Paragraph: Your Turn to Write

Directions: Write a paragraph about similarities and differences in the passages "All About Ants" and "Amazing Ants." 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.

The passages "All About Ants" and "Amazing Ants" include some similar details and some different details about ants. Each passage states that ants have three body parts: the head, thorax, and abdomen. Both passages also say that ants can't see. In "All About Ants," the author says that ants don't live where the climate is cold. The author also states that ants can't survive alone, so they live in colonies. In "Amazing Ants," the author says that ants can be black, yellow, or red. The author of this poem also says that ants can

TEACHER RESOURCE SHEET
VOCABULARY | LESSON 15

Content Vocabulary Review

Directions: Write a sentence for each vocabulary word.

- social
Answers will vary. _____

- vibrations
Answers will vary. _____

Directions: Write the definition for each vocabulary word.

- thorax
the part of a body between the head and the abdomen _____

- abdomen
the part of the body where the stomach is located _____

- antennae
feelers on an insect's head _____

LESSON OBJECTIVES

Phonics and Word Study	Use understanding of syllabication rules to decode words with consonant digraphs (ch, sh, th) and words with the suffixes -ness and -y.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a character analysis.
Vocabulary	Determine the meaning of content words used in text. Use context to determine the meaning of multiple-meaning words.

Phonics and Word Study

18 minutes

Fluency

7 minutes

Comprehension

18 minutes

Vocabulary

7 minutes

Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "First Flight"*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Index cards (for Phonics and Word Study)
- Timer (for Fluency differentiation)

SKILL DEFINITIONS

Phonics and Word Study

Consonant Digraph: When two consonants make one sound together. The consonant digraphs used in this lesson are ch (as in chin), sh (as in ship), and th (as in thin or this).

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ness (quality or condition of being) and -y (having).

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, ee and ea) to make a single vowel sound.

Syllabication: The division of words into syllables. Understanding syllabication will help students read unknown words quickly, which will help with comprehension.

LESSON 24

Syllabication Rules: There are many rules for splitting words into syllables. The following rules are covered in this lesson:

- Every syllable has one vowel sound.
- The ending -ing adds a vowel sound to a word, so it adds a syllable to a word.
- In a word with a suffix, start by dividing the word before the suffix.
- The ending -ed does not add a syllable, unless the root ends with the letters d or t.
- Divide a word between double consonants.

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

Character Analysis: A character is a person or animal that plays a part in a story. When an author writes a story, he or she can tell the reader what the character looks like and what the character says. An author can also describe the character's actions, describe what the character is thinking or feeling, and tell how others feel about the character. When students analyze a character, they should think about the character's actions, words, and thoughts. The reader can learn about a character as the plot of a story unfolds. Students should focus on how the character changes from the beginning of the story to the end of the story. Character analysis will help the reader improve his or her understanding of a story.

Plot: What happens in a story. The plot has a beginning (when an important event takes place or a problem may occur), a middle (when other events or activities occur that help solve the problem), and an end (when the problem is solved).

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?

Web (Cluster Chart): A graphic organizer that shows how facts and details are related to the main idea or topic

Vocabulary

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

Multiple-Meaning Words: Words that have at least two different meanings. The reader must look at how the word is used in a sentence for clues about its correct definition.

LESSON PLAN

Welcome

2 minutes

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

During today's lesson, we will review words that contain the consonant digraphs ch, sh, and th, as well as words with the suffixes -ness and -y. We will divide those words into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will write a paragraph in which we analyze the character Hinda. Finally, we will continue working with our vocabulary words.

PHONICS AND WORD STUDY

Review Phonics and Word Study Skills

2 minutes

Let's review the phonics and word study skills we have been learning about.

NOTE: Write the consonant digraphs ch, sh, and th on the dry-erase board.

We have been learning about the consonant digraphs ch, sh, and th. Tell me some words that contain these consonant pairs. (Possible responses: chair, reach, shake, wash, thing, teeth, etc.)

NOTE: Write the suffixes -ness and -y on the dry-erase board.

What can you tell me about the suffixes -ness and -y? (The suffix -ness means "quality or condition of being." The suffix -y means "having.")

Tell me some words that end with the suffixes -ness and -y. (Possible responses: illness, goodness, kindness, messy, snowy, smelly, etc.)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. Remember, a syllable is a part of a word that has one vowel sound. Understanding syllables is important when you are reading. Dividing a word into parts will help you read unknown words quickly. When you can read words quickly, it is easier to understand what you are reading.

NOTE: Write the following words on the dry-erase board: finishing, darkness.

Here are two of the words from "First Flight" that have a sound or suffix we studied.

Let's start with this word.

NOTE: Point to the word finishing.

We know that every syllable has one vowel sound. Where should we divide this word? (after fin)

NOTE: Write fin on an index card and read it aloud with students.

Let's look at the next vowel. It's followed by the consonant digraph sh. We should divide the word after the consonant digraph.

LESSON 24

NOTE: Point out ish. Write ish on an index card and read it aloud with students.

This word has the inflectional ending -ing. This ending adds a vowel sound to a word, so it adds a syllable to a word.

NOTE: Point out the inflectional ending -ing. Write ing on an index card and read it aloud with students.

Let's read each part of the word together: fin/ish/ing.

NOTE: Hold up (or point to) each index card as you say each syllable.

Now, let's read the word: finishing. There are three syllables in the word finishing.

Let's try another word.

NOTE: Point to the word darkness.

Do you notice the suffix -ness in this word? We know that when a word has a suffix, we can divide the word before the suffix.

NOTE: Point out the suffix -ness. Write ness on an index card and read it aloud with students.

Let's look at the rest of the word. There is only one more vowel. Since the letters ar make a vowel sound together, this is the other syllable in the word.

NOTE: Write the syllable dark on an index card.

Now, we will say the parts of the word together: dark/ness.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word.

The word is darkness. There are two syllables in this word.

I am going to write a few more words from our passages on the dry-erase board. We are going to split each word into syllables, using a line to separate each syllable. Then, we will read each word.

NOTE: Write and read the following words on the dry-erase board, one at a time. Work with students to divide the words into syllables. Place a line in between each syllable. Say the syllables. Then, read each word. Discuss the rules that apply, if needed.

WORD	SYLLABLES	RULE(S)
rainy	rain/y	Every syllable has one vowel sound. Divide a word before the suffix.
wished	wished	Every syllable has one vowel sound. The ending <u>-ed</u> does not add a syllable, unless the root ends with the letters d or t.
madness	mad/ness	Every syllable has one vowel sound. Divide a word before the suffix.

Independent Practice

5 minutes

Turn to the Lesson 24 Phonics and Word Study 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 on their own. Review the page together after the students have completed it.

Differentiation ↑

When students have completed the page, direct them to think about the syllabication rules they used. Students should list those rules at the bottom of the page.

Differentiation ↓

Assist students as they divide the first two words into syllables. Remind students about the following rules: Every syllable has one vowel sound; the ending -ing adds a syllable to a word; divide a word before the suffix; the ending -ed does not add a syllable, unless the root ends with the letters d or t; divide a word between double consonants. Students may circle the vowel sounds in each word if needed before dividing the words into syllables. Encourage students to work independently to complete the page. Provide assistance, as needed.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "What's in a Name?" 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 24 Fluency passage "What's in a Name?" 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.

LESSON 24

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand how to analyze a character in a story.

B) Review Skill

What can you tell me about character analysis? (When you analyze a character, you think about the character's actions, words, and thoughts. You can learn about a character as the plot of the story unfolds.)

C) Reread Text Selection (Anthology)

Please turn to "First Flight" in your Anthology. I want you to silently reread this story.

NOTE: Give the students time to read the passage.

Extension of Skill Beyond Text

4 minutes

In our last lesson, you completed a web about Hinda. Today, you are going to use that information to write a character analysis paragraph about Hinda.

Turn to the Lesson 23 Comprehension page and look at your web. I want you to list at least three important details from your web about Hinda's actions, words, and thoughts on your dry-erase board. You will refer to this information as you write your character analysis paragraph.

NOTE: Students should list the details on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 23 Comprehension page while writing.

Take some time to think about how you will start your paragraph. What can you say in a topic sentence? Write those ideas on your dry-erase board, too.

NOTE: Have students talk about their topic sentence ideas with partners, if needed.

Activity Your Turn to Write

6 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 24 Comprehension page. You can refer to the notes on your dry-erase boards as you write.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to refer to their dry-erase boards.

Differentiation ↑

Guide students as they complete the page. Remind students to refer to their notes on their dry-erase boards. When they finish the page, have students share their paragraphs with partners. Students should look for a topic sentence, as well as at least three details that describe Hinda, in their partners' paragraphs.

Differentiation ↓

As students begin the page, remind them that the first sentence in the paragraph should be a topic sentence about Hinda. The remaining sentences should be details that describe Hinda's actions, words, and thoughts. Guide students as they use the information from their dry-erase boards to write their paragraphs. Encourage students to talk about their ideas with partners, if needed. When they finish the page, have students share their paragraphs with partners. Students should look for a topic sentence, as well as at least three details that describe Hinda, in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Let's review our vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: check, accelerated, gate, board, aisle, agent.

With a partner, say each word. Then, talk about the definition of each word.

NOTE: Allow students to briefly read the words and talk about the definitions with their partners.

B) Independent Practice

Turn to the Lesson 24 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, direct students to write a sentence for gate, board, or check using another definition for the word. Students may write the sentence at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

For the first part of the page, read the vocabulary words together. Then, read each sentence with the students and have them write their answers independently. For the second part of the page, allow students to discuss their ideas for sentences before writing. Once students have finished the page, direct them to work with partners to review the vocabulary words and their meanings.

LESSON 24

WRAP-UP

Summary/Closure

5 minutes

*We have had a very busy session today. I want you to say a word with the suffix -ness or the suffix -y and then split it into syllables. I'll start: **carelessness, care/less/ness.** (Answers will vary, but the student should say a word with -ness or -y and correctly split it into syllables.)*

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 24 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.



TEACHER RESOURCE SHEET
PHONICS AND WORD STUDY | LESSON 24

Syllabication

Directions: Place a line between the syllables in each word. Then, read each word.

1. thankful	thank / ful
2. checking	check / ing
3. awareness	a / ware / ness
4. cloudy	cloud / y
5. shyness	shy / ness
6. youthful	youth / ful
7. shimmering	shim / mer / ing
8. velvety	vel / vet / y

TEACHER RESOURCE SHEET
FLUENCY | LESSON 24



What's in a Name?

Today was the worst day of Mike's life, but it wasn't because it was a rainy day. It was because his mother had called him Michael James Fenton six and a half times, instead of Mike or Mikey as she usually did. His mother only called him Michael James Fenton when he was in trouble.

The first time was not his fault. It was Sashi, his Siamese cat, who'd eaten the cookies for breakfast. But his mother found him cleaning up the crumbs. Mrs. Fenton asked, "Michael James Fenton, what did you do?"



Mike didn't think the second time was his fault, either. The phone rang, so he answered it. It was Mrs. Fenton's boss. He was careful when he put the phone down on the table, but it hung up anyway. Obviously, the telephone didn't like him. His mother said his name two full times as she redialed the number. He could not do anything right.

The third time, Mike was just trying to stay out of trouble. He sat down on the sofa and heard a loud crunch. That couldn't be good. Mrs. Fenton came running, and Mike jumped up. When his mother looked on the cushion and saw her cracked glasses, she let out a scream. Mrs. Fenton moaned, "Michael James Fenton, Michael James Fenton, Michael James Fenton, how could you?" Mike just stared at his mother. She started to say, "Michael James..." again. He couldn't take it. He had to put an end to this madness.

"Call me Sam," he said.



TEACHER RESOURCE SHEET
COMPREHENSION | LESSON 24

Making Connections: Your Turn to Write

Directions: Write a paragraph in which you analyze the character Hinda from the passage "First Flight." Begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

Sample Response: In the passage "First Flight," Hinda was very nervous about her first airplane ride with her family. On the morning of her flight, Hinda got out of bed slowly. She only ate toast with butter because she wasn't hungry. Hinda wished she could be more like her sister Kasi, who was excited to fly. On the plane, Kasi sat by the window, and Hinda sat in the middle seat because she was too scared. When the plane took off, Hinda held her mother's hand. Then, Hinda and Kasi started to giggle, and the people around them laughed too. Hinda realized that flying wasn't as bad as she thought it would be.

TEACHER RESOURCE SHEET
VOCABULARY | LESSON 24



Content Vocabulary Review

Directions: Use a vocabulary word to answer each question.

accelerated
agent
aisle

- My mom is a person who works as a representative for an airline. What is she?
agent
- The plane increased its speed. What did it do? accelerated
- I am standing in a walkway between seats. Where am I? aisle

Directions: Write a sentence using each word. Be sure to use the correct meaning in each sentence.

- Use the word gate in a sentence. In your sentence, the word gate should mean "a numbered exit leading to an aircraft."
Answers will vary.
- Use the word board in a sentence. In your sentence, the word board should mean "enter."
Answers will vary.
- Use the word check in a sentence. In your sentence, the word check should mean "to leave a bag with an airline."
Answers will vary.