

Sample Lesson Overview: Level 7

Lesson Plan #1 Title: Ace it! Lesson 2

Supporting Documents for Plan #1:

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

Word Study	Apply knowledge of the prefixes dis-, hyper-, im-, out-, and under- to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify the elements of plot in a story. Identify the tone and mood of a passage. Determine the theme or central idea of a text and analyze its development over the course of the text. Summarize a narrative text.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. Use a glossary to determine the meaning of content vocabulary words.

Lesson Plan #2 Title: Ace it! Lesson 12

Supporting Documents for Plan #2:

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

Word Study	Apply knowledge of the prefixes ante-, anti-, inter-, and over- to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Apply knowledge of fiction and nonfiction text to compare and contrast information in two texts about similar topics.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies correctly.

Lesson Plan #3 Title: Ace it! Lesson 25

Supporting Documents for Plan #3:

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

Word Study	Apply knowledge of word roots to read unfamiliar multisyllabic words in context and out of context. Use understanding of word roots as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify cause-and-effect relationships in text. Analyze the organization and development of ideas in a text.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. Use a glossary to determine the meaning of content vocabulary words.

LESSON OBJECTIVES	
Word Study	<p>Apply knowledge of the prefixes <i>dis-</i>, <i>hyper-</i>, <i>im-</i>, <i>out-</i>, and <i>under-</i> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of prefixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Identify the elements of plot in a story.</p> <p>Identify the tone and mood of a passage.</p> <p>Determine the theme or central idea of a text and analyze its development over the course of the text.</p> <p>Summarize a narrative text.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use context to infer the meaning of an unknown word.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "A Home for Sophie," Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are dis- (not or opposite of), hyper- (excessively; too much), im- (the absence of; not), out- (to surpass), and under- (not enough).

Fluency

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

Accuracy: Reading words without making mistakes

LESSON 2

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

Tone: An author's attitude towards the subject of a story

Mood: The overall feeling or emotional atmosphere created by a story. An author creates a mood by using specific words, imagery, symbols, and sounds.

Theme: A single message that is the basis of an entire story; an overall lesson or moral

Summary: A piece written in the student's own words that tells the main idea and some key supporting details of a text. A summary does not retell the entire text.

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 read words with prefixes. We will also continue reading our fluency passage. Then, we will talk about the plot, tone, mood, and theme of a new passage. Finally, we will continue working with our vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by focusing on word study. We have been talking about prefixes. A prefix is a letter or group of letters that can be added to the beginning of a word. Adding a prefix to a root word changes the meaning of the word.

Why is it important to study different prefixes? (When you see a word with a prefix—and you know the meaning of the prefix—it will help you figure out the meaning of that word. Recognizing prefixes will also help you read unknown words.)

B) Skill Review

Let's review the meanings of the prefixes we are studying.

NOTE: Write the prefixes dis-, hyper-, im-, out-, and under- on the dry-erase board. Point to each prefix and ask students to tell you its definition: dis- (not or opposite of), hyper- (excessively; too much), im- (the absence of; not), out- (to surpass), and under- (not enough).

Direct Skill Instruction and Guided Practice

10 minutes

2

Think about some words that begin with these prefixes. Talk to a partner about the words. Then, we will share them together.

NOTE: Take a few minutes for this activity. Give the students some time to think about words with the prefixes. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-erase board. Read each word together, identify the prefix in each word, and talk about the meaning of each word.

Now, let's work together to add some of these prefixes to words.

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

The word last can refer to something that survives or endures. On your dry-erase board, write the word we make when we combine the prefix out- with the word last.

NOTE: Write out before the word last on the dry-erase board.

Let's read the word together: outlast.

What does this new word mean? (to survive or last longer than)

Can you use the word outlast in a sentence? (Accept all reasonable responses.)

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

The word perfect can be used to describe something that has all the required elements, qualities, or characteristics. On your dry-erase board, write the word we make when we combine the prefix im- with the word perfect.

NOTE: Write im before the word perfect on the dry-erase board.

Let's read the word together: imperfect.

What does this new word mean? (not perfect; not having all the required elements, qualities, or characteristics)

Can you use the word imperfect in a sentence? (Accept all reasonable responses.)

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

The word appear means "to become visible." On your dry-erase board, write the word we make when we combine the prefix dis- with the word appear.

NOTE: Write dis before the word appear on the dry-erase board.

Let's read the word together: disappear.

What does this new word mean? (not appear; the opposite of visible)

Can you use the word disappear in a sentence? (Accept all reasonable responses.)

LESSON 2

Independent Practice

5 minutes

Turn to the Lesson 2 Word Study 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 should write sentences for some of the new words. Have them write the sentences at the bottom of the page. Students may share the sentences with the group.

Differentiation ↓

Review the prefixes in the chart. Read the root together. Model how to match the root to a prefix that sounds right. Then, write the new word and read the word together. Talk about the meaning of the new word with the students. Encourage students to work independently to complete the rest of the page.

FLUENCY

Review

7 minutes

A) Fluency Focus

Today, you are going to reread the fluency passage from our last session. Remember to focus on reading words correctly, at the appropriate speed, and with the right amount of expression.

Say each word that you see. Don't skip words, and don't say words that are not there. Remember to self-correct!

Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases.

Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet.

B) Reread Fluency Passage

Turn to the Lesson 2 Fluency passage, "It Was a Dark and Stormy Essay," 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.

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.

C) 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, stop at the end of each sentence, or use a lot of expression?

Next, tell your partner one thing he or she should continue working on. For example, does your partner need to make sure he or she doesn't skip any words? Should your partner work on pausing for all punctuation? Should your partner change the pitch of his or her voice when reading?

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.

COMPREHENSION

Introduction

3 minutes

A) Review Skill

Let's turn our attention to the comprehension skills that help us understand what we read. During our last session, we talked about plot, tone, mood, and theme. Let's review what you know about these terms. (The plot of a story includes all the events that happen: rising action, a problem, a climax, falling action, and a resolution. The tone of a story expresses the author's feelings toward the subject. The mood is the feeling created by the story. An author uses tone and mood to provoke a response in the reader. Theme is a single message that is the basis of an entire story. The theme can be an overall moral or lesson.)

We also learned that every paragraph in a selection has a central, or main, idea and key details. What can you tell me about a summary? (When you write a summary, you reduce the information in a story to its most important ideas or events.)

B) Introduce Text Selection (Anthology)

Before we read our new passage, tell me what you know about animal shelters. (Allow students to briefly discuss what they know.)

Use the Table of Contents to find "A Home for Sophie" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to think about the plot, tone, mood, and theme.

Strategies

10 minutes

NOTE: Preview the passage with students. Read the first paragraph aloud.

Now, it's your turn to read the rest of the passage silently to yourselves. While you are reading, think about the details of the plot and how they contribute to the tone, mood, and theme of the story.

LESSON 2

NOTE: Allow time for students to read the passage silently. After reading, briefly discuss the following:

What is the plot of this story? (Possible responses: Martin loved cats and often went to play with cats at the shelter. He has two older cats at home. He used to have a cat named Sophie, but she ran away. Martin always wished she would come back. Sometimes he was sad when a cat left the shelter, but he would also be happy because it meant that a homeless cat had been adopted. One day, the head of the animal shelter introduced Martin to a small cat with vision problems. The cat was shy and kept to herself. Martin named the cat Sophie. The next time Martin visited the shelter, he watched Sophie catch a fly. He was amazed that she used her sense of hearing to catch it. When Martin visited again, he learned that a family had seen Sophie catch a fly. They were so impressed that they adopted her, and they kept her name. Martin was sorry Sophie was gone, but he was also glad that she had found a home.)

What is the author's tone? (Possible response: The author has a sympathetic and positive tone.)

What is the mood of the story? (Possible responses: For most of the story, there is a happy mood. There is some sadness when Martin is introduced to Sophie. When Martin sees Sophie catch a fly, the mood is filled with excitement. At the end of the story, there is some sadness, hopefulness, and satisfaction.)

What words or phrases help contribute to the tone and mood of the story? (Possible responses: loving companions, bright place, plenty of windowsills, favorite residents, somewhat sad, console himself, formerly homeless animal, adopted by a loving family, timid, abandoned, isolated, underdeveloped, wistful, unnoticed, amazement, love at first sight, gloom and happiness)

What is the theme of the story? (Possible responses: Volunteering with animals at a shelter can be rewarding for the person who does it and for the animals, as well. It is possible to overcome obstacles.)

Integrated Writing Activity

5 minutes

Now, let's keep these ideas in mind while you work on a Comprehension page. Please turn to the Lesson 2 Comprehension page in your workbook.

NOTE: Review the directions together. Then, guide students as they complete the page. Remind students to refer to the passage as they list supporting details.

Differentiation ↑

Encourage students to write about more than one theme from the story.

Differentiation ↓

Reread the passage with the students. Discuss the tone and mood. Work with students as they find words and phrases from the passage that contribute to the tone and mood of the story. Have students work with partners to write about the theme and to write a list of important details from the plot of the story.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: endurance, sensitive, wistful, conceive, navigate, mobile. Read each word aloud together.

B) Guided Practice

Can you find the words endurance, sensitive, and wistful in the passage "A Home for Sophie"?

NOTE: Have students find the words and then share with the group, reading the sentence containing each word aloud. Discuss the meaning of the words, based on the context of the sentence.

I am going to tell you the definition of one of our vocabulary words. I want you to think about the definition and write the word that matches on your dry-erase board.

NOTE: Say the first definition and have students write the matching vocabulary word on their dry-erase boards. Review the correct answer before moving on to the next word.

to find one's way through an area (navigate)

to picture in one's mind; to form an idea (conceive)

able to move around (mobile)

C) Independent Practice

Now turn to the Lesson 2 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 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 ↓

Read each vocabulary word with the students. Read the first sentence aloud and model how to complete the sentence by thinking aloud about the context. Have students complete the rest of the page, and provide assistance, if needed. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the meaning of each vocabulary word.

LESSON 2

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Turn to your partner and tell each other a word that begins with the prefix dis-, hyper-, im-, out-, or under-. Then, we will share the words together. (Possible responses include: dislike, hyperextend, impossible, outgrow, underestimate, 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 2 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.

WORD STUDY | LESSON 2

Prefixes

Directions: Match each prefix on the left to the root word on the right. Then write the word and its meaning.

PREFIX	ROOT WORD
under	live
dis	ventilate
hyper	proper
out	represented
im	comfort

NEW WORD	MEANING
underrepresented	not represented enough
discomfort	the opposite of comfort
hyperventilate	to breathe excessively
outlive	to live longer than
improper	not proper

FLUENCY | LESSON 2

It Was a Dark and Stormy Essay

"It was a dark and stormy night."

Angry and annoyed, Arturo stared at the sentence on the computer screen in front of him. He was convinced that Ms. Kumar had given the class the most ridiculous homework assignment; students had to start with this famous first line and write 300 words that maintained the feeling that the line expressed.

Arturo knew he needed to get motivated, so he thought about the bad storm that rolled through last month. That day, the black clouds had closed in overhead, and strong winds had picked up, whipping tree branches all around. Auntie Luciana was so worried that she sat on a chair in the hallway in the middle of her apartment, with a soft blanket covering her head!

That scenario gave Arturo an idea, so he began to type. "It was a dark and stormy night. A blanket of clouds over the moon hid it from sight."

Arturo tried to think of additional details, but he was unsuccessful. He was consumed by the thought that if he did not finish his essay before dinner, he would have to work on it tonight and miss his favorite television programs. Frustrated and impatient, he deleted everything he had composed. Arturo focused on the empty screen and desperately attempted to imagine what a dark and stormy night would look like and feel like. After what seemed like hours—it was actually only a few minutes—the right words hit him, and everything started to flow.

"It was a dark and stormy night. A blanket of clouds hid the moon from sight, while bolts of lightning provided the only outdoor light. The electricity went out; the apartment became black and shadowy. The sound of corn popping in the microwave oven stopped, and everything was suddenly still. It was as if the world had come to a terrifying, silent end."

Arturo was relieved as he continued typing furiously, determined to complete his dark and stormy essay before dinner was ready.

COMPREHENSION | LESSON 2

Tone, Mood, Theme, and Summary

Directions: Refer to the passage "A Home for Sophie" to answer the following questions.

- What is the author's tone in this story?
The author has a sympathetic and positive tone in this story.
- What is the mood of the story?
For most of the story, there is a happy mood. When Martin meets Sophie, there is sadness and excitement. At the end, there is some sadness and hopefulness.
- What words or phrases help contribute to the tone and mood of the story?
loving companions, bright place, favorite residents, somewhat sad, console himself, abandoned, isolated, underdeveloped, wistful, unnoticed, amazement, love at first sight, gloom and happiness
- What is the theme of the story?
It is possible to overcome obstacles.
- List some important details from the plot of this story.
Martin often went to play with cats at the shelter. He used to have a cat named Sophie, but she ran away. Sometimes he was sad when a cat left the shelter, but he would also be happy because it meant that a homeless cat had been adopted. The head of the animal shelter introduced Martin to a small cat with vision problems, and he named the cat Sophie. Martin watched Sophie catch a fly and was amazed that she used her sense of hearing to catch it. When Martin visited again, he learned that Sophie was adopted.

VOCABULARY | LESSON 2

Content Vocabulary

Directions: Read each sentence. Write the vocabulary word next to the sentence that best gives an example of that word's meaning. You may refer to the Glossary, if needed.

wistful	sensitive	navigate
mobile	endurance	conceive

- Walt carefully felt his way around the dark, cluttered room.
navigate
- They enjoy camping in their trailer because they can move from place to place.
mobile
- Hazel could picture herself becoming an astronaut and being the first person on Mars.
conceive
- When Roberto had a headache, the slightest sound could make it worse.
sensitive
- The students were able to keep up with their instructor during the entire exercise class.
endurance
- Patti became sad whenever people asked about her friends from her old school.
wistful

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes ante-, anti-, inter-, and over- to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Apply knowledge of fiction and nonfiction text to compare and contrast information in two texts about similar topics.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies correctly.

Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: "How Newton Discovered Gravity"*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Index cards (for Word Study)
- Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are ante- (before), anti- (against; opposed to), inter- (between; among), and over- (above).

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.

Syllabication Rules: The following syllabication rules are covered in this lesson:

Every syllable has one vowel sound.

LESSON 12

In a word with a prefix, divide the word after the prefix.

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

When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.

When two consonants are between two vowels, divide the word between the two consonants (VC/CV).

The ending -ing adds a vowel sound to a word, so it adds a syllable.

Divide a word between double consonants.

The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.

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

Fiction: A type of literature, such as a short story or novel, that contains characters and events that are made up by the author

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

Nonfiction (Informational or Expository Text): A piece of writing that tells true information. Nonfiction is written to tell facts and explain details about 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, such as headings, captions, graphs, maps, tables, and diagrams.

Central (Main) Idea: The most important idea of a passage

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

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

Compare: Show how things are alike

Contrast: Show how things are different

Vocabulary

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

Analogy: A comparison that shows the relationship between pairs of words or ideas. An analogy usually contains two pairs of words. The words in each pair have a similar relationship. Analogies can include synonyms, antonyms, categories, descriptions, or cause-and-effect relationships.

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 divide words with prefixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will compare and contrast two passages. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's begin with word study. We will start by reviewing the prefixes we have been learning about.

NOTE: Write the prefixes ante-, anti-, inter-, and over- on the dry-erase board.

What do these prefixes mean? (ante-: before; anti-: against, opposed to; inter-: between, among; over-: above)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. As you know, a syllable is a part of a word. Every syllable has one vowel sound. We will use the rules we know to help us divide these words. Understanding these rules will help us read unknown words quickly.

NOTE: Write the following word on the dry-erase board: overindulging.

This word from "How Newton Discovered Gravity" contains a prefix we studied.

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

Let's think about syllabication rules. We know that when a word contains a prefix, we should start by dividing the word after the prefix. Then, if the prefix has more than one vowel sound, we need to divide it further.

We know how to read this prefix. Does this prefix have one vowel sound or two vowel sounds? (two)

Since the prefix over- has two vowel sounds, we need to divide it further. There is one consonant between two vowels. Since the first vowel sound is long, we know to divide before the consonant. Now we have the first two syllables in the word.

NOTE: Write the following syllables on index cards: o, ver.

LESSON 12

Now, let's look at the rest of the word. There are other vowels in this word, so we know there will be more syllables.

Look at the next part of the word. We see two consonants between two vowels, so we know to divide the word between the consonants.

NOTE: Write the syllable in on an index card.

At the end of the word, we see the inflectional ending -ing. The ending -ing adds a vowel sound to a word, so it adds a syllable. Dividing the word here gives us the final syllables.

NOTE: Write the following syllables on index cards: dulg, ing.

Let's read each part of the word together: o/ver/in/dulg/ing.

NOTE: Hold up (or point to) each index card as you say each syllable. Now, let's read the word: overindulging. There are five syllables in the word overindulging.

Let's try another word from the passage.

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

Think about the syllabication rules we have learned during our sessions. I want you to write this word on your dry-erase board and divide the word into syllables. Then, we will share our answers.

NOTE: Have students write the word and divide it into syllables.

How did you divide this word? What did you think about as you divided this word? (You can divide the word this way: o/ver/rat/ed. This word has the prefix over-, which has two vowel sounds. Since there is one consonant between two vowels, and the first vowel sound is long, we divide it this way: o/ver. There are double consonants, so we divide between them. The inflectional ending -ed adds a syllable, so we divide before it: o/ver/rat/ed.)

NOTE: Divide the word into syllables on the dry-erase board, as students explain what to do.

Now, let's say the parts of the word together: o/ver/rat/ed.

NOTE: Point to each syllable on the dry-erase board as you read it. First, say it slowly. Then, read the word. The word is overrated. There are four syllables in this word.

Remember, dividing a word into syllables will help you read it!

Independent Practice

5 minutes

Turn to the Lesson 12 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 they have completed the page, students should list the syllabication rules they used at the bottom of the page.

Differentiation ↓

Assist students as they divide the first two words into syllables. Students may circle the vowel sounds if needed before dividing the words into syllables. Encourage students to work independently. Provide assistance, as needed.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading “Sir Isaac Newton and Gravity” 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 12 Fluency passage, “Sir Isaac Newton and Gravity,” 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

Now, let’s talk about comprehension skills. Today we are going to show that we understand fiction and nonfiction. We are also going to show that we know how to compare and contrast two passages about the same topic.

B) Review Skill

Tell me what you have learned about fiction and nonfiction. (Fictional writing tells a story that the author made up. It contains characters, a setting, a problem, and a solution. The plot of a fictional passage includes all the events that happen: rising action, a problem, a climax, falling action, and a resolution. Nonfiction is also known as informational text or expository text. It tells facts and explains a topic, such as a real

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place, a real person, or a real event. An author might describe a topic, make a list about a topic, explain a procedure, or persuade the reader.)

After we read today, we will compare and contrast “Sir Isaac Newton and Gravity” with “How Newton Discovered Gravity.” What do you know about comparing and contrasting? (When you compare, you show how things are alike. When you contrast, you show how things are different.)

C) Reread Text Selection (Anthology)

You will now reread “How Newton Discovered Gravity.” As you read, continue thinking about the plot, as well as some of the similarities and differences between this passage and our fluency passage.

NOTE: Direct students to silently reread the passage.

Extension of Skill Beyond Text

5 minutes

In our last two lessons, you answered questions about “Sir Isaac Newton and Gravity” and “How Newton Discovered Gravity.” Today, you are going to use that information to write a paragraph in which you compare and contrast the two passages.

Turn to the Lesson 10 Comprehension page and the Lesson 11 Comprehension page and look at your answers to the questions.

NOTE: Give students a moment to review their responses.

Let’s talk about how these passages are similar and how they are different. You can write some notes on your dry-erase boards as we have our discussion. You can refer to this information as you write your paragraph.

NOTE: Have students 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 10 Comprehension page and the Lesson 11 Comprehension page while writing.

What similarities did you notice? (Possible responses: Both passages are about Sir Isaac Newton. Both mention that he is considered one of the greatest minds in history. Both state that he composed his Universal Theory of Gravity in 1666. Both mention that the word gravity first appeared in the 1500s. Both mention that Newton noticed that falling objects accelerate.)

What differences did you notice? (Possible responses: “Sir Isaac Newton and Gravity” is expository, so it has a central idea and supporting details. It includes facts that describe Newton and his discovery. Newton lived from 1643 to 1727. He never married. The story of an apple falling on his head is most likely not true. Newton realized that orbits are caused by gravitational forces. His original writings are stored at Cambridge University in Cambridge, England. “How Newton Discovered Gravity” is fiction, so it tells a story about Newton and his friends named Pratfall and Epicfail. Newton started thinking about gravity when an apple hit him on the head and caused a bump. He developed his Universal Law of Gravity in his study on the same day the apple hit him.)

How would you sum up your thoughts about the two passages? (Possible responses: The passage “Sir Isaac Newton and Gravity” is more factual and reliable. The passage “How Newton Discovered Gravity” is an entertaining and fun story, but it is not a reliable source of information about Sir Isaac Newton. It contains some accurate

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information, but it tells a story about Newton that is not true. It also tells about people who did not exist.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 12 Comprehension page.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to use the information from their dry-erase boards. Students may refer to the Lesson 10 Comprehension page and the Lesson 11 Comprehension page, if needed.

Differentiation ↑

Guide students as they complete the page and encourage them to include additional similarities and differences. When they finish the page, students should share their paragraphs with partners. Students should look for clear similarities and differences in their partners' paragraphs.

Differentiation ↓

Guide students as they use the information from their dry-erase boards to write their sentences. When they finish the page, have students share their paragraphs with partners. Students should look for clear similarities and differences in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at the vocabulary words we have learned for the passage "How Newton Discovered Gravity."

NOTE: Write the vocabulary words on the dry-erase board: bickering, planetary, orchard, accelerate, tension, universal. Read each word aloud together.

Let's review our words. I will say a definition, and I want you to tell me the word I am defining.

relating to planets (planetary)

mental or emotional strain (tension)

applicable or relevant in all cases (universal)

increase speed (accelerate)

arguing about trivial matters (bickering)

a piece of land planted with fruit trees (orchard)

B) Independent Practice

Turn to the Lesson 12 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.

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Differentiation ↑

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

Differentiation ↓

Model how to write the first sentence and show how to include details from the passage in the sentence. Then, assist students as they complete the page. If needed, provide extra guidance when students write the analogy. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Absure

5 minutes

You worked very hard today! I want you to say a word that contains one of our prefixes and split it into syllables. (Answers will vary, but each student should say a word that starts with one of the prefixes 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 12 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.

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.

WORD STUDY | LESSON 12

Syllabication

Directions: Divide the following words into syllables, and write the number of syllables in the chart. Then, read each word.

WORD	NUMBER OF SYLLABLES
in / ter / im	3
an / te / cede	3
o / ver / bur / dened	4
an / ti / freeze	3
in / ter / ject / ing	4
an / te / bel / lum	4
o / ver / paid	3
an / ti / sep / tic	4


FLUENCY | LESSON 12

Sir Isaac Newton and Gravity

Sir Isaac Newton was a British scientist who lived from 1643 until 1727. He is considered one of the greatest minds in human history. His father died before he was born, and his mother left him in the care of his maternal grandmother. It was obvious early in his life that he was a child prodigy; when his mother returned during his teen years and tried to make him become a farmer, he refused. He never married because his life was consumed by the pursuit of knowledge.

Much has been written about Newton's discovery of gravity. He didn't actually discover it, of course. He didn't even create the word; the term gravity antedates his birth by about 140 years. But beginning in 1666, Newton researched and uncovered the definite, predictable ways in which gravity works.

You may have heard the legend about Newton sitting under an apple tree. As the story goes, an apple fell on Newton's head and inspired him to come up with the Universal Law of Gravitation. That tale is almost certainly untrue. Newton himself claimed that he began working on his Law after seeing an apple fall from a tree when he looked out his window. However, historians think even that story was a bit of a fib.



Still, there is no denying that Newton's Universal Law of Gravity was a milestone in scientific thought. Newton realized that if gravity reached as far as the highest mountains, it might reach even further. He also noticed that not only do things fall, they accelerate as they do so. Perhaps most impressively, Newton discovered that not just planets exert gravity; every solid object in the universe has it. In other words, when the ground pulls down an apple, the apple pulls too! Newton also proved that gravity is responsible for the way the moon orbits the Earth and the ways that all the planets, moons, and other objects orbit the Sun.

In addition, Newton made groundbreaking discoveries about earthly motion and the nature of light. All throughout his life, he remained humble about his accomplishments, once telling a friend, "If I have seen further, it is only by standing on the shoulders of giants."

Great efforts have been taken over the centuries to preserve Newton's original writings. Today they are stored in the archives of Cambridge University, in Cambridge, England.

COMPREHENSION | LESSON 12

Compare and Contrast: Your Turn to Write

Directions: Write a paragraph in which you state similarities and differences between the passages "Sir Isaac Newton and Gravity" and "How Newton Discovered Gravity." Include at least two similarities and two differences in your paragraph. 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 "Sir Isaac Newton and Gravity" and "How Newton Discovered Gravity" are both about Sir Isaac Newton. Both mention that he is considered one of the greatest minds in history and that he composed his Universal Theory of Gravity in 1666. Both passages say that Newton noticed that falling objects accelerate. Since "Sir Isaac Newton and Gravity" is expository, it has a central idea and supporting details. It includes facts that describe Newton and his discovery. For example, Newton lived from 1643 to 1727, he never married, and the story of an apple falling on his head is most likely not true. "How Newton Discovered Gravity" is fiction, so it tells a story about Newton and his friends named Pratfall and Epicfail. Newton started thinking about gravity when an apple hit him on the head and caused a bump. He developed his Universal Law of Gravity in his study on the same day the apple hit him.

VOCABULARY | LESSON 12

Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "How Newton Discovered Gravity."

- bickering
Answers will vary.
- planetary
Answers will vary.
- orchard
Answers will vary.
- tension
Answers will vary.
- universal
Answers will vary.

Directions: Write an analogy for the vocabulary word accelerate.

Answers will vary.

LESSON OBJECTIVES

Word Study	Apply knowledge of word roots to read unfamiliar multisyllabic words in context and out of context. Use understanding of word roots as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify cause-and-effect relationships in text. Analyze the organization and development of ideas in a text.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. Use a glossary to determine the meaning of content vocabulary words.

Word Study 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

Word Study

Root: The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. These roots are reviewed in this lesson: arch (first, original, rule), aud (hear), man/manu (hand), mater/matri (mother), min (small, less), miss/mit (send or let go), pater/patri (father), scribe/scrip (write), and tract (pull, draw, or gather).

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

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Comprehension

Cause-and-Effect Relationship: A cause is the reason something happens. The effect is something that happens as a result of the cause. The clue word because may signal a cause. The clue word so signals an effect. Other words and phrases that signal cause and effect are: as a result, due to, for this reason, if, then, since, therefore, thus.

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

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 with roots. We will also practice reading a passage quickly and easily. Then, we will talk about cause-and-effect relationships. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying words and talking about roots.

What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be parts that cannot stand alone.)

Remember that by adding a prefix, a suffix, or both, to a root, you can create a new word. And if you know the meaning of a root, you can often figure out the meaning of an unknown word.

B) Skill Introduction

Today we are going to read words that contain roots we have studied. Turn to the Lesson 25 Word Study page in your workbook. Let's review the roots and their meanings at the top of the page.

NOTE: Read the roots aloud and review their meanings.

Direct Skill Instruction and Guided Practice

10 minutes

Let's work with some of these roots. Listen to this sentence: Please don't distract me by singing while I am trying to focus on my homework.

Which word contains a familiar root? (distract)

What is the root? (tract)

What does the root mean? (pull or draw)

Which words in the sentence provide clues to the meaning of the word? (singing while I am trying to focus on my homework)

What do you think distract means? (to pull or draw away someone's attention)

Great! You used what you know about the root and the context clues in the sentence to define the word.

Let's try another: The new clinic will provide maternal care to new mothers and their babies.

Which word contains a familiar root? (maternal)

What is the root? (mater)

What does the root mean? (mother)

Which words in the sentence provide clues to the meaning of the word? (new mothers and their babies)

What do you think maternal means? (relating to a mother)

I am going to write some words on the dry-erase board. We will read each word together. I want you to write the root from each word on your dry-erase board. Then, we will use what we know about the root to figure out the meaning of the word.

NOTE: Write the following words on the dry-erase board. Read the words, one at a time. Students should write the root on the dry-erase board. Then, discuss the correct answer, as well as the definition of the word.

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WORD	CORRECT RESPONSE
<i>emit</i>	mit; to let something out
<i>paternity</i>	pater; the state of being someone's father
<i>manuscript</i>	scrip; a piece of writing, a book
<i>anarchy</i>	arch; a society without a leader or ruler
<i>auditorium</i>	aud; a large room where people gather to listen to a performance
<i>miniature</i>	min; something of a much smaller size than normal

Independent Practice

5 minutes

Now it's your turn to complete the Lesson 25 Word Study 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 may write definitions for some of the words they circled. Students may write the definitions at the bottom of the page.

Differentiation ↓

Review the roots and meanings together. Read the first sentence together and model how to find the word with the root, as well as the context clues that help define the word. Then, encourage students to work independently to complete the page. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency. When we are fluent readers, 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 25 Fluency passage, "Lawns, Then and Now," 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 paragraph of the passage aloud to students, modeling appropriate speed and expression.

C) Read Aloud

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

D) Fluency Follow-up

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

E) Word Study Application

Now, I want you to locate a word in your fluency passage that has one of the roots we reviewed today. Let's use what we know to read the word.

NOTE: Have the students find the word manual. Students may underline or circle the word in the passage.

COMPREHENSION

Introduction

3 minutes

Introduce Skill in Isolation

Now let's turn our attention to reading for comprehension and skills that will help us understand what we read.

Today, we will be talking about the structure of nonfiction passages, and we will be focusing on cause-and-effect relationships. Let's review what we know.

How might an author organize a nonfiction passage? (by using chronology, comparison, cause-and-effect relationships, problem and solution, headings)

What is a cause? (the reason why something happens)

What is an effect? (what happens as a result of a cause)

Direct Skill Instruction

10 minutes

We already know that when writing a nonfiction selection, an author organizes his or her work using a structure that helps readers comprehend the text. For example, an author can use chronology, which means the events are presented in the order in which they occur. An author might use comparison, explaining the similarities and differences between people, ideas, or events. An author can use cause-and-effect relationships to demonstrate the reason something happens and the result of what happens. An author can also use a problem and solution structure, discussing what is wrong and how to fix it. Headings also help with the structure of a passage.

A well-organized passage will enable the reader to understand the development of ideas and how they relate to each other.

A nonfiction writer is likely to use cause and effect to make a point or to make related information understandable by linking it together. Sometimes, key

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words and phrases indicate a cause-and-effect relationship. Some of those words and phrases include: as a result, because, due to, for this reason, if, then, since, so, therefore, and thus.

If we can identify cause-and-effect relationships when we read, we will better understand the text. We will know why things happen.

Let's take another look at our fluency passage "Lawns, Then and Now." I am going to read the passage aloud. I want you to think about the structure of the passage and focus on cause-and-effect relationships.

NOTE: Read "Lawns, Then and Now" aloud. Then, discuss the following:

How would you describe the structure of this passage? (Possible response: The author organizes the ideas using chronology because he or she traces the history of lawns. The author also uses a cause-and-effect structure.)

How does the author introduce the central idea in the first paragraph? (The author says that grass is a naturally soothing plant. Since it is soft and green, it has a simple charm. People have prized it for centuries. Lawns and parks can be found almost everywhere.)

What was the effect of intentionally keeping the areas around medieval castles free of trees? (The people who lived in those castles could see attackers coming from far away.)

What other cause-and-effect relationships did you notice in this passage? (Possible responses: Grass has a simple charm, so it's not surprising that people have prized it for centuries. At first, lawns were a luxury because it took a lot of manual labor to cut the grass. Since lawnmowers hadn't been invented yet, people had to use scythes and machetes to cut the grass. Lawns were viewed as a status symbol because only people who could afford to have many servants could keep their lawns looking nice. Thanks to lawn mowers, many people today have lawns. City living arrangements are cramped, so many local governments build and maintain public parks. Since people in cities have access to public parks, everyone around gets to experience the joy of soft, cool grass.)

What words and phrases in the passage indicate cause-and-effect relationships? (so, that way, why, since, as a result, thanks to)

How does the structure of the passage help you understand the ideas? (Possible response: It helps me understand how lawns were viewed in the past, as well as how and why they have changed over the years.)

Guided Practice

5 minutes

Let's keep these ideas in mind while we work on a Comprehension page together. Turn to the Lesson 25 Comprehension page in your workbook. We will refer to the passage as we complete the page.

Differentiation ↑

Guide students as they work on the page. After students finish the page, they should write a sentence about an additional cause-and-effect relationship from the passage. Students can write the sentence at the bottom of the page. Students can share their sentences with the group.

Differentiation ↓

Model how to complete the first item in the chart by referring back to the passage. Guide students as they complete the rest of the chart. Then, have students discuss their responses with partners before writing their answer to the question.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words from the passage we will read during our next session. This passage is about earthquakes. You may already know some of these words. When I say a word, tell me what you think it means. (Accept all reasonable responses.)

NOTE: As you say each word, write it on the dry-erase board.

widespread

implausible

collide

massive

trigger

blockage

B) Content Word Introduction

I am going to read some sentences about next session's passage that include our vocabulary words. I want you to tell me what you think each word means, based on the context of the sentence. Remember, when you use the context of a sentence, you use what you know about other words in the sentence to figure out the meaning of an unknown word.

NOTE: Say each of the following sentences, one at a time. Point to the vocabulary word on the dry-erase board as you say the sentence. Have the students tell you what they think the word means. Then, move on to the next sentence.

An earthquake is the name given to any widespread shaking of the ground.

What do you think widespread means? (Accept all reasonable responses.)

For centuries, people didn't know what caused earthquakes, so they relied on myths and legends that sound implausible to us today.

What do you think implausible means? (Accept all reasonable responses.)

A remarkable amount of heat and pressure in the depths of our world causes plates to collide and rub against one another.

What do you think collide means? (Accept all reasonable responses.)

Most earthquakes create aftershocks, which are smaller quakes that can also do massive damage.

What do you think massive means? (Accept all reasonable responses.)

A large earthquake in the right place might trigger volcano eruptions.

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What do you think **trigger** means? (Accept all reasonable responses.)

In 1700, an undersea earthquake caused a landslide that created a **blockage** of the Columbia River for several years.

What do you think **blockage** means? (Accept all reasonable responses.)

Turn to the Lesson 25 Vocabulary page in your workbook. Let's work with the definitions of our new vocabulary words.

NOTE: Review the directions on the page. Provide assistance, as needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should 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 ↓

Model how to locate the first word in the Glossary. Then, encourage students to complete the page on their own. After they have completed 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 an example of a cause-and-effect relationship. (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 25 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.

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.

WORD STUDY | LESSON 25

Roots

Directions: Review the roots and their meanings in the chart. Then, read each sentence. Circle the word in the sentence that contains one of the roots. Underline the context clues in the sentence that can help define the word you circled.

ROOT	MEANING
arch	first, original, rule
aud	hear
man/manu	hand
mater/matri	mother
min	small, less
miss/mit	send or let go
pater/patri	father
scribe/scrip	write
tract	pull, draw, or gather


- The beautiful rugs at the market are **manufactured** completely **by hand**.
- What **message** did the author **inscribe** when she **signed** your book?
- If you want to be a **minimalist**, you need to live with less.
- I had to **retract** the leash **because my dog wandered too far away**.
- I was able to **listen** to the **audio** of the **speech**, but I didn't have a chance to watch the video.
- The **radio station transmitted** an emergency **message** about an approaching storm **to its listeners**.
- The **patrimony** from **Mr. Oliver** was distributed equally among **his children**.
- The **original** building's design is considered to be an **archetype** of many others in the city.
- After having a baby, a new mother** typically takes **maternity** leave from her job.

FLUENCY | LESSON 25

Lawns, Then and Now

Grass is a naturally soothing plant. Its softness and greenness give it a simple charm, so it's not surprising that people have prized it for centuries. Lawns and parks are features of life almost everywhere.

The word lawn comes from an old English word that originally meant "an opening in the woods." Over time, that same word came to refer to grassy areas that were deliberately cultivated by people. The areas around medieval castles, for instance, were intentionally kept free of trees. That way, people who lived in those castles could see attackers coming from a long way off.



Over the following centuries, the idea of lawns caught on. At first, lawns — the ones with short grass, anyway — were a luxury, enjoyed only by the wealthy. It's relatively easy to figure out why, since lawn mowers hadn't been invented yet. It took a lot of manual labor to cut the grass, using scythes and machetes, and to keep the weeds pulled. Only those who could afford to have many servants could keep their lawns looking nice. As a result, a lawn was viewed as a status symbol.

Today, thanks largely to lawn mowers, many people have lawns surrounding their homes. And even in cities, where living arrangements are often too cramped for lawns, many local governments build and maintain public parks. This ensures that everyone around gets to experience the joy of soft, cool grass.

COMPREHENSION | LESSON 25

Cause-and-Effect Relationships

Directions: Refer to the passage "Lawns, Then and Now" to complete the chart. Then, answer the question below.

CAUSE	EFFECT
Areas around medieval castles were intentionally kept free of trees.	The people who lived in the castles could see attackers coming from far away.
It took a lot of manual labor to cut the grass.	Lawns were a luxury.
Lawnmowers had not been invented yet.	People had to use scythes and machetes to cut the grass.
Only people who could afford to have many servants could keep their lawns looking nice.	Lawns were viewed as status symbols.
Lawnmowers were invented.	Many people today have lawns.

- How does the structure of the passage help you understand the ideas?
It helps me understand how lawns were viewed in the past, as well as how and why they have changed over the years.

VOCABULARY | LESSON 25

Content Vocabulary

Directions: Read the vocabulary words. Then, find each word in the Glossary and write its definition.

- widespread
distributed over a large area
- implausible
not reasonable; not probable
- collide
hit with force when moving
- massive
large in scale, amount, or degree
- trigger
cause; set off
- blockage
an obstruction that makes movement difficult or impossible