

Sample Lesson Overview: Level 8

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:

Word Study	Apply knowledge of the suffixes -al/-ial, -en, -ish, -ism, and -ize to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify the features of nonfiction text. Determine the central idea of a text and how it is conveyed through particular details.
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 bi-, ex-, for-/fore-, intra-, and non- 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 central idea, supporting details, and author's argument to compare and contrast information in two texts.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary.

Lesson Plan #3 Title: Ace it! Lesson 28

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 affixes to read unfamiliar multisyllabic words in context and out of context. Use understanding of affixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the impact of rhymes and other repetitions of sounds in a poem. Identify and analyze the meaning of figurative language. Determine how a poem's form or structure contributes to its meaning. Analyze the meaning of a poem.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies correctly. Use a glossary to determine the meaning of content vocabulary words.

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes -al/-ial, -en, -ish, -ism, and -ize to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify the features of nonfiction text. Determine the central idea of a text and how it is conveyed through particular details.
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: "Hurricane Flight," Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Highlighters

SKILL DEFINITIONS

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 -al/-ial (like or suitable for, belonging to, pertaining to), -en (made of, to make), -ish (like or similar; inclined to), -ism (state or quality of being), and -ize (to make).

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

LESSON 5

Expression: Showing feeling when reading

Comprehension

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

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 suffixes. We will also continue reading our fluency passage. Then, we will talk about the central idea and supporting details in 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 suffixes. A suffix is a letter or group of letters that can be added to the end of a word. Adding a suffix to a root word changes the meaning of the word.

Why is it important to study different suffixes? (When you see 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.)

B) Skill Review

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

LESSON 5

NOTE: Write the suffixes -al/-ial, -en, -ish, -ism, and -ize on the dry-erase board. Point to each suffix and ask students to tell you its definition: -al/-ial (like or suitable for, belonging to, pertaining to), -en (made of, to make), -ish (like or similar; inclined to), -ism (state or quality of being), and -ize (to make).

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that end with these suffixes. 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 suffixes. 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 suffix in each word, and talk about the meaning of each word.

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

Our first root word is journal.

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

On your dry-erase board, write the word we make when we add the suffix -ism to the word journal. Then, show me the word.

NOTE: Add the suffix -ism to the word journal on the dry-erase board.

Let's read the word together: journalism.

What does this new word mean? (the state of being in the activity or profession of writing for newspapers, magazines, or news websites)

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

Our next root word is industry.

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

On your dry-erase board, write the word we make when we add the suffix -ial to the word industry. You will need to drop a letter to create this new word.

Show me the word when you are done.

NOTE: Add the suffix -ial to the word industry on the dry-erase board, dropping the final y in industry.

Let's read the word together: industrial.

What does this new word mean? (pertaining to industry)

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

Our final root word is apology.

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

I want you to add a suffix to this root word to make a new word that means "to make an apology." On your dry-erase board, write the new word. You will need to drop a letter to create this new word.

Show me the word when you are done.

NOTE: Add the suffix -ize to the word apology on the dry-erase board, dropping the final y in apology.

Let's read the word together: apologize.

LESSON 5

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

Independent Practice

5 minutes

Turn to the Lesson 5 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.

NOTE: Remind students that they may need to drop or change letters to create some of the words.

Differentiation ↑

When students have completed the page, they should write definitions for some of the new words. Have them write the definitions at the bottom of the page.

Differentiation ↓

Review the suffixes in the chart. Remind students that sometimes, letters need to be dropped before adding a suffix. Create the first word together. Talk about the definition of the new word and have students work with partners to write a sentence for the new word. Then, 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.

B) Reread Fluency Passage

In your workbook, turn to the Lesson 5 Fluency passage, "What Causes Hurricanes?"

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 the central idea and supporting details of nonfiction text.

What is nonfiction text? (Nonfiction text tells facts and explains a topic, such as a real 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. Nonfiction selections often include features that help the reader understand the text, such as headings, captions, graphs, maps, tables, and diagrams.)

Let's review what you know about the central idea of a text. (The central idea is the most important idea of a text.)

What are the supporting details in a text? (Supporting details give more information about the central idea.)

Identifying the central idea and looking for the supporting details will help you get a better understanding of what you are reading.

B) Introduce Text Selection (Anthology)

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

Use the Table of Contents to find "Hurricane Flight" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to think about the central idea and supporting details.

Strategies

10 minutes

NOTE: Read the first two paragraphs aloud.

Now, it's your turn to read the rest of the passage silently to yourselves. While you are reading, think about the central idea and supporting details. You may use your dry-erase board to write some of your ideas.

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

LESSON 5

What makes this passage nonfiction? (Possible responses: The passage contains facts about hurricanes and the people who study them. The author explains how real people study hurricanes. The author gives information about hurricanes. The author explains how to make your own hurricane eye and eyewall.)

Let's talk about the central idea and supporting details in this passage.

NOTE: Encourage students to refer to the ideas on their dry-erase boards as you discuss the central idea and supporting details.

What is the central idea of this passage? (Possible response: This passage is about how scientists study hurricanes and what they have learned about hurricanes.)

What are some of the details that support the central idea? (Possible responses: A crew of hurricane hunters, who are weather scientists, fly planes directly into hurricanes to study them. The ride is bumpy and noisy until the plane reaches the eye, where it is quiet and calm. They release a disposable transmitter that will send information about the storm. Flights such as these help scientists understand hurricanes. Hurricanes can do a lot of damage. They can knock down trees, break windows, and take roofs off houses. The most dangerous destruction is flooding, which claims lives and causes damage in coastal cities. Since scientists have learned a lot about hurricanes, they can give warnings in advance, which saves many lives. Scientists don't know why hurricanes start, but they do know that hurricanes start over warm water. When the winds strengthen, the storm is called a hurricane. Once it is on land and is no longer over warm water, the hurricane loses its strength.)

Why do you think the author includes the activity at the end of the passage? (Possible responses: to give the reader a better understanding of the eye of a hurricane; to allow the reader to actually see what the eye of a hurricane looks like)

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 5 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.

Differentiation ↑

Guide students as they answer the questions. When students finish the page, have them work with partners to discuss features the author could add to the passage that might be helpful to the reader. Encourage students to write their ideas at the bottom of the page.

Differentiation ↓

Guide students as they answer the questions. Direct the students to refer back to the passage and to find words or phrases that will help them respond to the first question. Then, have students refer to their dry-erase boards as they write important supporting details in the passage. While they are writing, students may share their ideas with partners.

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: extravaganzas, stupendous, dense, churns, cylindrical, tide. Read each word aloud together.

B) Guided Practice

First, I want you to find the words churns, cylindrical, and tide in the Glossary.

NOTE: Have students find the words and then share with the group. Discuss the meaning of each word.

Now, I want you to show me thumbs up if I use a vocabulary word correctly in a sentence. Show me thumbs down if I do not use it correctly.

NOTE: Discuss each response, as well as the correct way to use each word, before saying the next sentence.

It would take a stupendous amount of money to fix the neglected, run-down playground. (thumbs up)

The dense fog made it challenging to see the other cars on the road. (thumbs up)

The boring shows were extravaganzas, so they were barely able to sell any tickets. (thumbs down)

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, 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 question aloud and model how to answer it by thinking aloud about the meanings of the vocabulary words. Assist students as they complete rest of the page. 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 5

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Turn to your partner and tell each other a word that ends with the suffix -al/-ial, -en, -ish, -ism, and -ize. Then, we will share the words together. (Possible responses include: coastal, weaken, childish, realism, socialize, 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.

WORD STUDY | LESSON 5

Suffixes

Directions: Review the suffixes and their meanings. Create a new word for each root word and suffix. Then, write a sentence for each new word.

SUFFIX	MEANING
-al/-ial	like or suitable for, belonging to, pertaining to
-en	made of, to make
-ish	like or similar; inclined to
-ism	state or quality of being
-ize	to make

- globe + al = **global**
Responses will vary, but sentence should show an understanding of the word global.
- wide + en = **widen**
Responses will vary, but sentence should show an understanding of the word widen.
- fool + ish = **foolish**
Responses will vary, but sentence should show an understanding of the word foolish.
- magnet + ism = **magnetism**
Responses will vary, but sentence should show an understanding of the word magnetism.
- custom + ize = **customize**
Responses will vary, but sentence should show an understanding of the word customize.

FLUENCY | LESSON 5


What Causes Hurricanes?

Hurricanes are some of the most dangerous weather events that occur on Earth. But do you know how they form? What about the devastating effects they can have?

Hurricanes begin as tropical storms that form in areas where the weather is balmy, and the water temperature is higher than 80 degrees Fahrenheit (27° C). As warm, humid air rises, it cools, and the moisture condenses to form clouds and raindrops. Heat energy is released in this process, as the cold atmosphere cools the warm water quickly. This culminates in an area of low pressure. To create the spiral effect of a tropical storm, it is imperative that the wind is blowing at the same speed and in the same direction. Otherwise, the process only creates rain. In addition, wind speeds must exceed 73 miles per hour (117 kmh) for a tropical storm to be upgraded to a hurricane.

The Coriolis effect, a deflection of air that happens as air moves from high to low pressure, is a result of Earth's rotation. This force causes a further increase in wind speed. Once the storm has formed, it travels about 10 to 20 miles per hour (16 to 32 kmh) and can last for as long as a week.

Smaller storms, known as feeder storms, can form around the outside of a hurricane. These feeder storms gain power as the hurricane moves. The center of a hurricane is known as its eye. This is the calmest part of the hurricane. The strongest part of the hurricane is outside the eye. The sustained winds outside of the eye give a hurricane its brutal force.



Tropical storms usually occur in late summer and fall, when oceans are at their warmest. A hurricane causes a large mound of water to form at its center that is pulled up by the force of the storm's wind. When the hurricane reaches land, it dumps that water on the shore, which causes devastating floods. The water usually causes more damage than the winds, even to durable structures. When a hurricane makes landfall, it loses the tropical moisture, which is the fuel that feeds the storm. A hurricane will eventually weaken as it moves over land, so people farther inland may see only strong thunderstorms that do much less damage than is experienced along coasts.

COMPREHENSION | LESSON 5

Central Idea and Supporting Details

Directions: Refer to the passage "Hurricane Flight" as you complete this page. Write your answers in complete sentences.

- What is the central idea of this passage?
This passage is about how scientists study hurricanes and what they have learned about hurricanes.
- List the important supporting details from this passage.
Weather scientists fly directly into hurricanes so they can understand them.
The ride is bumpy and noisy until the plane reaches the eye, where it is quiet and calm.
They release a disposable transmitter that will send information about the storm.
Hurricanes can do a lot of damage, including flooding.
Since scientists have learned a lot about hurricanes, they can give warnings in advance, which saves many lives.
Scientists don't know why hurricanes start, but they do know that hurricanes start over warm water.
Once it is on land and is no longer over warm water, the hurricane loses its strength.

VOCABULARY | LESSON 5

Content Vocabulary

Directions: Answer each question with a vocabulary word from the box below. You may refer to the Glossary, if needed.

tide	stupendous	extravaganzas
dense	cylindrical	churns

- Which word can be used when something moves about vigorously?
churns
- Which word describes something that is amazingly large or great?
stupendous
- Which word describes something that has straight parallel sides and a circular or oval cross-section?
cylindrical
- What is the regular rising or falling of the ocean?
tide
- What are spectacular shows or events?
extravaganzas
- Which word describes something that is difficult to see through?
dense

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes <i>bi-</i> , <i>ex-</i> , <i>for-/fore-</i> , <i>intra-</i> , and <i>non-</i> 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 central idea, supporting details, and author's argument to compare and contrast information in two texts.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary.

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: "Birds Are Dinosaurs"*
- 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 bi- (two), ex- (out, away from), for-/fore- (before, in front of), intra- (within, inside), and non- (not).

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.

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

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

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

Author's Point of View, Argument, or Claim: The author's stated opinion or belief; what the author wants the reader to agree with. The author may use facts to support the claim, such as statistics, studies, and reports. The author may also use opinions to support the claim, such as those from experts or from personal experience. The reader should evaluate the claim and decide if it is convincing.

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

Denotation: The literal meaning, or dictionary definition, of a word. For example, the denotation of the word home is "a house, apartment, or other shelter."

Connotation: A word's secondary meaning; the feeling or image created by the word. A word can have a positive or a negative connotation. For example, the connotation of the word home can be positive because it brings to mind feelings of warmth and safety.

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 bi-, ex-, for-/fore-, intra-, and non- on the dry-erase board.

What do these prefixes mean? (bi-: two; ex-: out, away from; for-/fore-: before, in front of; intra-: within, inside; non-: not)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. As you know, 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: bipedal.

This word from "Birds Are Dinosaurs" contains a prefix we studied.

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

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? (one)

Since the prefix bi- has one vowel sound, we do not need to divide it further. This is the first syllable in the word.

NOTE: Write the syllable bi on an index card.

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 one consonant between two vowels. When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant. If the first vowel sound is long, divide the word before the consonant. In this case, the first vowel sound is short, so we will divide after the consonant.

NOTE: Write the following syllables on index cards: ped, al.

Let's read each part of the word together: bi/ped/al.

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

Let's try another word.

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

LESSON 12

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: fore/shad/owed. This word has the prefix fore-, which has one vowel sound. We do not need to divide the prefix further. There is a consonant between two vowels. Since the first vowel sound is short, we divide the word after the consonant: shad/owed. The inflectional ending -ed does not add a syllable, since the root does not end with the letters d or t.)

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: fore/shad/owed.

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 foreshadowed. There are three syllables in this word.

Let's work with one more word.

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

Write this word on your dry-erase board and use the rules you know to 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: non/con/form/ist. This word has the prefix non-, which has one vowel sound. We do not need to divide the prefix further. There are two consonants between two vowels, so we should divide the word between the two consonants. We will not split the consonants r and m, but we will divide the word after that, since there is one more vowel sound: con/form/ist.)

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: non/con/form/ist.

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 nonconformist. 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 “Birds Are Not Dinosaurs!” 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, “Birds Are Not Dinosaurs!” 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 central idea, supporting details, and author’s argument. We are also going to show that we know how to compare and contrast two passages with similar topics.

B) Review Skill

Tell me what you have learned about central idea, supporting details, and author’s argument. (The central idea is the most important idea of a text. Supporting details give more information about the central idea. An author’s claim or argument is his or her stated opinion or belief. An author presents reasons and evidence to support

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that claim and tries to get the reader to agree. It is the reader's job to evaluate the author's claim and decide if it is convincing. The reader should think about whether the argument is supported with enough valid evidence that is accurate and appropriate.)

After we read today, we will compare and contrast "Birds Are Not Dinosaurs!" with "Birds Are Dinosaurs." 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 "Birds Are Dinosaurs." As you read, continue thinking about the central idea, supporting details, and author's argument, 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 "Birds Are Not Dinosaurs!" and "Birds Are Dinosaurs." 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 mention the two opinions about the relationship between birds and dinosaurs. Both passages talk about the dinosaur fossil with feathers that was discovered in the 1860s. According to both passages, birds evolved long ago. Both passages state that birds and dinosaurs share some characteristics.)

What differences did you notice? (Possible responses: "Birds Are Not Dinosaurs!" discusses the work of Professor Alan Feduccia. Birds are not dinosaurs. Dinosaurs died out, and birds evolved later. Birds have stronger muscles for wings than dinosaurs did. None of the similarities between birds and dinosaurs proves that they are related. "Birds Are Dinosaurs" gives many reasons why birds and dinosaurs could be related. Some dinosaurs had feathers. Dinosaurs evolved into birds. Fossils from China showed that dinosaurs' feet were similar to modern birds' feet, and they showed that dinosaurs had similar lung structures to birds. Soft tissue found in the leg bone of a Tyrannosaurus rex fossil shows a very close resemblance to modern bird tissue. Research to further relate the DNA of dinosaurs and birds is ongoing.)

How would you evaluate the arguments presented in the two passages?

(Possible responses: In the passage "Birds Are Not Dinosaurs!" the author begins by

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stating that some scientists believe birds are dinosaurs. Then, he or she spends the rest of the passage discussing Professor Feduccia’s findings. By ending with this side of the argument, the author effectively makes a point that will stick with the reader. In the passage “Birds Are Dinosaurs,” the author devotes almost the entire passage to presenting evidence that shows that birds and dinosaurs are related. Since a lot of evidence is presented, it is a strong argument. It might be helpful to include more information about the other side of the argument so that the reader can make an informed decision.)

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 “Birds Are Dinosaurs.”

NOTE: Write the vocabulary words on the dry-erase board: controversial, passionate, preserved, speculate, diligent, irrelevant. Read each word aloud together.

I want you to work with a partner to review the denotation of each word.

NOTE: Allow two minutes for partners to review the words.

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. 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
ex / port / ed	3
fore / see	2
bi / week / ly	3
in / tra / state	3
non / tox / ic	3
fore / front	2
non / in / va / sive	4
bi / lat / er / al	4


FLUENCY | LESSON 12



Birds Are Not Dinosaurs!

Some scientists believe that birds are actually dinosaurs. They think that fossil discoveries in China are the evidence that prove this theory. During an excavation in the 1860s, scientists discovered the fossils of a dinosaur that had impressions of what appeared to be feathers left in the rock around its bones. It was the first time that the similarities between birds and dinosaurs were apparent. The scientists decided that since this dinosaur had feathers, it must be an ancestor of modern birds.

Fortunately, Alan Feduccia (Fe-dooch-a), a biology professor who specializes in birds, disagrees. In 1996, Feduccia studied a bird that lived around the same time as dinosaurs. This bird did not have dinosaur features; it had a lighter breastbone like modern birds, and it had bigger flight muscles so it could fly.

Because of his studies, Feduccia decided that dinosaurs and birds were not as closely related as others had believed. He believes that the ancestors to modern birds evolved after the dinosaurs had died out. This is the "big bang theory" of birds, meaning that they showed up in the world suddenly and weren't descendants of dinosaurs at all. Feduccia does not believe that any of the evidence showing similarities between birds and dinosaurs proves that the two were related.





COMPREHENSION | LESSON 12

Compare and Contrast: Your Turn to Write

Directions: Write a paragraph in which you state similarities and differences between the passages "Birds Are Not Dinosaurs!" and "Birds Are Dinosaurs." Include at least two similarities and two differences in your paragraph, as well as an evaluation of the authors' arguments. 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 "Birds Are Not Dinosaurs!" and "Birds Are Dinosaurs" are about whether birds and dinosaurs are related. According to both passages, birds evolved long ago, and they share some characteristics with dinosaurs. In "Birds Are Not Dinosaurs!" the author presents evidence from the work of Professor Alan Feduccia. Feduccia says that dinosaurs died out, and birds evolved later. None of the similarities between birds and dinosaurs proves that they are related. The author begins by stating that some scientists believe birds are dinosaurs, but the rest of the passage discusses Professor Feduccia's findings. By ending with this side of the argument, the author makes a point that will stick with the reader. The author of "Birds Are Dinosaurs" presents evidence that dinosaurs evolved into birds. Fossils found in China showed that dinosaurs' feet were similar to modern birds' feet, and they showed that dinosaurs had similar lung structures to birds. Soft tissue found in the leg bone of a Tyrannosaurus rex fossil showed a very close resemblance to modern bird tissue. The author makes a strong argument by devoting almost the entire passage to presenting evidence of a relationship. It might be helpful for both authors to include more information about the other side of the argument so that the reader can make an informed decision.

VOCABULARY | LESSON 12


Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "Birds Are Dinosaurs."

- controversial
Answers will vary.
- preserved
Answers will vary.
- speculate
Answers will vary.
- irrelevant
Answers will vary.

Directions: Write a sentence that tells the connotation of each vocabulary word below.

- passionate
Answers will vary.
- diligent
Answers will vary.

LESSON OBJECTIVES

Word Study	Apply knowledge of affixes to read unfamiliar multisyllabic words in context and out of context. Use understanding of affixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the impact of rhymes and other repetitions of sounds in a poem. Identify and analyze the meaning of figurative language. Determine how a poem's form or structure contributes to its meaning. Analyze the meaning of a poem.
Vocabulary	Determine the meaning of content words used in text. Evaluate the relationships between words to complete analogies correctly. 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

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 ab- (from, away), anti- (against; opposed to), bi- (two), con- (together, with, jointly), dis- (not or opposite of), ex- (out, away from), for-/fore- (before, in front of), im- (the absence of; not), in- (not), intra- (within, inside), inter- (among or between), mis- (wrongly, badly), non- (not), trans- (over, across, beyond), and uni- (single, one).

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.

LESSON 28

Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -able/-ible (capable of, full of, causing), -al/-ial (like or suitable for, belonging to, pertaining to), -en (made of, to make), -ian (person who), -ion/-sion/-tion (state of being), -ious/-ous (possessing; full of), -ish (like or similar; inclined to), -ism (state or quality of being), -ist (one who is, does, or uses), -ity (quality or state of being), -ive (inclined to), -ize (to make), -ment (state or condition of being), -ness (state, condition, quality of), and -ship (state or condition).

Affix: a word part (prefix or suffix) that can be added to the beginning or end of a word or root

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

Poem: A literary form that usually has a rhythm (or beat), often rhymes, and is usually written in short phrases. Poets use descriptive words to create a feeling or image in the reader's mind. Poems are divided into lines. A stanza is a group of lines that make up a section of the poem (similar to a paragraph). The lines of a poem may or may not be written in complete sentences.

Figurative Language: Language used by writers to create vivid images, such as simile, metaphor, personification, alliteration, and onomatopoeia

Simile: Compares things directly. Similes use the words like, as, or than. For example: She is smarter than a computer.

Metaphor: Compares things by making one similar thing stand in for another. Metaphors usually use words like is or was. For example: She is a rock.

Personification: Giving human qualities to something that is not human. For example: The stoplight glared at us.

Alliteration: The repetition of beginning consonant sounds to add a musical or rhythmic feeling to the text. For example: The stealthy snake slithered silently toward its prey.

Onomatopoeia: A word that imitates the sound it represents. For example: The car screeched to a halt.

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.

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 affixes. We will also practice reading a passage quickly and easily. Then, we will talk about the structure and meaning of a poem. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin with word study and review parts of words. We know that a prefix can be added to the beginning of a word or root. A suffix can be added to the end of a word or root. Together, prefixes and suffixes are known as affixes. An affix is a word part that can be added to the beginning or end of a word or root.

B) Skill Introduction

Today we are going to read words that contain affixes we have studied. Turn to the Affixes and Roots page at the back of your workbook. I want you and a partner to take a few moments to review the affixes on the page.

NOTE: Assign each student a partner. Allow two minutes to briefly review the affixes and their meanings.

Direct Skill Instruction and Guided Practice

10 minutes

Now let's practice identifying affixes. I am going to write words on the dry-erase board. We will read each word together. I want you to write the prefix or suffix from each word on your dry-erase board. Then, we will use what we know about the affix 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 affix on their dry-erase boards. Then, discuss the correct answer, as well as the definition of the word.

LESSON 28

WORD	CORRECT RESPONSE
<i>believable</i>	able; capable of being believed
<i>inconclusive</i>	in; not conclusive
<i>criticism</i>	ism; the act of passing judgment
<i>intersection</i>	inter; the space between two roads
<i>antisocial</i>	anti; against being social
<i>championship</i>	ship; the state of being a champion
<i>transcultural</i>	trans; across cultures
<i>possibility</i>	ity; state of being possible

Let's work with more affixes. Listen to this sentence: My homework is incomplete because I misunderstood the due date.

Which words contain a familiar prefix or suffix? (incomplete; misunderstood)

What are the affixes and their meanings? (in-: not; mis-: wrongly, badly)

What do you think incomplete means? (not complete)

What do you think misunderstood means? (wrongly understood)

Let's try another sentence: If I have one weakness, it is that I dislike trying new foods.

Which words contain a familiar prefix or suffix? (weakness; dislike)

What are the affixes and their meanings? (-ness: state, condition, quality of; dis-: not or opposite of)

What do you think weakness means? (quality of being weak)

What do you think dislike means? (not like)

Independent Practice

5 minutes

Now it's your turn to complete the Lesson 28 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 another word in a sentence. Students may write the sentence at the bottom of the page.

Differentiation ↓

Read the first root and model how to find the correct affix. Remind students to consider whether they are looking for a prefix or a suffix before choosing one to complete each word. Also remind students to use the definition as they complete each word. Have students cross off each affix as it is used. Provide assistance to students, as needed. Allow students to work with partners to complete the second part of the page.

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.

Turn to the Lesson 28 Fluency passage, "Seasons," in your workbook.

B) Modeling

I will begin reading first, and then I will ask you to read with me. Since this is a poem, pay attention to the rhythm of the words.

NOTE: Orient students to the page and introduce the poem. Read the first two stanzas of the poem aloud to students, modeling appropriate speed and expression.

C) Read Aloud

NOTE: Invite students to join you in reading aloud the rest of the poem. 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 poem 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 two words in the poem that contain affixes we reviewed today. Let's use what we know to read the words.

NOTE: Have the students find the words sparseness and protective. Students may underline or circle the words in the poem.

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 focusing on a poem.

What do you know about poems? (Possible responses: have rhyming words; have rhythm; use figurative language; written in short lines; have stanzas instead of paragraphs; not always in complete sentences)

A poem is a literary form that usually has a rhythm or beat. Poems often rhyme, and they are usually written in short phrases.

LESSON 28

Direct Skill Instruction

10 minutes

Authors of poems express their thoughts and emotions by using colorful language to create images in readers' minds.

The ideas in a poem are compressed into short lines, usually with a capital letter at the beginning of each line. The lines of a poem are often joined together in a stanza, just as sentences are part of a paragraph. A stanza can contain enough lines to fill a page, or it could be as short as two lines.

Poems usually have a particular rhythm. The rhythm of a poem is determined by syllables, or word beats, that are easy to identify when the poem is spoken aloud. Sometimes the last word in a line of poetry will rhyme with the last word in another line. The rhyming words may appear at the ends of consecutive or alternating lines. It is important to note that not all poems rhyme.

Authors want to make their writing interesting for the reader, so they use figurative language, which includes words and phrases that appeal to the reader's senses and paint vivid word pictures. Examples of figurative language are simile, metaphor, personification, alliteration, and onomatopoeia.

NOTE: It may be necessary to explain each example in detail.

A simile uses the words like, as, or than to compares things directly. Here's an example: She is smarter than a computer.

A metaphor compares things by making one similar thing stand in for another. Metaphors usually use the words is or was. Here's an example: She is a rock.

Personification gives human qualities to something that is not human. Here's an example: The stoplight glared at us.

Alliteration is the repetition of beginning consonant sounds to add a musical or rhythmic feeling to the text. Here's an example: The stealthy snake slithered silently toward its prey.

Onomatopoeia is a word that imitates the sound it represents. Here's an example: The car screeched to a halt.

Let's take another look at our fluency passage "Seasons." I am going to read the poem aloud. I want you to think about the structure of the poem. Focus on examples of figurative language in the poem. I also want you to think about what the poem means.

NOTE: Read "Seasons" aloud. Then, discuss the following:

What can you tell me about the structure of this poem? (Possible responses: It has rhythm, but it does not rhyme. It has short lines and stanzas. There are four stanzas in the poem. Some lines begin with capital letters.)

What examples of figurative language did you notice? (Simile: Spring blooms like a desert flower, Like embers aflame, Summer's sun scorches Spring's rain; Metaphor: the sun, a finely cut diamond; Personification: whispering wind, open arms, embraces, with a fake smile, adorns itself; Alliteration: whispering wind whisks, Summer's sun scorches Spring's rain, coat of clouds, rustle and reflect; Onomatopoeia: rustle)

Explain the meaning of one of the similes or metaphors in the poem. (Accept all reasonable responses.)

Can you think of some examples of onomatopoeia that would describe the sound of wind or the sound of rain? (Possible responses: whoosh, whir; pitter-patter, drip, drop)

What is this poem about? (Possible response: The poem describes weather conditions and characteristics of each of the four seasons.)

How does the structure of the poem, including the figurative language, contribute to its meaning? (Possible responses: The lines are short and rhythmic, and each stanza contains two sentences. This structure helps the poem flow, similar to how seasons flow from one to the next. The poem is filled with figurative language, which provides vivid images of each season.)

Guided Practice

5 minutes

Let's keep these ideas in mind while we work on a Comprehension page together. Turn to the Lesson 28 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 about other examples of figurative language in the poem. Students can write the examples at the bottom of the page.

Differentiation ↓

Have students discuss their thoughts with partners before writing their responses. Guide students as they complete the page.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words that will help you understand the passage we will read during our next session.

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.

vales

glance

sprightly

jocund

bliss

solitude

B) Content Word Introduction

Let's talk about the definition of each vocabulary word.

NOTE: Say each word and its meaning aloud.

vales: valleys

LESSON 28

glance: a brief, short, or quick look

sprightly: lively; full of energy

jocund: cheerful; merry; lighthearted

bliss: great joy

solitude: the state or situation of being alone

Understanding how words relate to each other can give you a better grasp of their meanings. An analogy is 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, and categories. They can even show descriptions or cause-and-effect relationships.

Here is an example: hot is to cold as big is to little. Sometimes, you might see an analogy written this way:

NOTE: On the dry-erase board, write "hot : cold :: big : little."

The single colon means "is to." The double colon means "as."

Think about the words hot and cold. Think about the words big and little. How are these words related? (They are opposites or antonyms.)

Let's try an analogy that can be completed with one of our vocabulary words.

Wonderful is to marvelous as energetic is to _____.

What is the relationship between the first pair of words, wonderful and marvelous? (They are synonyms, so they have similar meanings.)

What vocabulary word is a synonym for energetic? (sprightly)

So, wonderful is to marvelous as energetic is to sprightly.

We will do more work with analogies in our next lesson.

Turn to the Lesson 28 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. What can you tell me about poetry?

(The ideas in a poem are compressed into short lines, usually with a capital letter at the

LESSON 28

beginning of each line. The lines of a poem are often joined together in stanzas, which are similar to paragraphs. Poems usually have a particular rhythm. Sometimes, poems have rhyming words. Poets use figurative language to appeal to the reader's senses and paint vivid word pictures.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 28 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

LESSON 28

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

WORD STUDY | LESSON 28

Affixes

Directions: Choose one of the prefixes or suffixes from the chart to add to each root below. Use the definitions in parentheses to help you. Each affix is used only once. Refer to the list of affixes and their meanings at the back of the workbook, if needed.

trans-	uni-	fore-
-able	-ist	-ity

1. **uni** cycle (a cycle with one wheel)
2. nutrition **ist** (one who studies nutrition)
3. **trans** mit (to send across)
4. creativ **ity** (the quality of being creative)
5. comfort **able** (full of comfort)
6. **fore** see (to be aware of beforehand)

Directions: Choose two of the words you formed and write sentences for each below.

1. **Answers will vary.**
2. **Answers will vary.**

FLUENCY | LESSON 28


Seasons

Snow reflects
the radiance of the sun,
a finely cut diamond;
The whispering wind whisks
hints of Winter's mysteries.

Spring blooms like a desert flower,
from the sparseness
of Winter's bare limbs;
With open arms she
embraces yesterday's leaf,
bird, and flower.

Like embers aflame,
Summer's sun scorches Spring's rain.
Rays stretch for light years
—welcoming, but often
with a fake smile.

Autumn sun adorns itself
in a protective coat of clouds;
Tree leaves rustle and reflect
the multifaceted colors
of the human life cycle.



COMPREHENSION | LESSON 28

Poetry

Directions: Refer to the poem "Seasons" as you complete this page.

1. Describe the structure of this poem.
The poem has rhythm, short lines, and stanzas, but it does not rhyme. There are four stanzas in the poem. Some lines begin with capital letters.
2. Write an example of personification in this poem.
With open arms she embraces yesterday's leaf, bird, and flower.
3. Write an example of alliteration in this poem.
whispering wind whisks
4. What is this poem about?
The poem describes weather conditions and characteristics of each of the four seasons.
5. How does the structure of the poem, as well as the figurative language, contribute to its meaning?
The lines are short and rhythmic, and each stanza contains two sentences. This structure helps the poem flow, similar to how seasons flow from one to the next. The poem is filled with figurative language, which provides vivid images of each season.

VOCABULARY | LESSON 28

Content Vocabulary

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

1. vales
valleys
2. glance
a brief, short, or quick look
3. sprightly
lively; full of energy
4. jocund
cheerful; merry; lighthearted
5. bliss
great joy
6. solitude
the state or situation of being alone