



SRA
**Open
Court
Reading**

**Foundational Skills Kit
Teacher's Guide**

Grade 3

**Mc
Graw
Hill
Education**

MHEonline.com



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LAYING THE FOUNDATION

Before students can learn the sound/spelling relationships that constitute written language, they need to understand how individual sounds, or phonemes, work together to create spoken language. This awareness of how the system works—phonemic awareness—is the first piece of the foundation students need in order to go on to the next step. *SRA Open Court Reading Foundational Skills Kits* help teachers and students build this structure before moving on to assigning written symbols to sounds.

Written English is not perfectly regular, but a more or less predictable association exists between the sounds of the spoken language and the letters in the written language. The alphabetic principle that translates spoken sounds into written language permits us to represent thousands of words with just a few symbols. Learning these sound/symbol relationships enables students to decode most of the words in the English language instead of learning each word individually.

SRA Open Court Reading Foundational Skills Kits help students learn these sound/symbol correspondences by:

- teaching letter knowledge and phonemic awareness in Kindergarten.
- introducing sound/spellings in Grade 1.
- providing explicit instruction in blending all the sounds into words.
- building fluency, the key to comprehension, through the use of decodable books.
- offering a systematic review of all sound/spellings in Grade 2.
- connecting spelling to phonics through dictation.
- transitioning at the end of Grade 2 from phonics instruction to word analysis through the end of Grade 3.
- developing oral language and vocabulary daily through a variety of activities.
- expanding students' knowledge of creating new words through the study of base words, roots, and affixes in Grade 3.

K	Print and Book Awareness	Letter Recognition	Phonological and Phonemic Awareness	Decoding: Phonics	Fluency	Vocabulary and Language Development
1	Letter/Book/Print Awareness	Phonemic Awareness	Decoding: Phonics and Inflectional Endings	Fluency: Rate and Accuracy	Vocabulary and Language Development	
2	Decoding: Phonics / Word Analysis	Fluency: Rate, Accuracy and Prosody	Vocabulary and Language Development			
3	Decoding: Phonics / Word Analysis	Fluency: Rate, Accuracy and Prosody	Vocabulary and Language Development			

Meeting the Common Core State Standards

Each of the grade-level specific *SRA Open Court Reading Foundational Skills Kits* have been built on the Common Core State Standards (CCSS) Foundational Skills for a given grade. The CCSS appear in full at the top of the *Teacher's Guide* page and are also noted at point of use within the lesson. A full correlation to the CCSS is available separately.

Lesson Format

All lessons in grades K-3 are weekly lessons. Days are clearly marked within the week so that teachers know what to do daily. Routines are incorporated throughout so that as teachers and students become more familiar with the lesson structure, the easier the lessons are to teach.

Differentiated Instruction

Tips for differentiated instruction appear at point of use throughout each grade level in the core *Teacher's Guides*. More in-depth instruction for both Approaching Level students and English Learners appears in the *Teacher Resource Book* for each grade level.

Components and Technology

Components in the *SRA Open Court Reading Foundational Skills Kits* allow students to learn, practice, and apply their skills with manipulatives, print products, and digital assets.

In addition, components build on each other in successive grade levels so that students get a spiral review not only within their grade but also among the grade levels.

The kits in each grade level are available in an all-digital format or in a hybrid print/digital format. Teachers can teach this program from a laptop, desktop, electronic tablet, or a print *Teacher's Guide*, while students may learn on a digital device or a print *Little Book* or *Decodable*. All manipulatives are available electronically as virtual manipulatives, while games are available electronically only.

Assessment

Students' foundational skills are assessed both formally and informally. Formal assessments are given at the end of each lesson and unit and are indicated in the *Teacher's Guides*. Lesson and Unit Assessments measure student understanding of material that was recently taught. These assessments, found in the *Assessment Book* for each grade level, align with classroom instruction and focus on the literacy skills that are critical to reading success.



Phonemic Awareness

Phonemic awareness is the awareness of the sounds that make spoken words. In English, letters represent sounds, or phonemes. The ability to distinguish individual sounds within words is an essential prerequisite to associating sounds with letters. Students need a strong phonemic awareness in order for phonics instruction to be successful. The basic purpose of providing structured practice in phonemic awareness is to help students hear and understand the sounds from which words are made.

Phonemic awareness activities, found primarily in Grades K and I, provide students with practice in discriminating the sounds that make words. These are brief, teacher-directed exercises that involve taking words apart and putting them back together. With the support of a puppet, students delight in manipulating the sound of language and playing language games. At the beginning of the year, students are given a great deal of support. As students progress, the support is gradually removed. As students gain awareness of how sounds combine to make words, they can progress to phonics and reading.

Oral Blending and Segmentation

Oral blending and segmentation are used for teaching phonemic awareness. Oral blending helps students understand that words contain parts—syllables and single sounds—and that these parts can be put together to make words. Oral blending encourages students to combine sounds to make words. Segmentation, conversely, requires them to isolate sounds in words. Segmentation and oral blending complement each other.

DAY 4
2

Alphabetic Principle

Reviewing the Sound of Qq

REVIEW the letter Qq with students. Ask them to give you as much information about the letter and its sound as they can on their own.

POINT TO *Alphabet Sound Card Qq*, and have a volunteer say the name of the letter and say its sound: /kw/. Show students the picture. Then say the sound of Qq, /kw/.

PLAY the Qq story. Have students say /kw/ /kw/ /kw/ /kw/ /kw/ when they hear the sound.

Listening for /kw/

GIVE each student *Letter Card Qq*. Ask students to say /kw/ as they take their card.

TELL students you will say a word and you want them to listen for /kw/ in the word. Say if they hear /kw/, they should hold up the Qq card when you give the signal.

quit	quake	package	carrot
lotion	queen	mission	quill
quaint	watch	quintet	quick

Linking the Sound to the Letter

DISPLAY the word pairs.

READ both words, and then say the word that begins with the /kw/ sound. Ask someone to come up and point to the word and circle the letter that makes /kw/ at the beginning of the word. Ask students how they know the correct word.

BLENDING Have students blend the word *quiz* using the sound-by-sound blending routine.

Linking the Sound to the Letter

Word Pairs

quite	write	whiz	quiz
quickly	prickly	grail	quail

Teacher Tip

ALPHABET REVIEW Have students play the Before and After game. Have them sit in a circle. Place in the center of the circle a set of *Letter Cards* facedown in random order. Tell students to take turns choosing a card and saying the name of the letter. After the letter is named, say *before* or *after*, and have the student name the letter that comes in the alphabet before or after the one he or she chose.

Differentiated Instruction: Letter Sound Recognition

AL Tell students to listen for the /kw/ sound as you read the word pairs. Point to the letters and segment the words as you read each word pair. Then have students point to the correct word.

OL Continue linking the sound to the letter with more word pairs, such as *quake, shake, quip, lip*.

BL Have students come up with words and tell you whether or not the word begins with /kw/.

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LESSON 2 DAY 4

Alphabet Book—/kw/

DISPLAY the *Alphabet Book*, and ask a volunteer to point to the title of the book. Then open the book to the title page, and have a student point to the title on that page.

TURN TO pages 36–37, *Qq*. Point to the title letters *Qq*, and have students say the name of each of the letters. *uppercase Q, lowercase q*

TELL students you will read the rhyme aloud and you would like them to listen for the words that begin with /kw/. Ask students to close their eyes as they listen.

HAVE students say any *Qq* words they noticed while you read the rhyme aloud. *quite, quack, quarter, quiet, quacker, quit*

REREAD the rhyme, pointing to each word as you say it. Ask students to say /kw/ /kw/ /kw/ each time you say and point to a word that begins with /kw/.

SAY the following words from the poem, and have students quack and flap their arms if the word contains /kw/.

quack	duck	quarter
cluck	quiet	quit

Guided Practice

HAVE students complete *Skills Practice* page 130 for additional practice identifying initial /kw/.

EXPLAIN that some of the things in the pictures begin with /kw/. Review each picture, one by one, and ask students if it begins with /kw/. If so, have them write a *q* on the line below the picture. After students have finished, be sure to review their work.

ePresentation

Alphabet Book

Front Cover Back Cover



Alphabet Book

Pages 36–37



Teacher Tip

NAME SOME *Qq* WORDS Work with students to brainstorm a list of words that begin with the /kw/ sound spelled *Qq*. Write the words on the board or on a chart. Make sure you include in your list students' names that begin with *Q*.

English Learner

THE LETTER *Q* Point to the *Qq* in the title on page 36, and say, "This is uppercase *Q*. This is lowercase *q*." Write the following words on the board: *Quentin, quick, Quincy, quill*. Point to the first letter in *Quentin*. Have students point to the same letter and say, "Uppercase *Q*." Then ask, "What letter does *Quentin* begin with?" *uppercase Q* Repeat with the other words.

Teacher Tip

PRINT AND BOOK AWARENESS Remember you can turn any book activity into a teaching opportunity for print and book awareness. You might invite students to identify and count the words and spaces in a few of the rhyme's lines. Or say a word from the rhyme, and challenge students to find the word in print.

30 Unit 7 • Lesson 2 • Day 4
END DAY 4

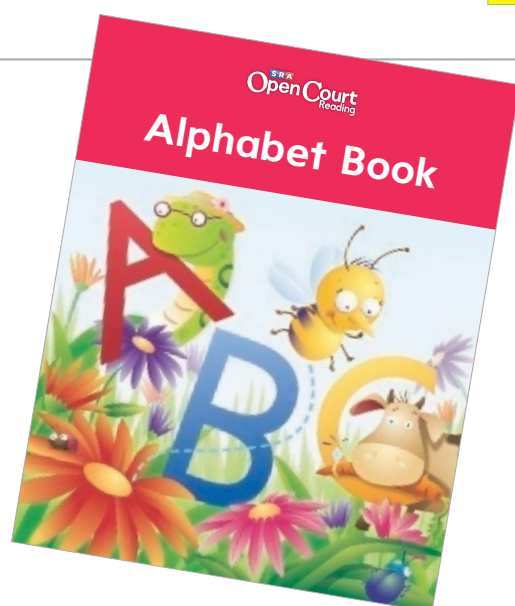
Alphabetic Principle: How the Alphabetic Works

Students not only focus on phonemic awareness in Grade K, but also on the alphabetic principle. The alphabetic principle states simply that there is a fairly predictable association between sounds and the letters that represent them. An understanding of the alphabetic principle extends students' awareness that words are made of sounds to include the notion of how those sounds relate to letters and writing.

Alphabetic principle lessons in Grade K introduce students to the relationships between sounds and letters through collaborative classroom activities. The activities present a limited set of letters and their corresponding sounds and focus solely on the concept of those relationships. Students begin to explore and understand the alphabetic principle in a straightforward and thorough manner. This lays the foundation for explicit, systematic phonics instruction.

The alphabetic principle is reinforced throughout kindergarten. By the end of Grade 1, most students should have established an understanding of the alphabetic principle. Strategies and scaffolding appear throughout the lessons for students who have not yet fully developed an understanding of the alphabetic principle.

To help students with the alphabetic principle but also to remind students of the sounds of the English language and their letter correspondences, *SRA Open Court Reading Foundational Skills Kits* use the *Alphabet Book* and the *Alphabet Sound Cards* to introduce sounds. Students learn a sound, reinforce it with the visual cues on the cards, practice writing the letter, and apply their knowledge as they read *Pre-Decodable* and *Decodable Books*.



In Grade 1 students review the letters of the alphabet during the first few weeks of school and have intensive phonemic awareness instruction and activities. These activities continue throughout the year but also lay the groundwork for the main focus in Grade 1: phonics instruction.

Phonics

Phonics is a way to teach decoding and spelling that stresses sound/symbol relationships. Explicit, systematic phonics is a system of teaching that introduces the spelling of each sound to students, teaches blending directly, and follows up with *Decodable Takehome Books* for practice so that the reason for learning the sound/symbol relationships is reinforced. In *SRA Open Court Reading Foundational Skills Kits*, students learn to relate sounds to letters in a systematic and explicit manner.

Beginning in Kindergarten, students learn the sounds and letters of the alphabet plus the five short vowels. This knowledge forms the foundations for first grade, which incorporate the use of 44 Sound/Spelling Cards. These cards contain the uppercase and lowercase letters, spellings that represent those sounds, and a picture that contains the target sound at the beginning of the word for the consonants and in the middle for short vowels. In addition, the picture associates a sound with an action. This action-sound association is introduced through a short, interactive poem found in the Appendix as well as at point of use in the lessons. In these poems the pictured object or character “makes” the sound of the letter. These cards are a resource for students to use to remember sound-letter associations for both reading and spelling.

LESSON 2 DAY 4

Phonics and Decoding

/aw/ spelled aw

Introduce the Sound/Spelling ROUTINE 1

DISPLAY *Sound/Spelling Card 43—Hawk.* Review /aw/ spelled au_. Use Routine 1, the *Introducing Sounds and Spellings Routine*, to introduce /aw/ spelled aw. Reread the Hawk story, and have students clap when they hear words in the story that contain /aw/.


Hazel the hawk never cooks her food;
instead she eats it raw.
And when she thinks of dinnertime
she caws: /aw/ /aw/ /aw/ /aw/.
Hazel the hawk likes rabbits and mice
and catches them with her claws.
In August, she flies high above the fields
and spies them below, in the straw.
Sometimes she even snatches a snake!
And when she's caught one, she caws
/aw/ /aw/ /aw/ /aw/.
If you were a hawk thinking of dinnertime,
what do you think you'd say?
(Have students join in.) /aw/ /aw/ /aw/ /aw/.

Generating Words

DIVIDE the board into two columns, using au_ and aw, as column headings. Ask students to think of words that contain /aw/ and have students determine the correct column to write the word. Circle the target spelling in each word and tell students to say the sound as each spelling is circled.

End the activity by reviewing *Sound/Spelling Card 43—Hawk*. Have students give the name of the card, the sound, and the spelling. Ask them how they can use this card to help them remember the sound and spelling. *We can look at the card and think about the sound Hazel the Hawk makes: /aw/ /aw/ /aw/ /aw/.*

ePresentation



Differentiated Instruction: Generating Words

<p>AL If students have a difficult time thinking up words, give them clues to help them generate words. Possible clues include: I'm thinking of a large bird. (hawk); I'm thinking of something you use to cut wood. (saw); I'm thinking of a month of the year. (August); I'm thinking of a dog's foot. (paw); I'm thinking of another word for car. (auto).</p>	<p>OL Have students generate a list of words that rhyme with the words on the board.</p> <p>BL Have students generate a list of multisyllabic words that contain /aw/. Tell them to identify the number of syllables in each word.</p>
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Blending

USE Routine 3, the Whole-Word Blending Routine, and Routine 4, the Blending Sentences Routine, to blend the words and sentences. Use Routine 10, the Closed Syllables Routine, and Routine 11, the Open Syllables Routine, to blend the multisyllabic words.

Before blending the sentences, review the high-frequency words with students.

About the Words

- 1 Have students tell what they notice about the words in this line. *they all rhyme* Have them identify the initial consonant in each word. *saw: s; jaw: j; raw: r; law: l*
- 2 Have students identify the consonant blend in each word. *draw: dr; claw: cl; crawl: cr; straw: str*
- 3-4 Have students identify the spelling of /aw/ in each word. *auto: au; sauce: au; paw: aw; fault: au; because: au; drawing: aw; saucer: au; awful: aw* Have students identify the number of syllables in each word on Line 4. *two*

About the Sentences

- 1-2 To reinforce the concept of words and sentences, have students identify the number of words in each sentence. *Sentence 1: seven words; Sentence 2: nine words*

Developing Oral Language

REVIEW The words by saying sentences that have missing words. Have students identify and read the words that complete the sentences.

- The cat drank milk from a _____ *saucer*
- I like to _____ pictures. *draw*
- I fell asleep _____ I was tired. *because*
- I like my food cooked, not _____ *raw*
- The loud noise sounded _____ *awful*

Guided Practice

HAVE students complete *Skills Practice* pages 239-240 for additional practice with /aw/ spelled *au_* and *aw* and for dictation. Be sure to have students proofread their work.

Dictation and Spelling

USE Routine 8, the Whole Word Dictation Routine, and Routine 9, the Sentence Dictation Routine, with the words and sentence.

Teacher Tip

SYLLABICATION Use the following syllabication when blending words syllable by syllable:
 au-to be-cause draw-ing
 sau-cer aw-ful

EL English Learner

WORD MEANINGS To support students in completing the sentences, use *EL Photo Library Card 28* for *saucer* and *Card 19* for *raw*. Give simple demonstrations for the other words.

Teacher Tip

DICTATION AND SPELLING Be sure to have students proofread the spelling of their words after each line. Remind them to circle any words they think could be better and to write these words again above or beside the original word.

ePresentation

Blending

Words				
1	saw	jaw	raw	law
2	draw	claw	crawl	straw
3	auto	sauce	paw	fault
4	because	drawing	saucer	awful

Blending

Sentences
1 Saul saw the hawk on the lawn.
2 Did you eat the food with the awful sauce?

Dictation and Spelling

Words		
1	straw	gauze
2	haunt	draw

Sentence

- 1 You can pause and take a rest.

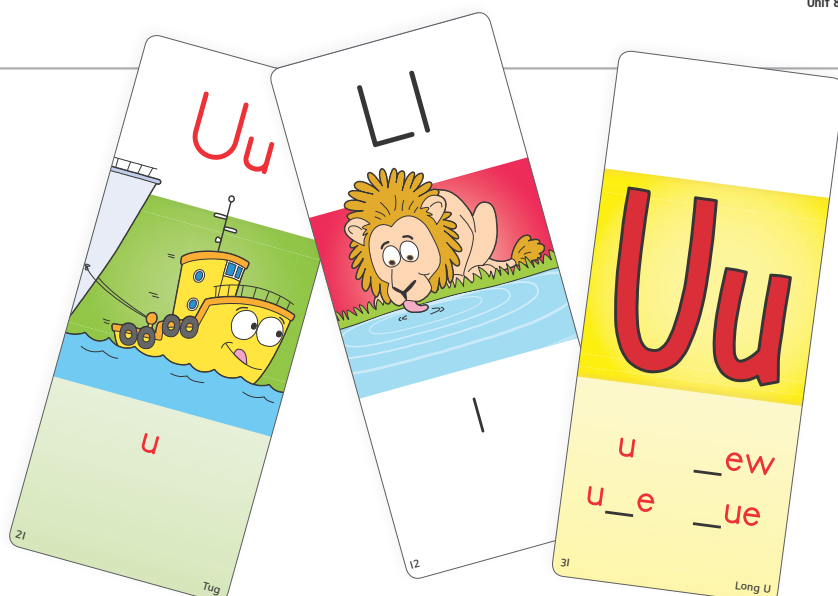
Blending

Blending—learning to put separate spelling sounds together smoothly to read words—is the heart of phonics instruction. Blending involves combining the sounds represented by letters to pronounce a word. It is the key strategy that students learn in order to apply the alphabetic principle and open up the world of written text.

The purpose of blending is to teach students a strategy for figuring out unfamiliar words. Learning the sounds and their spellings is only the first step in learning to read and write. The second step is learning to blend the sounds into words. Initially, students blend sound by sound, and then word by word. By blending words sound by sound, students learn the blending process, which allows them to work out for themselves the words they encounter in their reading. The connection between the blended words and the word meaning is constantly reinforced so that students recognize that the sounds they have blended are indeed the word they know from spoken language.

Fluency

Students use the blending strategy when they read *Decodable Takehome Books* and other materials. Ultimately, students will blend only those words that they cannot read. The systematic introduction of sounds and spellings, coupled with blending, develops independent readers in first grade. As students learn the sounds and spellings, they review, reinforce, and apply their expanding knowledge of these sound/spelling correspondences with *Decodable Takehome Books*. Each story supports instruction in new phonics elements and incorporates elements and high-frequency words that have been previously taught.



Grade
2

&

Grade
3

Oral Language Development

In Grades K-1, students practiced oral language development daily through a variety of phonemic awareness activities, singing songs and joining in the *Alphabet Card Sound* stories or the *Sound/Spelling Card* stories, blending the word lines in phonics instruction, and reading aloud the *Pre-Decodable Takehome Books* and the *Decodable Takehome Books*. In Grades 2-3, daily oral language development is available to students through

- blending multisyllabic words on the word lines in Phonics or Word Analysis
- participating in the oral language activities
- reading aloud the *Decodable Takehome Books*, and
- reading aloud the fluency passages in *Skills Practice*.

Fluency

The goal of all the instruction in phonemic awareness and phonics is to provide students with the tools they need to read fluently. Phonics skills enable students to get beyond the distractions and mechanics of decoding words to focus on the goal of reading—comprehension.

By second and third grade, most students have had much practice and application of phonics instruction but need more practice with fluency and comprehension.

Fluency develops naturally for some students while others experience more difficulty and need more explicit instruction. Some students may be able to decode and read words, but lack the critical phrasing, intonation, and expression that support meaning. *SRA Open Court Reading Foundational Skills Kits* provide teachers the text characteristics that support fluency, allow for models of fluent reading for students through the use of the eDecodables, and give students regular opportunities to practice fluency.

4 DAY 2 Foundational Skills

Resources:

- Routine 9
- *Decodable Stories, Book 5, Story 4*

Objectives: Students will

- build oral language skills.
- read a *Decodable Story*.
- build fluency.

ePresentation

Decoding

1	mood	doom	pool	loop
2	spoon	spool	stool	stoop
3	goose	loose	moose	choose
4	loophole	mushroom	moonbeam	toadstool

Decoding

Sentences

1. Soon we will choose a paint color for the spare bedroom.
2. The kangaroos got loose at the zoo!

Decodable Stories, Book 5

Under the Moon

Phonics and Decoding

/oo/ spelled oo

Developing Oral Language

GIVE clues for words in the word lines and ask students to identify the correct word. Use the following examples:

- I am used with cereal and soup. *spoon*
- It is nice to be in one of these on a hot day. *pool*
- I am nature's flashlight on a dark night. *moonbeam*
- When I'm in a group, I'm part of a flock or a gaggle. *goose*

Fluency: Reading a Decodable Story 9

Book 5, Story 4: Under the Moon

New High-Frequency Word: soon

Reviewed High-Frequency Words: are, your

USE Routine 9, the *Reading a Decodable Story Routine*, to have students read "Under the Moon." Tell students watch for the punctuation marks that will help guide them to read with expression.

▶ Checking Comprehension

EL Have students respond to the following instructions and questions to check their understanding of the story. Tell students to point to their answers in the story.

1. Name two animals from the story and identify the sound each makes. **Possible Answer A** *goose makes a honking sound, and a lion makes a roaring sound.*
2. What animal can toot to the moon? *An elephant can toot to the moon.*
3. What animals might be on the roof? *A bunch of chipmunks or a flock of birds might be on the roof.*

▶ Building Fluency

fi Build students' fluency by having them read "Under the Moon" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.

EL English Learner

PHONICS AND DECODING The *English Learner Teacher's Guide* provides more reinforcement for students during Workshop who need additional help with Foundational Skills.

AL Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the target sound/spellings in this lesson, have students read Story 4: "Scooter and the Goose" from *Practice Decodable Stories* during Workshop.

T226
Unit 4 • Lesson 4 • Day 2

4
DAY 3
Foundational Skills

Resources:

- Routine 10
- Skills Practice 2, pp. 45-56

Objectives: Students will

- learn the meaning of the prefix *non-*.
- learn the meaning of the prefix *re-*.
- use their knowledge of the prefixes *non-* and *re-* to predict the meanings of words.
- build oral language and vocabulary skills.

Word Analysis

Prefixes *non-* and *re-*

Decoding 10

EL USE Routine 10, the Words with Prefixes and Suffixes Routine, to discuss the words with students. Tell students that words can be made up of several different meaningful parts. Have students identify the base words and discuss their meanings. Teach the meaning of each prefix: *non-* means “not” or “the opposite or lack of” and *re-* means “again” or “back.” Remind students that a prefix is a group of letters that is added to the beginning of a base word. These letters make up the prefix, which has a specific meaning, and the prefix changes the meaning of the base word. Have students reassemble the words by thinking aloud about the meaning of its parts: the base word and the prefix.

About the Words

1-2 Prefix *non-* Have students use the base word and the prefix *non-* to determine the meaning of each word in Lines 1 and 2. *nonfat*—lack of fat; *nonstick*—not stick; *nonprofit*—not profit; *nonsense*—the opposite of sense; *nonfiction*—not fiction; *nonstop*—the lack of stop; *nontoxic*—not toxic; *nonresponsive*—not responsive

3-4 Prefix *re-* Have students use the base word and the prefix *re-* to determine the meaning of each word in Lines 3 and 4. *rebuild*—build again; *rewind*—wind back; *recheck*—check again; *reappear*—appear again; *repay*—pay back; *recycle*—cycle again; *refresh*—fresh again; *reconsider*—consider again

About the Sentences

1-2 Prefixes *non-* and *re-* Have students identify the words with prefixes. *nonsense*, *reproduce*, *restated*, *nonexistent*

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *nonfiction*, *nonstop*, *nontoxic*, *reappear*, *recycle*, *refresh* and *reconsider* (Spanish: *no ficción*, *no tóxica*, *reaparecer*, *reciclar*, *refrescar*, *reconsiderar*; French: *non-stop* (informal), *réapparaitre*, *recycler*, *rafraîchir*, *reconsidérer*).

Teacher Tip

SOUND/SPELLINGS Students may need help with the *-tion* ending of the word *nonfiction* in Line 2. Explain that *-tion* is a common word ending and is pronounced /shun/. Give examples of other words with this ending, such as *lotion*, *mention*, and *action*.

ePresentation

Decoding

Words

1	nonfat	nonstick	nonprofit	nonsense
2	nonfiction	nonstop	nontoxic	nonresponsive
3	rebuild	rewind	recheck	reappear
4	repay	recycle	refresh	reconsider

Decoding

Sentences

- Cory said it is nonsense to try to reproduce the famous painting.
- Wendy restated her firm belief that aliens are nonexistent.

Word Analysis

As students move into the upper grades, the emphasis shifts from phonics to morphology, or the study of word structure. In *SRA Open Court Reading Foundational Skills Kits*, this is called Word Analysis. Word Analysis activities in Grades 2-3 support the development of fluency as students learn to identify and read meaningful chunks of words rather than individual spellings.

Word Analysis also supports the development of vocabulary as students learn how inflectional endings change a word’s tense, number, and so on, and how affixes can be added to a root or base word to create or derive a new but related meaning. Being able to identify key-word parts not only helps with the pronunciation of longer, unfamiliar words, but it also helps with understanding the meaning of words. Students learn how to deconstruct words—to identify the root or base of a word as well as the affixes. They also learn to construct new words by adding affixes to base words and roots, and to enhance their vocabulary.

Comprehension

The primary aim of reading is comprehension. Reading is about problem solving. As students move from decoding words to reading sentences fluently, they must be able to understand what they read. Instruction accompanying the *Decodable Takehome Books* highlight that students are expected to understand what they are reading by pointing out in the text where they find answers to comprehension questions. In addition, instruction in Word Analysis helps students unlock the meaning of new and unfamiliar words, which will allow students to comprehend various texts.

Day	Sounds/Spellings	Decodable Stories, Book 1
1	/a/ spelled <i>a</i> /d/ spelled <i>d</i> /h/ spelled <i>h_</i> /m/ spelled <i>m</i> /n/ spelled <i>n</i> /s/ spelled <i>s, ss</i> /t/ spelled <i>t, tt</i> /i/ spelled <i>i</i> /o/ spelled <i>o</i> /b/ spelled <i>b</i> /k/ spelled <i>c, k</i> /f/ spelled <i>f, ff</i> /g/ spelled <i>g</i>	Story 1 Matt, Kim, and Sam
2	/e/ spelled <i>e, _ea_</i> /j/ spelled <i>j</i> /l/ spelled <i>l, ll</i> /p/ spelled <i>p</i> /r/ spelled <i>r</i> /ks/ spelled <i>■x</i> /u/ spelled <i>u</i> /kw/ spelled <i>qu_</i> /v/ spelled <i>v</i> /w/ spelled <i>w_</i> /y/ spelled <i>y_</i> /z/ spelled <i>z, zz, _s</i>	Story 2 Fast Sam
3	/j/ spelled <i>■dge</i> /k/ spelled <i>■ck</i> /ng/ spelled <i>■ng</i> /nk/ spelled <i>■nk</i> /a/ spelled <i>a</i> /e/ spelled <i>e, _ea_</i> /i/ spelled <i>i</i> /o/ spelled <i>o</i> /u/ spelled <i>u</i>	Story 3 Midge
4	/ar/ spelled <i>ar</i> /er/ spelled <i>er, ir, ur, ear</i> /or/ spelled <i>or, ore</i>	Story 4 Tell Your Pals
5	/sh/ spelled <i>sh</i> /th/ spelled <i>th</i> /ch/ spelled <i>ch, ■tch</i>	Story 5 Stars

Resources:

- *Sound/Spelling Cards* 1, 2, 3, 4, 6, 7, 8, 9, 13, 14, 15, 19, 20
- Routines 2, 7, and 9
- *Decodable Stories, Book 1, Story 1*
- *Letter Cards*
- *High-Frequency Flash Cards*

Objectives: Students will

- review short vowels and consonants.
- spell dictated words correctly.
- build oral language skills.
- read a *Decodable Story*.

Phonics and Decoding

Review: Short Vowels: /a/ Spelled *a*, /i/ Spelled *i*, /o/ Spelled *o*; **Consonants:** /b/ Spelled *b*; /k/ Spelled *c, k*; /d/ Spelled *d*; /f/ Spelled *f, ff*; /g/ Spelled *g*; /h/ Spelled *h_*; /m/ Spelled *m*; /n/ Spelled *n*; /s/ Spelled *s, ss*; /t/ Spelled *t, tt*

Getting Started

This Getting Started section will allow you to review the sounds and spellings that were covered in Grade 2, introduce students to the routines, and provide fluent reading practice for students.

Blending ROUTINE 2

EL REVIEW the short vowel and consonant *Sound/Spelling Cards*. Remind students that

- all cards with red letters are vowels and each card has a name, a sound, and a spelling.
- vowels have more than one sound: there are long-vowel sounds and short-vowel sounds.
- some vowel sounds are spelled with a vowel plus a consonant.
- every word has at least one vowel sound/spelling; every syllable of a word also has a vowel sound/spelling.

Write a CVC word, such as *cat*, on the board. Have a student identify the vowel spelling and write a *v* under it. Remind students that when a single-vowel spelling is followed by a consonant, the vowel is usually short.

O Use Routine 2, the *Whole-Word Blending Routine*, to review whole-word blending with students. Discuss with the class that sometimes when we read, we come across words that we may not be able to read at a glance. When this happens, students can check the *Sound/Spelling Cards* for spellings they are unsure of, and then blend the word.

- Display the word lines.
- Point to the first word. Then point to the first spelling, and have students give the sound. Point to each successive spelling of the word, and ask for the sound.
- Make the blending motion from left to right, and have students blend the sounds and say the word.
- Have students reread the word naturally as they would say it.
- Complete the line, and have students reread the words on the line.
- Have students use selected words in sentences and then extend the sentences.

English Learner

CONTRASTIVE ANALYSIS CHARTS Use the charts located in the *Teacher Resource Book* to become familiar with the challenges your English learners might face in learning English. These charts provide information about thirteen languages spoken in the United States, including Spanish, Cantonese, Tagalog, French, and Vietnamese. The Language Features chart gives an overview of the main differences between each language and English. The Phonemes chart provides specific information about American English sounds that do and don't exist in each language, and how students might handle those non-transferable sounds. The Grammar chart contrasts the grammar, usage, and mechanics of various languages with English and provides examples of transfer issues English learners will encounter.

ePresentation

The ePresentation cards are arranged in two columns and seven rows:

- Row 1: Goat (Aa), Basketball (Bb)
- Row 2: Video game controller (Cc), Dinosaur (Dd)
- Row 3: Fan (Ff), Bear (Gg)
- Row 4: Dog (Hh), Pig (Ii)
- Row 5: Monkey (Mm), Doctor (Nn)
- Row 6: Fox (Oo), Pancake (Ss)
- Row 7: Clock (Tt)

EL Teacher Tip

GETTING STARTED Use Routine 1, the *Sound-by-Sound Blending Routine* with students who need additional support in blending or recognizing short-vowel sounds.

About the Words

- 1 Have students notice that all words on this line contain /a/ spelled *a*. Write *v* under the vowel in each word.
- 2 Have students explain the sound/spelling difference between *sad* and *sand*. *the /n/ sound*
Ask how many separate sounds are in each word. *three in sad, four in sand* Explain that both the *n* and the *d* in the consonant blend are pronounced.
- 3 Have students notice that all words on this line contain /i/ spelled *i*. Point out the *ff* spelling and explain that the two consonants represent one /t/ sound. Explain that a double consonant spelling that only makes one sound is called a *doublet*, and can also be found in words like *egg* and *odd*.
- 4 Point out the double consonant spellings for /s/ and /f/ in *missed* and *sniffed*. Have students notice that *ss* and *ff* each make one consonant sound. Contrast these words with *mist* and *sifted*, which have two different consonant sounds that are blended.
- 5 Ask students which vowel sound is shared by all the words on this line. /o/
- 6 Ask students how many consonant sounds are pronounced in *soft*, *moss*, and *cost*. *three in soft, two in moss, three in cost* Explain the difference between the double consonant spelling and the two consonant blends.

Developing Oral Language

TELL students to choose at least one word from each line and use it in a sentence. Then have the student extend the sentence by telling *when*, *where*, *how*, *why*, or *who*.

Dictation and Spelling ROUTINE 7

- GIVE** each student a piece of lined paper, and tell them that you are going to dictate words for them to write. They are to write them as neatly as they can, leaving enough space above each one to rewrite it if necessary.

Use Routine 7, the Whole-Word Dictation Routine, to dictate each word.

- Say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Tell students to think about each sound they hear in the word. Remind them that there is a spelling for each sound.
- Have students write the word. Remind them to check the *Sound/Spelling Cards* if they are not sure of a spelling.
- Proofread after each line.
- Write the word on the board, or have a student write it.
- Have students check their spelling with the correctly spelled word on the board.
- If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.



Teacher Tip

BLENDED Have students note the different sounds that the spelling *-ed* makes at the end of the words on Line 4. *It makes a /d/ sound in missed, an /ed/ sound in sifted, and a /t/ sound in sniffed.*



Teacher Tip

DICTIONATION Observe students during dictation. Preteach those students who need additional help by using Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling. Say each word, use the word in a sentence, then repeat the word. Have students say the word, then the first sound. Then have students check the *Sound/Spelling Cards* and say the spelling. Have students write the spelling, then finish spelling the word with the remaining sounds.

ePresentation

Blending

Words

1	hat	sat	tag	bag
2	mad	bad	sad	sand
3	hit	kit	fit	mitt
4	mist	missed	sifted	sniffed
5	dog	fog	cot	not
6	soft	moss	nod	cost

Dictation and Spelling

Words

1	ham	man	staff
2	kid	fist	big
3	cog	hot	toss

Fluency: Reading a Decodable Story ROUTINE 9

Book 1, Story 1: Matt, Kim, and Sam

The following high-frequency words appear in *Decodable Stories, Book 1, Story 1* “Matt, Kim, and Sam”: *hand, high, land, watch*. By Grade 3, students should be reading these words with ease. Review these words with students using the *High-Frequency Flash Cards* before reading the decodable story. Hold up each card and say the word, then have the class repeat the word. Have the class spell the word aloud and say it again.

USE Routine 9, the Reading a Decodable Story Routine, to have students read “Matt, Kim, and Sam.”

- Teach the high-frequency sight words using the *High-Frequency Flash Cards*.
- Have students read a page silently, then read the page aloud.
- Have students apply their knowledge of spelling and syllabication patterns to blend decodable words. Tell them to refer to the *Sound/Spelling Cards* as necessary.
- Repeat this procedure for each page, then have students respond to the story by discussing unfamiliar words and retelling the story.
- Have students reread the story (partner reading, choral reading, turn-taking) to build fluency.

Explain to students that they can use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word. Tell students that sentences often contain context clues, such as synonyms, antonyms, or examples, that help a reader recognize and understand words. By looking at an unfamiliar word in the context of the sentence it is in, readers can often confirm its meaning or pronunciation. Using their knowledge of a story’s setting, characters, or subject can also help readers understand unfamiliar words.

▶ Checking Comprehension

Check students’ comprehension by asking them the questions that follow pertaining to “Matt, Kim, and Sam.” Students should find the place in the book that supports their answer and read it aloud.

1. What are Matt and Kim doing? *Watching swimmers at the beach to keep them safe*
2. Who is Sam? *Sam is a puppy working with Matt and Kim.*
3. Why does Sam get sad? *Because he cannot swim and needs to be rescued*

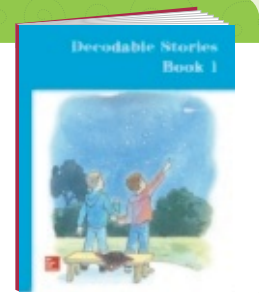
▶ Building Fluency

Build students’ fluency by having them read “Matt, Kim, and Sam” with a partner. Have the partners reread the story aloud several times. Check students’ fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

ePresentation

Decodable Stories, Book 1

Matt, Kim, and Sam



Teacher Tip

DECODABLES For additional practice with the spellings from this lesson, have students read Story 1, “Sam” from *Practice Decodable Stories*.

Resources:

- *Sound/Spelling Cards* 5, 10, 12, 16, 17, 18, 21, 22, 23, 24, 25, 26
- *Routines* 2, 7, and 9
- *Decodable Stories, Book 1, Story 2*
- *Letter Cards*
- *High-Frequency Flash Cards*

Objectives: Students will

- review short vowels and consonants.
- spell dictated words correctly.
- build oral language skills.
- read a *Decodable Story*.

Phonics and Decoding

Review: Short Vowels: /e/ Spelled *e, _ea_*; /u/ Spelled *u*; **Consonants:** /j/ Spelled *j*; /l/ Spelled *l, ll*; /p/ Spelled *p*; /kw/ Spelled *qu_*; /r/ Spelled *r*; /v/ Spelled *v*; /w/ Spelled *w_*; /ks/ Spelled *x*; /y/ Spelled *y_*; /z/ Spelled *z, zz, _s*

Blending ROUTINE 2

- **REVIEW** *Sound/Spelling Cards* 5, 10, 12, 16, 17, 18, 21, 22, 23, 24, 25, and 26. As you introduce the *x* spelling for /ks/, refer to it as “green box *x*.” Tell students that the green box always stands for a short-vowel spelling.
- Have students use Routine 2, the *Whole-Word Blending Routine*, to read the words on the word lines.

About the Words

- 1 Point out that all the words have the same vowel sound. Write *v* under the vowel in each word. Note that the *ll* spelling at the end of a word stands for a single /l/ sound. Ask students how many consonant sounds they hear at the end of *yelp*. *two*
- 2 Have students identify the short-vowel sound and spelling in each word. Point out the beginning consonant blends.
- 3 Have students identify the short-vowel sound in all the words. Note that the single sounds /t/ and /z/ are represented by double consonants.
- 4 Have students identify all the sound/spellings on this line.
- 5 Explain that all the words on this line are plurals. The *s* at the end makes the /z/ sound. Stress that the final *s* only makes the /z/ sound after certain consonants. Ask students to identify the vowel sound in *heads*. */e/*
- 6 Ask students how many syllables they hear in each word. *two* Remind students that if a word has two consonants in the middle, they should divide syllables between the consonants. The first syllable is a closed syllable. Then have students identify the syllable break in each word. *dol/lar, hel/per, zig/zag, wit/ness* Explain that *dollar, helper, and witness* have the schwa sound in the second syllable. The schwa, represented by /ə/, can be spelled with *a, e, i, o, u, or y*. It sounds like /u/ and is found in multisyllabic words when one of the vowel sounds is softer, or unaccented.

ePresentation

Blending

Words				
1	jet	vet	well	yelp
2	red	yes	bread	spread
3	putt	jug	rug	buzz
4	fix	wax	quiz	quit
5	heads	rags	hills	jams
6	dollar	helper	zigzag	witness



Teacher Tip

GETTING STARTED Have students use the *Letter Cards* to identify the consonants and vowels they will be reviewing.



Teacher Tip

BLENDED Use Routine 1, the *Sound-by-Sound Blending Routine*, with students who need additional support in blending, recognizing short-vowel sounds, or reading multisyllabic words.

Developing Oral Language

EL USE clues to help students review the words on the word lines. For each clue, have a student come to the board, point to the word, and read it. Use clues such as the following:

- This word rhymes with *tax* but begins with /w/. *wax*
- This word is the opposite of *break*. *fix*
- This word means the same as *end*. *quit*
- This word is something you bake. *bread*
- This word is something that flies through the air. *jet*
- This is the noise a bee makes. *buzz*

Have students choose several words to use in sentences. Have students extend their sentences to answer questions about *who*, *what*, *where*, *when*, *why*, and *how*.

Dictation and Spelling ^{ROUTINE} 7

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Fluency: Reading a Decodable Story ^{ROUTINE} 9

Book 1, Story 2: Fast Sam

The following high-frequency words appear in *Decodable Stories, Book 1, Story 2 “Fast Sam”*: *hear, next, still, until*. Review these words with students using the *High-Frequency Flash Cards* before reading the decodable story.

USE Routine 9, the Reading a Decodable Story Routine, to have students read “Fast Sam.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

Check students’ comprehension by asking them the questions that follow pertaining to “Fast Sam.” Students should find the place in the book that supports their answer and read it aloud.

1. What are Matt and Sam doing now? *Matt and Sam are still watching swimmers to keep them safe.*
2. Why is the pup in danger? *The pup is not wearing a life vest.*
3. Who rescues the pup? *Sam is faster than Matt and rescues the pup.*

▶ Building Fluency

Build students’ fluency by having them read “Fast Sam” with a partner. Have the partners reread the story aloud several times. Check students’ fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

EL English Learner

ASSESSING LANGUAGE PROFICIENCY Use the data you are collecting from your English learners to assess at what level of language proficiency they are (Level 1 for beginner, Level 2 for early intermediate, Level 3 for intermediate, and Level 4 for early advanced). Starting in Unit 1, Lesson 1, additional daily and leveled support will be provided for them in the *Teacher Resource Book*.

ePresentation

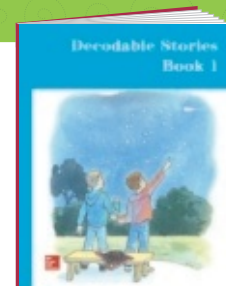
Dictation and Spelling

Words

1	sell	dead	vent
2	club	just	box
3	quest	yells	winter

Decodable Stories, Book 1

Fast Sam



Teacher Tip

DECODABLES For additional practice with the spellings from this lesson, have students read Story 2, “Help” from *Practice Decodable Stories*.

Resources:

- *Sound/Spelling Cards* 1, 5, 9, 10, 11, 15, 21, 35, 36.
- Routines 2, 7, and 9
- *Decodable Stories, Book 1, Story 3*

Objectives: Students will

- review short vowels and consonant digraphs.
- spell dictated words correctly.
- build oral language skills.
- read a *Decodable Story*.

Phonics and Decoding

Review: Short Vowels: /a/ Spelled **a**; /e/ Spelled **e, _ea_**; /i/ Spelled **i**; /o/ Spelled **o**; /u/ Spelled **u**;
Consonants: /j/ Spelled **■dge**; /k/ Spelled **■ck**;
 /ng/ Spelled **■ng**; /nk/ Spelled **■nk**

Blending ROUTINE 2

EL REVIEW *Sound/Spelling Cards* 1, 5, 9, 10, 11, 15, 21, 35 and 36. Remind students that the green box always stands for a short-vowel spelling. Discuss the digraph spellings. Digraphs, unlike blends, are two consonants that make one distinct sound. Present each digraph sound and spelling.

HAVE students use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

About the Words

- 1 Have students identify the spelling for /j/ and the vowel sound in each word. Remind them that the **■dge** spelling makes only one sound.
- 2 Remind students that the spelling **qu_** makes the /kw/ sound. Have students identify the spelling for /k/ and the vowel sound in each word.
- 3 Have students identify the spelling for /ng/ and the vowel sound in each word.
- 4 Have students identify the spelling for /nk/ and the vowel sound in each word.
- 5 Point out the consonant blend at the beginning of each word. Ask students how many sounds are represented by these blends. *two, two, two, three* Point out the consonant digraphs at the ends of the words. Ask students how many sounds each one represents. *one* Have students explain the difference between consonant blends and digraphs. *A consonant blend is where two or more consonants appear together and each make their own sound. A consonant digraph is when two or more consonants appear together and form one sound.*

ePresentation

The ePresentation interface displays several phonics cards. Each card features an illustration on the left and a sound box on the right. The cards shown are: Aa (goat), Ee (chicken), Ii (pig), Jj (girl jumping rope), Kk (hands holding a game console), ng (drum), nk (goat), Oo (fox), and Uu (boat). The sound boxes allow for interactive listening and selection of the correct sound.

Blending

Words

1	badge	wedge	dodge	fudge
2	pack	quick	rock	duck
3	sang	wing	long	rung
4	yank	link	honk	junk
5	pledge	trick	crack	strong

EL English Learner

ASSESSING LANGUAGE PROFICIENCY Students at the beginning and early intermediate levels of English language proficiency will show dramatic growth throughout the year. During these stages, they will progress from having no receptive or productive English to possessing a basic command of English. They will be learning to comprehend and produce one- or two-word responses to questions and will move to phrases and simple sentences using concrete and immediate topics.

Developing Oral Language

CHOOSE at least one word from the word lines, and use it in a sentence. Then have a student extend the sentence to tell *when, where, how, why, or who*.

Have students work with a partner to use clues to review the words in the word lines. Have one student come up with the clue and the other provide the answer, then switch roles. Clues might include the following:

- This word means the same as *pull*. *yank*
- This word is something a goose or a horn might do. *honk*
- This word means the opposite of *weak*. *strong*
- This word rhymes with *lodge* but starts with /d/. *dodge*

Dictation and Spelling ROUTINE 7

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Fluency: Reading a Decodable Story ROUTINE 9

Book 1, Story 3: Midge

The following high-frequency words appear in *Decodable Stories, Book 1, Story 3 “Midge”*: *back, children, head, move, plants, second*. Review these words with students before reading the decodable story.

- USE** Routine 9, the Reading a Decodable Story Routine, to have students read “Midge.” Review how readers use context clues to monitor their understanding. Say the sentence “Jack walks his dog Midge on a leash.” Discuss with students how they can determine the meaning of *leash* by using context clues like *walks* and *dog*, along with their knowledge of seeing dogs being walked. These clues make it clear that a *leash* is “a line for leading an animal, like a dog.”

▶ Checking Comprehension

Check students’ comprehension by asking them the questions that follow pertaining to “Midge.” Students should find the place in the book that supports their answer and read it aloud.

1. Why does Jack have trouble walking Midge? *Midge is very big and pulls Jack around.*
2. What are some things that distract Midge? *a garden, a bridge, and a moth*
3. How many children are needed to walk Midge? *It takes six children to walk Midge.*

▶ Building Fluency

Build students’ fluency by having them read “Midge” with a partner. Have the partners reread the story aloud several times. Check students’ fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Teacher Tip

DECODABLES For additional practice with the spellings from this lesson, have students read Story 3, “Fran and Ann” from *Practice Decodable Stories*.

ePresentation

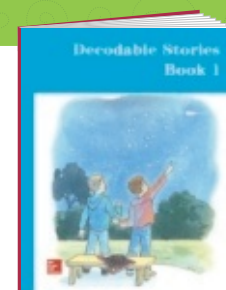
Dictation and Spelling

Words

1	budge	ledge	stick
2	quack	bring	song
3	trunk	blink	struck

Decodable Stories, Book 1

Midge



Resources:

- *Sound/Spelling Cards* 37, 38, 39
- Routines 2, 7, and 9
- *Decodable Stories, Book 1, Story 4*
- *High-Frequency Flash Cards*

Objectives: Students will

- review *r*-controlled vowels.
- spell dictated words correctly.
- build oral language skills.
- read a *Decodable Story*.

Phonics and Decoding

Review: /ar/ Spelled *ar*; /er/ Spelled *er, ir, ur, ear*;
/or/ Spelled *or, ore*

Blending ROUTINE 2

EL REVIEW *Sound/Spelling Cards* 37, 38, and 39. Explain that the *r*-controlled vowels in these spellings are neither long nor short. Often, when the letter *r* follows a vowel, the vowel changes its sound. Tell students to pay special attention to the vowel sounds as they read the words.

Have students use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

About the Words

- 1 Have students identify the spelling for /ar/ in each word. Explain that *alarm* begins with an unaccented schwa sound spelled *a*. Ask students which words have more than one syllable and how those words should be divided. *a/larm, gar/den*
- 2 Have students identify the spelling for /er/ in each word. Explain that *herd* and *heard* are homophones that sound the same but have different spellings and meanings. Have students describe the difference between the two words. *heard is the past tense of hear; a herd is a large group of animals.*
- 3 Have students identify the spelling for /er/ in each word. Ask students which word has two syllables and how they would divide the word. *af/firm* Have them identify the first sound. *schwa* Then discuss the meaning of the word.
- 4 Have students identify the spelling for /er/ in each word. Have students divide the two-syllable word. *bur/den* Have them identify the second vowel sound in *burden*. *The second sound is a schwa, or an unaccented vowel sound.*
- 5 Have students identify the spelling for /or/ in each word. Examine the word *import*. Ask students how many syllables it has and where they would divide the word. *it has two syllables; im/port* Discuss the word's meaning.
- 6 Have students identify the spelling for /or/ in each word. Ask students to divide the two-syllable words and discuss the meaning of each. *a/dore, ex/plore; Adore means "to love or admire" and explore means "to discover new things or places."*

ePresentation



Blending

Words

1	barn	carve	alarm	garden
2	herd	fern	heard	learn
3	girl	first	stir	affirm
4	burn	burden	turn	curl
5	storm	fort	import	torn
6	store	more	adore	explore

EL English Learner

ASSESSING LANGUAGE PROFICIENCY Students at the intermediate level of English language proficiency have good comprehension of overall meaning and are beginning to demonstrate increased comprehension of specific details and concepts. They are learning to respond in expanded sentences.

Teacher Tip

DOUBLE CONSONANTS When dividing between a double consonant such as *affirm*, the doubled consonant is not normally pronounced at both the end of the first syllable and the beginning of the second syllable. Instead, we usually read the word as "a/ffirm." Model for students how to divide the words into syllables first, and then how to blend through the double consonants for a fluent reading of the word.

Developing Oral Language

HAVE students choose a word from each line and use it in a sentence starter. Then have another student extend the sentence by adding more detail.

Ask students to list the words from the word lines that are nouns. *barn, alarm, garden, herd, fern, girl, burden, storm, fort, store* Ask them to list the words that are verbs. *carve, heard, learn, stir, affirm, burn, burden, turn, curl, import, adore, explore* Tell students that some of the words can be used as both a noun and a verb, such as *herd*. Have students give other examples and then use both forms in sentences. *Jordan liked to store his old baseball cards in the back of his dad's corner store.*

Dictation and Spelling ^{ROUTINE} 7

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Fluency: Reading a Decodable Story ^{ROUTINE} 9

Book 1, Story 4: Tell Your Pals

The following high-frequency words appear in *Decodable Stories, Book 1, Story 4* “Tell Your Pals”: *earth, hard, last, more, school, story, than*. Review these words with students using the *High-Frequency Flash Cards* before reading the decodable story.

USE Routine 9, the Reading a Decodable Story Routine, to have students read “Tell Your Pals.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

Check students’ comprehension by asking them the questions that follow pertaining to “Tell Your Pals.” Students should find the place in the book that supports their answer and read it aloud.

1. Why is Fran thinking about stories to tell her pals? *Because school will start soon and she will see her friends.*
2. What did Fran grow in her garden? *Fran grew corn and other plants.*
3. Who came and reminded Fran of one more story to tell? *Midge and the children walking her ran into Fran’s yard.*

▶ Building Fluency

Build students’ fluency by having them read “Tell Your Pals” with a partner. Have the partners reread the story aloud several times. Check students’ fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.



Teacher Tip

DECODABLES For additional practice with the spellings from this lesson, have students read Story 4, “Fran’s Story” from *Practice Decodable Stories*.

ePresentation

Dictation and Spelling

Words

1	harm	card	stern
2	earn	dirt	bird
3	hurt	born	wore

Decodable Stories, Book 1

Tell Your Pals



Resources:

- *Sound/Spelling Cards* 32, 33, 34
- Routines 2, 7, and 9
- *Decodable Stories, Book 1, Story 5*
- *High-Frequency Flash Cards*

Objectives: Students will

- review consonant digraphs.
- spell dictated words correctly.
- build oral language skills.
- read a *Decodable Story*.

Phonics and Decoding

Review: /sh/ Spelled *sh*; /th/ Spelled *th*; /ch/ Spelled *ch*, *tch*

Blending ROUTINE 2

EL REVIEW *Sound/Spelling Cards* 32, 33, and 34. Explain that the spellings are consonant digraphs, or two or more consonants that together represent one particular sound. Ask students how consonant digraphs differ from consonant blends. Then review that the green box represents a short-vowel spelling.

Have students use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

About the Words

- 1 Have students identify the spelling for /sh/ in each word. Note that the *sh* spelling can be found at the beginning and end of a word. Ask students to find the consonant blends on the line and explain how they are different from the digraphs. *rp in sharp, spl in splash, and br in brush are consonant blends because each consonant is pronounced*
- 2 Have students identify the spelling for /th/ in each word. Note that the *th* spelling can be found at the beginning and end of a word. Ask students to find the consonant blends on the line. *nk in think and rd in third are consonant blends*
- 3 Have students identify the spelling for /ch/ in each word. Note that the *ch* spelling can be found at the beginning and end of a word.
- 4 Have students identify the spelling for /ch/ in each word. Note that the *tch* spelling is preceded by a short-vowel sound and comes at the end of a word or syllable.
- 5 Explain that the words on this line begin with three consonants, but the consonants are not all pronounced. The first two create a digraph, a single sound that is blended with the third consonant. Have students explain how these words are different from words like *string* and *splash*.

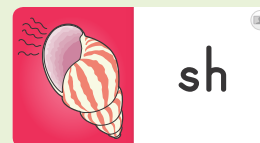
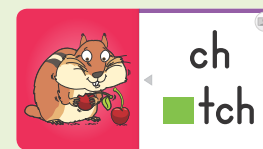
Developing Oral Language

HAVE students create sentences using words from the word lines. Provide them with examples of word pairs, such as *ship/search*, *moth/porch*, or *chop/shred*, that are good matches for creating meaningful sentences. Encourage students to create fun or silly sentences to foster their engagement in the activity. *My brothers always gets a thrill from pushing me into the pool. He loves to watch me splash around in shock.*

EL English Learner

ASSESSING STUDENT PROFICIENCY Students at the early advanced level of English language proficiency demonstrate consistent comprehension of meaning, including implied and nuanced meaning, and are learning the use of idiomatic and figurative language. They are increasingly able to respond using details in compound and complex sentences and sustaining conversation in English.

ePresentation



Blending

Words

1	ship	sharp	splash	brush
2	think	third	path	moth
3	chop	churn	porch	search
4	itch	catch	stitch	fetch
5	shred	thread	thrill	shrink



Teacher Tip

BLENDED Have students identify the words on the word lines that include a schwa sound. *The words brush, third, churn, and search contain a schwa sound/spelling.*

Dictation and Spelling ^{ROUTINE} 7

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Fluency: Reading a Decodable Story ^{ROUTINE} 9

Book 1, Story 5: Stars

The following high-frequency words appear in *Decodable Stories, Book 1, Story 5 "Stars"*: *above, answer, friend, night, turned*. Review these words with students using the *High-Frequency Flash Cards* before reading the decodable story.

USE Routine 9, the Reading a Decodable Story Routine, to have students read "Stars." Review how readers use context clues to monitor their understanding. Say the sentence "The stars looked like sparks burning in the night." Discuss with students how they can determine the meaning of *sparks* by using context clues like *burning* and the comparison to what stars look like in the night sky. Because stars are so far away, they appear tiny, so *sparks* must be "small pieces of hot, glowing material." Tell students to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

Check students' comprehension by asking them the questions that follow pertaining to "Stars." Students should find the place in the book that supports their answer and read it aloud.

1. What did Chip have to help him spot stars? *Chip used a chart that showed the stars.*
2. Who came over to watch the stars with Chip? *Chip's friend Josh visited that night.*
3. What did Josh guess the flash of light was? *Josh thought it was a jet.*

▶ Building Fluency

Build students' fluency by having them read "Stars" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Teacher Tip

DECODABLES For additional practice with the spellings from this lesson, have students read Story 5, "Fishing" from *Practice Decodable Stories*.

ePresentation

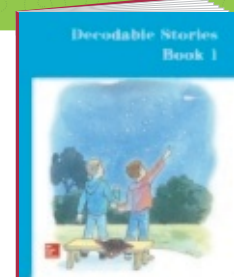
Dictation and Spelling

Words

1	shin	mesh	flash
2	thing	thick	north
3	check	chill	hatch

Decodable Stories, Book 1

Stars



LESSON 1	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1	/ā/ spelled <i>a, a_e</i> /ī/ spelled <i>i, i_e</i> /ō/ spelled <i>o, o_e</i>		<i>Skills Practice</i> , pp. 1-2	
	2	/ā/ spelled <i>a, a_e</i> /ī/ spelled <i>i, i_e</i> /ō/ spelled <i>o, o_e</i>		<i>Decodable Stories, Book 2</i> , Story 6	
	3		Compound Words	<i>Skills Practice</i> , pp. 3-4	
	4		Compound Words	<i>Skills Practice</i> , pp. 5-6	
	5	/ā/ spelled <i>a, a_e</i> /ī/ spelled <i>i, i_e</i> /ō/ spelled <i>o, o_e</i>	Compound Words	<i>Decodable Stories, Book 2</i> , Story 6	<i>Assessment</i> , pp. 1-4

LESSON 2	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1	/ē/ spelled <i>e, e_e</i> /ū/ spelled <i>u, u_e</i>		<i>Skills Practice</i> , pp. 7-8	
	2	/ē/ spelled <i>e, e_e</i> /ū/ spelled <i>u, u_e</i>		<i>Decodable Stories, Book 2</i> , Story 7	
	3		Antonyms & Synonyms	<i>Skills Practice</i> , pp. 9-10	
	4		Antonyms & Synonyms	<i>Skills Practice</i> , pp. 11-12	
	5	/ē/ spelled <i>e, e_e</i> /ū/ spelled <i>u, u_e</i>	Antonyms & Synonyms	<i>Decodable Stories, Book 2</i> , Story 7	<i>Assessment</i> , pp. 5-7

LESSON 3	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1	/j/ spelled <i>ge, gi_</i> /s/ spelled <i>ce, ci_, cy</i>		<i>Skills Practice</i> , pp. 13-14	
	2	/j/ spelled <i>ge, gi_</i> /s/ spelled <i>ce, ci_, cy</i>		<i>Decodable Stories, Book 2</i> , Story 8	
	3		Shades of Meaning	<i>Skills Practice</i> , pp. 15-16	
	4		Shades of Meaning	<i>Skills Practice</i> , pp. 17-18	
	5	/j/ spelled <i>ge, gi_</i> /s/ spelled <i>ce, ci_, cy</i>	Shades of Meaning	<i>Decodable Stories, Book 2</i> , Story 8	<i>Assessment</i> , pp. 8-9

LESSON 4	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1	/ā/ spelled <i>ai_, _ay</i> /ə/ spelled <i>_le, _el, _al, _il</i>		<i>Skills Practice</i> , pp. 19-20	
	2	/ā/ spelled <i>ai_, _ay</i> /ə/ spelled <i>_le, _el, _al, _il</i>		<i>Decodable Stories, Book 2</i> , Story 9	
	3		Regular Plurals	<i>Skills Practice</i> , pp. 21-22	
	4		Regular Plurals	<i>Skills Practice</i> , pp. 23-24	
	5	/ā/ spelled <i>ai_, _ay</i> /ə/ spelled <i>_le, _el, _al, _il</i>	Regular Plurals	<i>Decodable Stories, Book 2</i> , Story 9	<i>Assessment</i> , pp. 10-12

LESSON 5	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1	/f/ spelled <i>ph</i> /m/ spelled <i>_mb</i> /n/ spelled <i>kn_</i> /r/ spelled <i>wr_</i> /w/ spelled <i>wh_</i>		<i>Skills Practice</i> , pp. 25-26	
	2	/f/ spelled <i>ph</i> /m/ spelled <i>_mb</i> /n/ spelled <i>kn_</i> /r/ spelled <i>wr_</i> /w/ spelled <i>wh_</i>		<i>Decodable Stories, Book 2</i> , Story 10	
	3		Irregular Plurals	<i>Skills Practice</i> , pp. 27-28	
	4		Irregular Plurals	<i>Skills Practice</i> , pp. 29-30	
	5	/f/ spelled <i>ph</i> /m/ spelled <i>_mb</i> /n/ spelled <i>kn_</i> /r/ spelled <i>wr_</i> /w/ spelled <i>wh_</i>	Irregular Plurals	<i>Decodable Stories, Book 2</i> , Story 10	<i>Assessment</i> , pp. 13-14

LESSON 6	Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
	1-2	Review Unit I Lesson 1-2	Review Unit I Lesson 1-2	<i>Decodable Stories, Book 2</i> , Story 11 <i>Skills Practice</i> , pp. 31-32	
	3-4	Review Unit I Lesson 3-4	Review Unit I Lesson 3-4	<i>Skills Practice</i> , pp. 33-34	
	5	Review Unit I Lesson 5	Review Unit I Lesson 5		<i>Assessment</i> , pp. 15-21

Foundational Skills

Resources:

- *Sound/Spelling Cards* 27, 29, 30
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 1-2

Objectives: Students will

- read words with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*.
- spell dictated words with /ā/, /ī/, and /ō/ correctly.
- build oral language skills.

Phonics and Decoding

/ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*


Blending

ROUTINE 4

ROUTINE 5

REVIEW /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e* using *Sound/Spelling Cards* 27, 29, and 30. Have students tell what they already know about these cards. *The red letters are long-vowel spellings. The underscores on some spellings mean that a consonant goes in that position.* Ask students how these features are useful.

Remind students that syllable patterns can help them read words. Use Routine 4, the Closed Syllable Routine, to review dividing words between two middle consonants in words with a VCCV pattern and use Routine 5, the Open Syllable Routine, to review dividing words after the vowel in words with the VCV pattern.

-  Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

TELL students that when a vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an *open syllable*. When a vowel spelling is followed by a consonant spelling, the vowel sound is usually short. This is called a *closed syllable*.

- 1 /ā/ spelled *a* and *a_e* Have students identify the /ā/ spelling in each word. *apron, basic, lemonade, amaze*
- 2 /ī/ spelled *i* and *i_e* Have students identify the /ī/ spelling in each word. *entire, pilot, binder, advise*
- 3 /ō/ spelled *o* and *o_e* Have students identify the /ō/ spelling in each word. *open, hosting, hopeful, suppose*
- 4 /ā/ spelled *a_e*, /ī/ spelled *i_e*, and /ō/ spelled *o* Have students identify the /ā/, /ī/, and /ō/ spellings in each word. *mistake, remote, admire, crisis*



Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines. Point to each spelling in the word, and have students say the sound for each spelling. Make the blending motion from left to right, and have students blend the sounds to say the word. Then have students say the word naturally. For multisyllabic words, have students blend the word syllable by syllable.

OL ON LEVEL Have students explain why the *e* is not pronounced in the vowel-consonant-*e* spellings.

BL BEYOND LEVEL Have students work alone or in pairs to create a list of other two- and three-syllable words with the *a*, *i*, and *o* long-vowel spellings. Students should indicate the syllable break in each word.

ePresentation

Blending

Words

1	basic	lemonade	apron	amaze
2	entire	pilot	binder	advise
3	open	hosting	hopeful	suppose
4	mistake	remote	admire	crisis

Have students identify how many syllables the words have. *Lemonade has three syllables, all of the rest have two.*

Ask students to identify the syllable breaks in each word. *ba/sic, lem/on/ade, a/pron, a/maze, en/tire, pi/lot, bind/er, ad/vise, o/pen, host/ing, hope/ful, sup/pose, mis/take, re/mote, ad/mire, cri/sis*

Ask students which words begin with open syllables and which words begin with closed syllables. *open syllables: basic, apron, amaze, pilot, open, remote, crisis; closed syllables: lemonade, entire, binder, advise, hosting, hopeful, suppose, mistake, admire*

About the Sentences

1-2 /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* Review the underlined high-frequency words. Have students identify any words in the sentences with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, or /ō/ spelled *o*. *Dave, find, shade, change, bike, tire; Most, quiet* Discuss the internal punctuation found in Sentence 2. *There is a comma used to separate independent clauses joined by the conjunction but* To enhance fluency, have students practice pausing at the comma as they read the sentence.

Developing Oral Language

HAVE students identify the words from the word lines that are nouns. *lemonade, apron, pilot, binder, mistake, crisis* Then have students identify the words that are verbs. *amaze, advise, open, hosting, suppose, growing, admire* Have students explain how the words *pilot* and *mistake* can also be verbs, then use them in sentences to demonstrate their use as each part of speech. *The pilot smiled as each passenger boarded the plane. My brother wants to learn how to pilot a glider.*

Have **HAVE** students create sentences that contain at least two words from the word lines. Provide them with word pairs, such as *hosting/lemonade, binder/open, or amaze/excite*, that are good matches for creating meaningful sentences. Encourage students to create fun or silly sentences to foster their engagement in the activity.

Guided Practice

ASSIGN pages 1-2 from *Skills Practice* for students to work with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed. Explain that this is not a test.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Teacher Tip

DICTION When there are multiple spellings for a sound, it is especially important that students ask, "Which spelling?" when they are unsure. Remind them to use the *Sound/Spelling Cards* and to ask for help when needed.

Differentiated Instruction

AL APPROACHING LEVEL If students need support, use Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling. Say each word, use it in a sentence, and repeat it. Have students say the word, then the first sound. Then have them check the *Sound/Spelling Cards* for the spelling. Have students write the spelling, then finish spelling the word with the remaining sounds.

ePresentation

Blending

Sentences

- Dave thought he could find a spot in the shade to change his bike tire.
- Most of the kids in class were quiet, but some still wanted to talk during the test.

Dictation and Spelling

Words

1	data	tame	blaze
2	wild	fire	slide
3	poster	spoken	awoke

Challenge Words

4	grateful	item	over
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Dictation and Spelling

Sentence

- He rode his bike to the game.

Resources:

- *Decodable Stories, Book 2, Story 6*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- spell dictated words with /ā/, /ī/, and /ō/ correctly.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*

Developing Oral Language

DISPLAY the sentence starter *Maria was hopeful that . . .* and have a volunteer finish the sentence to demonstrate the meaning of *hopeful*. Have students work with a partner to create their own sentence starters using the words on the word lines. Then have them complete the sentences in groups.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 2, Story 6: Val's New Bike

New High-Frequency Words: *change, find, most, thought, talk*

Reviewed High-Frequency Words: *above, back, last, next*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- Have students read "Val's New Bike." Explain that they can use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

AL APPROACHING LEVEL If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine. First, teach the non-decodable, high-frequency words, then have students discuss what they think the story is about. Students should read a page silently, then read it aloud, using their knowledge of spelling and syllabication patterns to blend decodable words. Have them refer to the *Sound/Spelling Cards* as necessary. Repeat this procedure for each page.

ePresentation

Blending

Words

1	basic	lemonade	apron	amaze
2	entire	pilot	binder	advise
3	open	hosting	hopeful	suppose
4	mistake	remote	admire	crisis

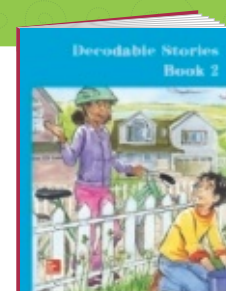
Blending

Sentences


- 1 Dave thought he could find a spot in the shade to change his bike tire.
- 2 Most of the kids in the class were quiet, but some tried to talk during the test.

Decodable Stories, Book 2

Val's New Bike




▶ Checking Comprehension

-  Check students' comprehension by asking them the following questions pertaining to "Val's New Bike." Students should find the place in the book that supports their answer and read it aloud.
1. What does Val like most about her new bike? *She admires the plate with her name.*
 2. Who is Val talking to when she discovers her nameplate is missing? *Mona*
 3. How does Val get her nameplate back? *She rides back the way she came and runs into Vic. He has found her nameplate.*

▶ Building Fluency

-  Build students' fluency by having them read "Val's New Bike" with a partner. Have the partners reread the story aloud several times.

Explain to students that fluent readers read with accurate, automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. Explain that when readers read with automaticity, their rapid decoding of words seems unconscious. This quick word recognition allows readers to gain more meaning from the text. Students can practice fluency and automaticity as they read and reread text.

-  As students partner read, check that they are reading high-frequency words and other studied words accurately and automatically. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	awake	silent	later
2	icon	escape	graze
3	alone	solo	kind

Challenge Words

4	divide	locate	homemade
---	--------	--------	----------

Dictation and Spelling

Sentence

- 1 Ray likes to hide a bone in the yard for his dog to dig up and find.



Teacher Tip

COMPREHENSION Having students locate information within a text is an important comprehension tool and a part of close reading.



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the spellings from this lesson, have students read Story 6, "Dave's New Home" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read *Decodable Story 6*, "Val's New Bike." Note those individuals having problems and work with them in pairs or small groups.

Foundational Skills

Resources:
Skills Practice, pp. 3–4

Objectives: Students will

- understand compound words.
- build oral language skills.

Word Analysis

Compound Words

Decoding

REVIEW with students what a compound word is. *A compound word is a word made by joining two smaller words.* Tell students that a closed compound is when the two smaller words are joined without a space between them, and an open compound is when they do have a space between them. Explain that the meaning of a compound word is usually related to the meanings of both of its parts. For example, a *sunflower* is a kind of flower that looks like the sun.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-2 Closed Compound Words Ask students to explain if the words are open compounds or closed compounds. *The words are closed compounds because they are made of two smaller words without a space between them.* Then have them identify the two words that make up each compound. Have students discuss the meaning of each compound word based on the meanings of its two parts. *A backyard is a yard that is behind, or at the back of, a house. A classroom is the room where the class meets.* Help students to determine the meaning of less literal compound words like *brainstorm* or *babysitter*.

3-4 Open Compound Words Ask students to explain if the words are open compounds or closed compounds. *The words are open compounds because they are made of two smaller words with a space between them.* Then have them identify the two words that make up each compound. Have students discuss the meaning of each compound word based on the meanings of its two parts. *A fire truck is a special truck used to fight fires.*

About the Sentences

1-2 Compound Words Have students identify the compound words in the sentences and read the sentences until they can do so fluently. *homework, brainstorm, polar bears; fire truck, softball, backyard*



Teacher Tip

SYLLABICATION Explain that there is a syllable break between the two words that make up each closed compound word. Reinforce this by indicating the syllable breaks on the word lines.

back/yard soft/ball class/room team/mate
home/work sail/boat brain/storm ba/by/sit/ter
po/lar bear lawn mow/er post of/fice



Differentiated Instruction

AL APPROACHING LEVEL If students have trouble reading a word, stop and have them blend the word using Routine I, the Sound-by-Sound Blending Routine.

ePresentation

Decoding

Words

1	backyard	softball	classroom	teammate
2	homework	sailboat	brainstorm	babysitter
3	high school	polar bear	ice cream	fire truck
4	lawn mower	school bus	post office	first aid

Decoding

Sentences

- 1 My homework was to brainstorm ideas for a report on polar bears.
- 2 While we were playing softball in the backyard, we saw a fire truck speed by.

Developing Oral Language

HAVE students create riddles for the compound words on the word lines. Tell them that they cannot use either of the smaller words that make up the compound in their description. Give them the example *This is a place where older students go to learn (high school)* and point out that your example did not include the words *high* or *school*. *This is a small ship that is powered by the wind. (sailboat)* *This is an activity to generate lots of new ideas. (brainstorm)*

Ask students to list other compound words to add to the word lines. *keyboard, butterfly, birdseed, volleyball* Write each example on the board and have students identify the smaller words that make up the compound. Then have students discuss the meaning of each word based on its parts. Explain that some compound words, such as *butterfly*, do not have meanings that directly relate to both the smaller words. Have students come up with the literal and nonliteral meanings of these words.

- Have students use the words from the word lines in complete sentences. Have volunteers extend each sentence by adding more details or another compound word if possible.

Guided Practice

- **ASSIGN** pages 3–4 from *Skills Practice* for students to work with compound words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

HAVE students search other texts they are reading for additional words with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*, as well as compound words. Have students sort them into the appropriate category and share examples with the class.



Teacher Tip

EXTENDING A SENTENCE Model how to extend a sentence by asking *who*, *what*, *where*, *when*, and *how*. For example, use the sentence *We watched the sailboat*. Then extend the sentence to *Pedro and I watched the sailboat head out to sea*.



Teacher Tip

RETEACH Daily activities are provided for students needing additional support with this lesson. Refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Resources:

- *Skills Practice*, pp. 5–6
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Compound Words

Developing Oral Language

- TELL** students to work in pairs to list other compound words that contain some of the word parts in the word lines. *baseball, lifeboat, bedroom, fireman, storm door* Then have student pairs write sentences with the words and share them with the class. Ask students to identify the compound word they hear in each sentence.

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- Jenny’s favorite flavor of *ice cream* is chocolate.
- I like to finish my *homework* as soon as I get home from school.
- Lana left her math book in the *classroom* and had to go back to school to get it.
- There are bandages in the *first aid* kit.
- We sat in a circle to *brainstorm* ideas for our group presentation.
- Even though our *lawn mower* is old, it still cuts the grass just fine.

Fluency

- TELL** students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 5–6 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that when reading, it is important to pay attention to end punctuation and also internal punctuation like commas. Have students follow along on their own, raising their hands every time you pause. After modeling fluency for students, have them practice fluency by reading the passage along with you.

Review the Fluency Checklist on page 5 of *Skills Practice* with students, and make sure they understand each item on the list. Tell students to use the checklist to help them improve their fluency as they read the passage. Then have students read the passage aloud quietly to themselves. Tell students they should read with appropriate rate by pausing as needed at punctuation.



Teacher Tip

COMPOUND WORDS Explain that some compound words contain a hyphen between word parts. Words such as *twenty-one, fifty-yard,* and *part-time,* which are used as adjectives, contain a hyphen.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	backyard	softball	classroom	teammate
2	homework	sailboat	brainstorm	babysitter
3	high school	polar bear	ice cream	fire truck
4	lawn mower	school bus	post office	first aid

Decoding

Sentences

- 1 My homework was to brainstorm ideas for a report on polar bears.
- 2 While we were playing softball in the backyard, we saw a fire truck speed by.

Developing Oral Language

brainstorm	Jenny’s favorite flavor of _____ is chocolate.
classroom	I like to finish my _____ as soon as I get home from school.
lawn mower	Lana left her math book in the _____ and had to go back to school to get it.
ice cream	There are bandages in the _____ kit.
first aid	We sat in a circle to _____ ideas for our group presentation.
homework	Even though our _____ is old, it still cuts the grass just fine.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Cards* 27, 29, 30
- *Decodable Stories, Book 2*, Story 6
- *Assessment*, pp. 1-4

Objectives: Students will

- read words with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*.
- understand compound words
- build oral language skills.
- build fluency.

Review

/ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*

Blending

EL REVIEW /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e* using *Sound/Spelling Cards* 27, 29, and 30.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Compound Words

Decoding

REVIEW that compound words are made up of two smaller words. Open compounds have a space between the two smaller words and closed compounds do not. Remind students that the meanings of the smaller words can help them determine the meaning of the compound.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed writing, have them exchange and write extensions for the other group's sentences. After each group has finished writing the extended sentences, have them read them back to the other group.

Fluency

HAVE students reread *Decodable Stories, Book 2*, Story 6, "Val's New Bike," to practice reading accurately and with automaticity. If students have difficulty reading with automaticity, work with them in small groups to practice recognizing words automatically. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

EL English Learner

COGNATES Many words are cognates in one or more Romance languages (Spanish, French). Point out these cognates to speakers of Romance languages to help support understanding of the meanings of words in word lines. A list of cognates will be provided for many of the word lines, as well as the Spanish translation. If the word is not a Spanish cognate but is a French one, the translation will be provided in French. The following words are cognates: *basic*, *lemonade*, *entire*, *pilot*, *suppose*, *remote*, *admire*, and *crisis* (*básico*, *limonada*, *entero*, *piloto*, *suponer*, *remoto*, *admirar*, *crisis*).

ePresentation

Blending

Words

1	basic	lemonade	apron	amaze
2	entire	pilot	binder	advise
3	open	hosting	hopeful	suppose
4	mistake	remote	admire	crisis

Blending

Sentences

- 1 Dave thought he could find a spot in the shade to change his bike tire.
- 2 Most of the kids in the class were quiet, but some tried to talk during the test.

Decoding

Words

1	backyard	softball	classroom	teammate
2	homework	sailboat	brainstorm	babysitter
3	high school	polar bear	ice cream	fire truck
4	lawn mower	school bus	post office	first aid

Decoding

Sentences

- 1 My homework was to brainstorm ideas for a report on polar bears.
- 2 While we were playing softball in the backyard, we saw a fire truck speed by.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 1-4 to assess students' understanding of the skills taught in this lesson.

Resources:

- *Sound/Spelling Cards* 28, 31
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 7–8

Objectives: Students will

- read words with /ē/ spelled e and e_e and /ū/ spelled u and u_e.
- spell dictated words with /ē/ and /ū/ correctly.
- build oral language skills.

Phonics and Decoding

/ē/ spelled e and e_e and /ū/ spelled u and u_e

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ē/ spelled e and e_e and /ū/ spelled u and u_e using *Sound/Spelling Cards* 28 and 31. Have students tell what they already know about these cards. *The red letters are long-vowel spellings; The underscores on some spellings mean that a consonant goes in that position.* Ask students how these features are useful.

Use Routine 4, the *Closed Syllable Routine*, to review dividing words between two middle consonants in words with a VCCV pattern and use Routine 5, the *Open Syllable Routine*, to review dividing words after the vowel in words with the VCV pattern.

- Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

EL

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

REMINDE students that when a vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an *open syllable*. When a vowel spelling is followed by a consonant spelling, the vowel sound is usually short. This is called a *closed syllable*.

- 1 /ē/ spelled e Have students identify the /ē/ spelling in each word. *even, zebra, secret, meter*
- 2 /ē/ spelled e_e Have students identify the /ē/ spelling in each word. *athlete, severe, interfere, compete*
- 3 /ū/ spelled u Have students identify the /ū/ spelling in each word. *unit, humor, music, human*
- 4 /ū/ spelled u_e Have students identify the /ū/ spelling in each word. *amuse, fume, fuse, cube*

Have students identify which words have two or more syllables. *even, zebra, secret, meter, athlete, severe, interfere, compete, unit, humor, music, human, amuse*

Ask students to identify the syllable breaks in each word. Remind them to divide words between two middle consonants or after the vowel in words with the VCV pattern. *e/ven, ze/bra, se/cret, me/ter, ath/lete, se/vere, in/ter/fere, com/pete, u/nit, hu/mor, mu/sic, hu/man, a/muse*

Differentiated Instruction: Word Lines

AL **APPROACHING LEVEL** If students have trouble reading a word, stop and have them blend the word using Routine 1, the *Sound-by-Sound Blending Routine*.

OL **ON LEVEL** Have students explain why the e is not pronounced in the vowel-consonant-e spellings.

BL **BEYOND LEVEL** Have students work alone or in pairs to create a list of other two-syllable words with the e and u long-vowel spellings. Students should indicate the syllable break in each word. Have students consult a dictionary or thesaurus if they need help.

ePresentation

Blending

Words

1	even	zebra	secret	meter
2	athlete	severe	interfere	compete
3	unit	humor	music	human
4	amuse	fume	fuse	cube

Blending

Sentences

- 1 Maybe Peter will complete his homework on time.
- 2 My friend was mute while she held the menu close to study the items.

EL English Learner

COGNATES All the words are cognates in Romance languages, except *even*. The following are translations in Spanish: *cebra, secreto, metro, atleta, severo (very bad), interferir, competir, unidad, humor, música, humano, fusionar (become one piece), cubo*; and in French: *amuser, fulminer (show anger)*.

Ask students which words begin with open syllables and which words begin with closed syllables.
open syllables: even, zebra, secret, meter, severe, unit, humor, music, human, amuse; closed syllable: athlete, interfere, compete

About the Sentences

1-2 /ē/ spelled e and e_e and /ū/ spelled u and u_e Review the underlined high-frequency words. Have students identify any words in the sentences with /ē/ spelled e or e_e and /ū/ spelled u or u_e. *Maybe, Peter, complete; mute, menu* Ask students to restate the second sentence in their own words. Discuss the meaning of the word *mute*.

Developing Oral Language

HAVE students pick a word from the word lines, determine its part of speech, and explain why it is that part of speech. *Zebra is a noun because a zebra is an animal. Interfere is a verb because it is an action word. Severe is an adjective because it describes a noun or pronoun.* If students have difficulty determining a word's part of speech, have them use it in a sentence to further clarify.

Instruct students to work in groups to write clues for several of the words on the word lines. *This word describes every person on the planet. (human)* Then have groups take turns reading their clues aloud for the rest of the class to solve.

Guided Practice

ASSIGN pages 7–8 from *Skills Practice* for students to work with /ē/ spelled e and e_e and /ū/ spelled u and u_e. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed. Remind students that this is not a test.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Differentiated Instruction

AL APPROACHING LEVEL If students need more support, use Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling. Say each word, use the word in a sentence, then repeat the word. Have students say the word, then the first sound. Then have students check the *Sound/Spelling Cards* and say the spelling. Have students write the spelling, then finish spelling the word with the remaining sounds.

Teacher Tip

DICTATION Remind students to consult the *Sound/Spelling Cards* if they need help during dictation. Explain that students should use the cards as a reference whenever they must choose between several different spellings for a sound.

ePresentation

Dictation and Spelling

Words

1	being	female	react
2	prefix	adhere	unite
3	fuel	useful	cute

Challenge Words

4	eclipse	uniform	museum
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Dictation and Spelling

Sentence

1 There are wetlands in the area, so this part of the state is very humid.

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Resources:

- *Decodable Stories, Book 2, Story 7*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- spell dictated words with /ē/ and /ū/ correctly.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ē/ spelled e and e_e and /ū/ spelled u and u_e

Developing Oral Language

ASK students to identify words on the word lines that have multiple meanings. *even, meter, unit, humor, fume, fuse* Call on students to give two definitions for each word. *A meter is unit of distance and a tool for measuring something.* Ask volunteers for additional definitions. Students may consult a dictionary if needed.

Ask students to use one of the multiple-meaning words in a sentence, then have a partner identify the part of speech for the meaning. *I'm looking forward to our science unit next month.* *Unit is a noun in this sentence.*

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 2, Story 7: Vic's Big Chore

New High-Frequency Words: *close, time, while*

Reviewed High-Frequency Words: *back, hand, hard, high, last, more, plants, watch*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- Have students read "Vic's Big Chore." Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

AL APPROACHING LEVEL If students have problems reading the story, use Routine 9, the Reading a Decodable Story Routine. First, teach the non-decodable, high-frequency words, then have students discuss what they think the story is about. Students should read a page silently, then read it aloud, using their knowledge of spelling and syllabication patterns to blend decodable words. Have them refer to the *Sound/Spelling Cards* as necessary. Repeat this procedure for each page.

ePresentation

Blending

Words

1	even	zebra	secret	meter
2	athlete	severe	interfere	compete
3	unit	humor	music	human
4	amuse	fume	fuse	cube

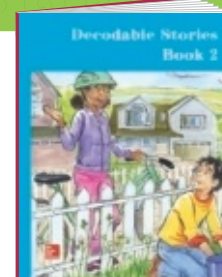
Blending

Sentences

- 1 Maybe Peter will complete his homework on time.
- 2 My friend was mute while she held the menu close to study the items.

Decodable Stories, Book 2

Vic's Big Chore



▶ Checking Comprehension

EL Check students' comprehension by asking them the questions that follow pertaining to "Vic's Big Chore." Students should find the place in the book that supports their answer and read it aloud.

1. What is Vic's big chore in the garden? *He has to pull up white clover plants.*
2. Why does Vic have to get rid of the white clover? *There is too much of it and it is shading out the other plants.*
3. Why does Val want to help Vic? *She wants him to finish so they can ride bikes.*

▶ Building Fluency

ii Build students' fluency by having them read "Vic's Big Chore" with a partner. Have the partners reread the story aloud several times.

Review with students that fluent readers read with expression. One way to add expression to their reading is by varying the tone of their voice as they read dialogue. Review with students that dialogue is the conversation between two or more characters.

Explain that quotation marks show the exact words that the character says. Draw students' attention to the word *said*. Explain that words like *said*, *asked*, or *yelled* are called speaker tags when they come before or after quotation marks. They help the reader know how a character is feeling. By changing the tone of their voice to match the feelings and emotions of the dialogue, readers can better express the feelings and emotions of the story.

As students partner read, check that they are reading with expression and using the dialogue to shape their intonation. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	deplete	commute	evening
2	Utah	concrete	mule
3	fuming	emit	theme

Challenge Words

4	Japanese	universe	extreme
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Dictation and Spelling

Sentence

- 1 Because it does not rot, we had to use cedar planks to make the deck.

EL English Learner

ACTIONS Accompanying actions to your instruction is a great way to nonverbally explain the meaning of words and phrases. Pay attention to what students are doing and not doing, and make sure to reinforce your instruction by rephrasing, using demonstrations or illustrations, and giving further examples if students do not seem to be grasping a task or concept.

ii Differentiated Instruction

AL **APPROACHING LEVEL** For additional practice with the spellings from this lesson, have students read Story 7, "Dave Returns" from *Practice Decodable Stories*.

🍏 Teacher Tip

FLUENCY Monitor students' fluency as they partner read *Decodable Story 7*, "Vic's Big Chore." Note those individuals having problems and work with them in pairs or small groups.

Resources:
Skills Practice, pp. 9-10

Objectives: Students will

- understand antonyms and synonyms.
- build oral language skills.

Word Analysis

Antonyms and Synonyms

Decoding

REVIEW the definitions of *antonym* and *synonym* with students. *Antonyms are words with opposite meanings. Synonyms are words with the same or similar meanings.*

Explain that the word lines contain pairs of words that are either synonyms or antonyms.

- Display the word lines and sentences, then have students read each word and sentence in unison. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-2 Antonyms Ask students to identify the antonym pairs on the word lines. *inside/outside, start/finish, loosen/tighten, forget/remember* Ask them to explain why the words are antonyms. *The words are antonyms because they have opposite meanings.*

3-4 Synonyms Ask students to identify the synonym pairs on the word lines. *bellow/shout, restore/repair, collect/gather, error/blunder* Ask them to explain why the words are synonyms. *The words are synonyms because they have the same or similar meanings.*

About the Sentences

1-2 Antonyms and Synonyms Have students identify a pair of synonyms and a pair of antonyms in the sentences. *full/empty; aloof/unfriendly*

Developing Oral Language

ASK students which word pairs are nouns and which pairs are verbs. *nouns: inside/outside, error/blunder; verbs: start/finish, loosen/tighten, forget/remember, bellow/shout, restore/repair, collect/gather* Have students review the role of nouns and verbs in sentences, then have them use the words in sentences that demonstrate their usage as nouns or verbs. *My mom told us to go play outside. Carlo likes to restore antique furniture.*



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

<i>in/side</i>	<i>out/side</i>	<i>fin/ish</i>	<i>loos/en</i>
<i>tight/en</i>	<i>for/get</i>	<i>re/mem/ber</i>	<i>bel/low</i>
<i>re/store</i>	<i>re/pair</i>	<i>col/lect</i>	<i>gath/er</i>
<i>er/ror</i>	<i>blun/der</i>		

ePresentation

Decoding


Words


1	inside	outside	start	finish
2	loosen	tighten	forget	remember
3	bellow	shout	restore	repair
4	collect	gather	error	blunder

Decoding

Sentences

- Is the glass of water half full or half empty?
- While some cats are aloof or unfriendly, many prove to be good companions.

 Have students create a pair of sentences for each synonym or antonym pair that show how two things are different or alike. *The coach bellowed at the referee. The fans shouted encouragement during the game.*

 Explain that many synonyms share similar but not exact meanings. Discuss with students the slight differences in usage and meaning between *restore/repair* and *bellow/shout*. Have students think of other synonyms for *restore/repair* and *bellow/shout*. *fix, cure, mend; yell, roar, scream*

Help students distinguish how the slightly different meanings between *error* and *blunder* can reflect the state of mind of the person making the word choice. Give them the sentence *I made an error on my test.* and discuss how the sentence *I made a blunder on my test.* changes the meaning. *Error suggests a common mistake, the meaning of blunder suggests the mistake was careless. The person who made the blunder might feel a bit foolish for having made that kind of mistake.* Have students discuss the kind of mistakes on a spelling test that would be an *error* and the kind that would be a *blunder*.

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- We used glue to *repair* the broken lamp.
- I can never *remember* which months have 31 days.
- It is tough being stuck *inside* when the weather is so nice.
- The shortstop made a throwing *error* on that play.
- Shana was excited to *start* reading her new book.
- Dad had to *shout* to be heard above the noise of the lawn mower.

Guided Practice

ASSIGN pages 9–10 from *Skills Practice* for students to work with antonyms and synonyms. Read the Focus section aloud, and complete the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.

ePresentation

Developing Oral Language

error	We used glue to _____ the broken lamp.
repair	I can never _____ which months have 31 days.
inside	It is tough being stuck _____ when the weather is so nice.
start	The shortstop made a throwing _____ on that play.
shout	Shana was excited to _____ reading her new book.
remember	Dad had to _____ to be heard above the noise of the lawn mower.

Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students have trouble understanding antonyms and synonyms, use easier, more concrete words and sentences, such as *on/off, high/low, hard/difficult, or stay/wait* to highlight the concept.

OL ON LEVEL Have students work in pairs or groups to add more antonym and synonym pairs to the word lines.

BL BEYOND LEVEL Have students use as many words from the word lines as possible to write a short story or informational paragraph.

Teacher Tip

MEANING Have students consult glossaries or beginning dictionaries to better understand the meaning of the words *restore/repair, bellow/shout, and error/blunder*.

Resources:

- *Skills Practice*, pp. 11–12
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Antonyms and Synonyms

Developing Oral Language

ASK students to name a synonym for each word in Lines 1 and 2. *indoors, external, begin, end, untie, secure, overlook, recall* Then ask students to name an antonym for each word pair in Lines 3 and 4. *whisper, destroy, scatter, perfection*

Ask a student to name one of the words in the word lines, and then say “synonym” or “antonym.” Another student should name a synonym or antonym for the word. Another student should then use both words in sentences. Continue until all students have participated.

Fluency

TELL students that reading with the appropriate expression is essential to fluency. Assign the fluency passage on pages 11–12 of *Skills Practice* for students to practice fluent reading.

Read aloud the first few lines of dialogue in the fluency passage, modeling appropriate expression by using slightly different voices for each character and changing your tone depending on what is being said. Tell students that expression, or using tone of voice to show feelings and emotions, can be determined through punctuation, as well as the emotional language being used. Explain that expression adds meaning to what they are reading and makes it easier to understand.

Review the Fluency Checklist on page 11 of *Skills Practice* with students, and make sure they understand each item on the list. Tell students to use the checklist to help them improve their fluency as they read the passage. Then have students read the passage aloud quietly to themselves. Tell students they should read with appropriate expression by varying the tone of their voice.

ePresentation

Decoding

Words

1	inside	outside	start	finish
2	loosen	tighten	forget	remember
3	bellow	shout	restore	repair
4	collect	gather	error	blunder

Decoding

Sentences

- 1 Is the glass of water half full or half empty?
- 2 While some cats are aloof or unfriendly, many prove to be good companions.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Cards* 28, 31
- *Decodable Stories, Book 2*, Story 7
- *Assessment*, pp. 5-7

Objectives: Students will

- read words with /ē/ spelled e and e_e and /ū/ spelled u and u_e.
- understand antonyms and synonyms.
- build oral language skills.
- build fluency.

Review

/ē/ spelled e and e_e and /ū/ spelled u and u_e

Blending

REVIEW /ē/ spelled e and e_e and /ū/ spelled u and u_e using *Sound/Spelling Cards* 28 and 31.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence in unison. After students have read both sentences word by word, have them reread each sentence with appropriate rate and expression.

Antonyms and Synonyms

Decoding

REVIEW the difference between antonyms and synonyms. Stress that synonyms may not mean exactly the same thing, and the slight differences can add meaning to sentences.

- Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into small groups. Have each group create a short story that contains as many words from the word lines as possible and share it with the class. As each group reads its story, tell the other groups to note which words the story contains. Establish which group used the most words from the word lines.

Fluency

HAVE students reread *Decodable Stories, Book 2*, Story 7, “Vic’s Big Chore,” to practice reading with expression. If students have difficulty reading with expression, work with them in small groups to practice using dialogue to convey feelings. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

- **FORMAL ASSESSMENT** Use *Assessment* pages 5-7 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

ANTONYMS AND SYNONYMS Give students additional vocabulary practice by asking them to name antonyms and synonyms of words on the Day 1 word lines, such as *equal*, *battle*, and *odd*.

ePresentation

Blending

Words

1	even	zebra	secret	meter
2	athlete	severe	interfere	compete
3	unit	humor	music	human
4	amuse	fume	fuse	cube

Blending

Sentences

- 1 Maybe Peter will complete his homework on time.
- 2 My friend was mute while she held the menu close to study the items.

Decoding

Words

1	inside	outside	start	finish
2	loosen	tighten	forget	remember
3	bellow	shout	restore	repair
4	collect	gather	error	blunder

Decoding

Sentences

- 1 Is the glass of water half full or half empty?
- 2 While some cats are aloof or unfriendly, many prove to be good companions.

Resources:

- *Sound/Spelling Cards* 10, 19
- Routines 4, 5, 7 and 8
- *Skills Practice*, pp. 13–14

Objectives: Students will

- read words with /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*.
- spell dictated words with /j/ and /s/ correctly.
- build oral language skills.

Phonics and Decoding

/j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy* using *Sound/Spelling Cards* 10 and 19. Have students tell what they already know about these cards. *The red letters are vowels; the underscores on some spellings mean that another sound/spelling must follow in that position.* Ask students how these features are useful.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

HAVE students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

DISPLAY the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

REVIEW the generalizations of open and closed syllables, but remind students that these are not absolute rules, and should only be considered one tool for determining how a word sounds.

- 1 /j/ spelled *ge*** Have students identify the /j/ spelling in each word. *gem, submerge, agent, package* Explain that when *ge* is at the beginning of a word, the *e* makes its own vowel sound. Have students identify the words where the *e* makes its own vowel sound. *gem, agent*
- 2 /j/ spelled *gi_*** Have students identify the /j/ spelling in each word. *giant, rigid, ginger, gigantic* Ask students which word has two different spellings for the /j/ sound. *ginger* Then ask why the second *g* in *gigantic* has the /g/ sound. *It is followed by an a, not an e or i.*
- 3 /s/ spelled *ce*** Have students identify the /s/ spelling in each word. *center, percent, office, celebrate* Explain that when *ce* is at the beginning of a word, the *e* makes its own vowel sound. But when *ce* is at the end of the word, the *e* is usually part of the previous vowel spelling.



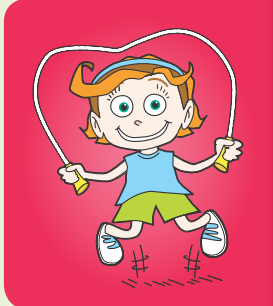
Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines. Point to each spelling in the word, and have students say the sound for each spelling. Make the blending motion from left to right, and have students blend the sounds to say the word. Then have students say the word naturally. For multisyllabic words, have students blend the word syllable by syllable.

OL ON LEVEL Have students explain how the letters *c* and *g* sometimes spell the hard /k/ and /g/ sounds and sometimes spell the soft /s/ and /j/ sounds.

BL BEYOND LEVEL Have students consult a dictionary to find other words with the Greek root *cycl* in *cyclone*. *bicycle, cyclical, encyclopedia* Ask students to identify the meaning of the root and define the words they find. *The Greek root cycl means “circle”*

ePresentation



Jj

j ge

dg e gi_



Ss

Blending

Words

1	gem	submerge	agent	package
2	giant	rigid	ginger	gigantic
3	center	percent	office	celebrate
4	circus	citizen	cyclone	mercy

Blending

Sentences

- 1 At home, our dog is a German shepherd and his name is Prince.
- 2 The giraffe ate all kinds of things, including a large piece of celery.



Teacher Tip

/j/ SPILLED *ge* Explain to students that no words in English end in *j*, so *ge* is used instead. Any time they see *ge* at the end of a word, it will make the /j/ sound.

4 /s/ spelled ci_ and cy Have students identify the /s/ spelling in each word. *circus, citizen, cyclone, mercy* Explain that when *cy* is at the beginning of a word, the *y* usually makes the /ī/ sound. When *cy* is at the end of a word, the *y* makes the /ē/ sound. Ask students why the second *c* in *circus* and *cyclone* has a hard /k/ sound. *It is not followed by e, i, or y.*

Have students identify which words have three syllables. *gigantic, celebrate, citizen* Ask students to identify the syllable breaks in each word on the word lines. Remind them to divide words between two middle consonants or after the vowel in words with the VCV pattern.
sub/merge, a/gent, pack/age, gi/ant, ri/gid, gin/ger, gi/gan/tic, cen/ter, per/cent, of/fice, cel/e/brate, cir/cus, ci/ti/zen, cy/clone, mer/cy

About the Sentences

1-2 /j/ spelled ge and gi_ and /s/ spelled ce Review the underlined high-frequency words. Have students identify any words in the sentences with /j/ spelled *ge* and *gi_* or /s/ spelled *ce*. *German, Prince; giraffe, large, piece, celery*

Developing Oral Language

INSTRUCT students to work in small groups to write clues for several of the words on the word lines. *This word can describe a secret spy that works for the government. (agent)* Then have groups take turns reading their clues aloud for the rest of the class to solve.

Have students create sentences using words from the word lines. Provide them with examples of word pairs, such as *giant/circus, package/office, or gigantic/cyclone*, that are good matches for creating meaningful sentences. Encourage students to create fun or silly sentences to foster their engagement in the activity. *Anna was delighted when the circus marched past her office window.*

Guided Practice

ASSIGN pages 13–14 from *Skills Practice* for students to work with /j/ spelled *ge* and *gi_* and /s/ spelled *ce, ci_*, and *cy*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed. Remind students that this is not a test.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Differentiated Instruction

AL APPROACHING LEVEL If students need more support, use Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling. Say each word, use the word in a sentence, then repeat the word. Have students say the word, then the first sound. Then have students check the *Sound/Spelling Cards* and say the spelling. Have students write the spelling, then finish spelling the word with the remaining sounds.

ePresentation

Dictation and Spelling

Words

1	stage	danger	generate
2	logic	recent	fancy
3	cider	citrus	cyber

Challenge Words

4	exchange	emergency	distance
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Dictation and Spelling

Sentence

1 For weekend shows, the dancers take the stage twice a day.

Teacher Tip

DICTATION Remind students to consult the *Sound/Spelling Cards* if they need help during dictation. Explain that students should use the cards as a reference whenever they must choose between several different spellings for a sound.

Resources:

- *Decodable Stories, Book 2, Story 8*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- spell dictated words with /j/ and /s/ correctly.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*

Developing Oral Language

HAVE students pick a word from the word line and name its part of speech using complete sentences and academic language. *office; office is a noun because it is a place.* If students have difficulty determining a word's part of speech, have them use a dictionary to find the answer.

Have students examine the following multiple-meaning words from the word lines: *gem, agent, package, ginger, office.* Call on students to give a sentence using one of the words' meanings, as well as the part of speech for the meaning they are using. *Ramon was surprised to find a package waiting for him at home. Package is a noun in that sentence.* Ask volunteers for additional definitions. Have students consult a dictionary or glossary to better understand each word's meanings.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work, consulting reference materials as necessary. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 2, Story 8: Gem Is Missing

New High-Frequency Words: *home, large, name, things*

Reviewed High-Frequency Words: *close, find, high, land, more, plants, second, time*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

O Have students read "Gem Is Missing." Tell them to use the context of the story to monitor their accuracy and to self-correct their reading when they mispronounce or misunderstand a word.

EL English Learner

SCAFFOLDING Remind students to use the *Sound/Spelling Cards* to verify that they are writing the correct spellings. If necessary, pronounce each sound one at a time. If they are not making the connection between the sound and the spelling, help them say the sound, and then point to the correct spelling for that sound.



Teacher Tip

PRACTICE WITH /j/ and /s/ Have students search the story "Gem Is Missing" for more words with /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*. Ask them to sort the words by sound/spelling.

ePresentation

Blending

Words

1	gem	submerge	agent	package
2	giant	rigid	ginger	gigantic
3	center	percent	office	celebrate
4	circus	citizen	cyclone	mercy

Blending

Sentences

- 1 At home, our dog is a German shepherd and his name is Prince.
- 2 The giraffe ate all kinds of things, including a large piece of celery.

Dictation and Spelling

Words

1	concern	manage	privacy
2	policy	process	tragic
3	imagine	stranger	medicine

Challenge Words

4	urgency	participate	apologize
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Dictation and Spelling

Sentence


- 1 Casey was excited to get a magic set as a gift.

▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "Gem Is Missing." Students should find the place in the book that supports their answer and read it aloud.

1. How would you describe Old Glen Crossing? *The land used to be farmland, but now it is full of houses surrounded by ponds and plants.*
2. Where does everyone look for Gem? *They look in deserted places far away from Ginger's house.*
3. Where is Gem all along? *She is stuck in the tall white clover in Ginger's yard.*

▶ Building Fluency

-  Build students' fluency by having them read "Gem Is Missing" with a partner. Have the partners reread the story aloud several times.

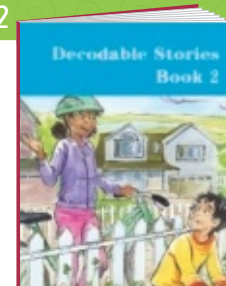
Review with students that fluent readers read with expression. One way to add expression to their reading is by using punctuation to shape their intonation. Remind students that a punctuation mark at the end of a sentence tells readers the kind of intonation, or pitch of voice, they should use as they read. Explain to students that an exclamation point at the end of a sentence signals that something exciting is happening and the sentence should be read with special stress or emphasis. Point out to students that their voices should get louder at the end of a sentence with an exclamation point.

-  As students partner read, check that they are reading with expression and using punctuation to shape their intonation. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 2

Gem Is Missing



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the spellings from this lesson, have students read Story 8, "More Clover" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Gem Is Missing." Note those individuals having problems and work with them in pairs or small groups.

Resources:
Skills Practice, pp. 15–16

Objectives: Students will

- understand shades of meaning.
- build oral language skills.

Word Analysis

Shades of Meaning

Decoding

REVIEW with students that they have studied synonyms. Explain that some words have the same general meaning, but are not exactly the same. The slight differences are called *shades of meaning* and can add context to sentences to give them more meaning.

- EL** Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- 1-4 Shades of Meaning** Discuss with students how the word pairs on Lines 1 and 2 have similar meanings, and how all four words on Line 3 and all four words on Line 4 have similar meanings. Tell students that the words have different shades of meaning. Ask students for the general meaning of the word groups. *Line 1: prepared and willing to do something; afraid about what might happen Line 2: being extremely active; to show amusement Line 3: states of being wet Line 4: ways of talking* Have students discuss how each word on Lines 3 and 4 describes *being wet* or *talking* in a different way.

About the Sentences

- 1-2 Shades of Meaning** Have students identify the words with different shades of meaning in the sentences. *fearful, timid; old, ancient* Then have them read the sentences until they can do so fluently.

ePresentation

Decoding

Words

1	ready	eager	nervous	worried
2	energetic	hyper	laugh	snicker
3	damp	soggy	soaked	flooded
4	said	told	described	notified

Decoding

Sentences

- 1 Shawna was fearful that she was going to scare the timid puppy.
- 2 During our trip to the old museum, we learned about ancient Chinese customs.

EL English Learner

COGNATES Point out the following cognates to speakers of Romance languages: *nervous, energetic, hyper, described, and notified* (Spanish: *nervioso, energético, hiperactivo, descrito, notificado*).


Teacher Tips

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

read/y	ea/ger	nerv/ous
wor/ried	en/er/get/ic	hy/per
snick/er	sog/gy	flood/ed
de/scribed	no/ti/fied	


SHADES OF MEANING Have students consult a dictionary to confirm the different shades of meanings in the word lines. They should look for these words as they are reading to examine context and see how these words, in some cases, convey slightly different meanings.

Developing Oral Language

-  **SAY** the following sentence: *Kavia was talking to Josh but he was having a hard time hearing her.* Have students replace *talking* with a word that provides more specific meaning in the context of the sentence. *Kavia was mumbling to Josh but he was having a hard time hearing her.* Then have them explain why the new word is a better fit. *Mumbling means “speaking in a low, unclear manner” so mumbling explains why Josh was having a hard time hearing.*

Have students use the words from the word lines in sentence starters, for example *Jamie was eager to . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. Discuss how the meaning of the sentence would change if other words with a similar definition, but differing shades of meaning, were used instead.

Guided Practice

-  **ASSIGN** pages I5–I6 from *Skills Practice* for students to work with shades of meaning. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*, as well as words with differing shades of meaning. Have students sort them into the appropriate category and share examples with the class.



Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students have trouble understanding the concept of shades of meaning, use words that have a larger gap between their meaning, such as *said* and *shouted*, to show that although they both are related to using your voice to produce sound, they have very different uses.

OL ON LEVEL Have students search textbooks and other texts to find words that are related to the ones on the word lines, but have different shades of meaning. Students should then organize their words in a graphic organizer such as a word web.

BL BEYOND LEVEL Challenge students to write a short paragraph using the words from the lines that have differing shades of meaning.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Resources:
Skills Practice, pp. 17–18

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Shades of Meaning

Developing Oral Language

TELL students to work in small groups to brainstorm word pairs that are related but have different shades of meaning. Groups should then come up with sentences demonstrating how the different words can add to the meaning and share them with the class. *Glen was happy to help his dad shovel the snow. While looking for something to read, Miguel was thrilled to find his lost book.*

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences. Have them use the word with the most appropriate shade of meaning for the context of the sentence.

- Angela felt excited and was *eager* to begin her summer vacation.
- When the cold weather made the pipes burst, the basement was *flooded*.
- The humid air of a swamp makes your clothes feel *damp* and clingy.
- The class was sad when they were *notified* that the field trip had been cancelled.
- Although he knew it was safe, Chuck was still *nervous* about going on the rollercoaster.
- Mark felt *ready* to take the test because he had studied all night.

Fluency

TELL students that adjusting their pacing is an important part of fluency. Assign the fluency passage on pages 17–18 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you adjust your pacing by reading groups of related words together and by pausing at punctuation. After modeling fluency for students, have them practice fluency by reading the passage on their own. Tell students that as they develop pace, they will increase the number of words per minute they can comprehend. This will allow them to read faster and free them to concentrate on meaning.

Review the Fluency Checklist on page 17 of *Skills Practice* with students, and make sure they understand each item on the list. Tell students to use the checklist to help them improve their fluency as they read the passage. Then have students read the passage aloud quietly to themselves with the purpose of improving their pace.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	ready	eager	nervous	worried
2	energetic	hyper	laugh	snicker
3	damp	soggy	soaked	flooded
4	said	told	described	notified

Decoding

Sentences

- 1 Shawna was fearful that she was going to scare the timid puppy.
- 2 During our trip to the old museum, we learned about ancient Chinese customs.

Developing Oral Language

nervous	Angela felt excited and was _____ to begin her summer vacation.
damp	When the cold weather made the pipes burst, the basement was _____.
eager	The humid air of a swamp makes your clothes feel _____ and clingy.
ready	The class was sad when they were _____ that the field trip had been cancelled.
flooded	Although he knew it was safe, Chuck was still _____ about going on the rollercoaster.
notified	Mark felt _____ to take the test because he had studied all night.

Resources:

- *Sound/Spelling Cards* 10, 19
- *Decodable Stories, Book 2*, Story 8
- *Assessment*, pp. 8–9

Objectives: Students will

- read words with /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*.
- understand shades of meaning.
- build oral language skills.
- build fluency.

Review

/j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*

Blending

EL REVIEW /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy* using *Sound/Spelling Cards* 10 and 19.

Have students read the words on the word lines by blending the sounds in each syllable, then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Shades of Meaning

Decoding

REVIEW with students that related words will often have different shades of meaning. These differences can add context and more specific meaning to sentences.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into four groups. Have each group use one of the sentences that accompany the word lines as the initial sentence of a short story or paragraph. Students should use as many words from the word lines as possible in their writing. Invite groups to share their writing. As a class, keep track of all the words from the word lines that are used.

Fluency

HAVE students reread *Decodable Stories, Book 2*, Story 8, “Gem Is Missing,” to practice reading with appropriate expression. If students have difficulty reading with expression, work with them in small groups to practice using punctuation to shape their intonation. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

EL English Learner

COGNATES All but *gem*, *citizen*, and *mercy* are cognates in Romance languages. The following are the translations in Spanish: *sumergir*, *agente*, *paquete*, *gigante*, *rígido*, *jengibre*, *gigantesco*, *centro*, *percentil*, *oficina*, *celebrar*, *circo*, *ciclón*.

Teacher Tip

SHADES OF MEANING To help students understand how shades of meaning affect their sentences, have them replace a word with a closely related word that has a different shade of meaning. Then have them read the sentence aloud to see if it still makes sense, or if it has lost some meaning or specific context related to the original word.

ePresentation

Blending

Words

1	gem	submerge	agent	package
2	giant	rigid	ginger	gigantic
3	center	percent	office	celebrate
4	circus	citizen	cyclone	mercy

Blending

Sentences

- 1 At home, our dog is a German shepherd and his name is Prince.
- 2 The giraffe ate all kinds of things, including a large piece of celery.

Decoding

Words

1	ready	eager	nervous	worried
2	energetic	hyper	laugh	snicker
3	damp	soggy	soaked	flooded
4	said	told	described	notified

Decoding

Sentences

- 1 Shawna was fearful that she was going to scare the timid puppy.
- 2 During our trip to the old museum, we learned about ancient Chinese customs.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 8–9 to assess students’ understanding of the skills taught in this lesson.

Resources:

- *Sound/Spelling Cards* 12, 27
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 19–20

Objectives: Students will

- read words with /ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le_*, *_el_*, *_al_*, and *_il_*.
- spell dictated words with /ā/ and /əl/ correctly.
- build oral language skills.

Phonics and Decoding

/ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le_*, *_el_*, *_al_*, and *_il_*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ā/ spelled *ai_* and *_ay* using *Sound/Spelling Card* 27. Ask students to tell what they already know about this card. *The red letters are vowels; the underscores on some spellings mean that a consonant goes in that position.* Then display *Sound/Spelling Card* 12 and review the /l/ sound. Tell students that they will be reading words that end with the schwa and /l/ sounds. Remind them that the schwa sound can be spelled with any vowel and is found in the unaccented syllables of words. The schwa sound most closely resembles the short *u* sound.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

- Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /ā/ spelled *ai_* Have students identify the /ā/ spelling in each word. *explain, afraid, entertain, maintain*
- 2 /ā/ spelled *_ay* Have students identify the /ā/ spelling in each word. *delay, portray, essay, holiday*
- 3 /əl/ spelled *_le* and *_el* Have students identify the /əl/ spelling in each word. *little, riddle, level, visible*
- 4 /əl/ spelled *_al* and *_il* Have students identify the /əl/ spelling in each word. *critical, several, nostril, tranquil*

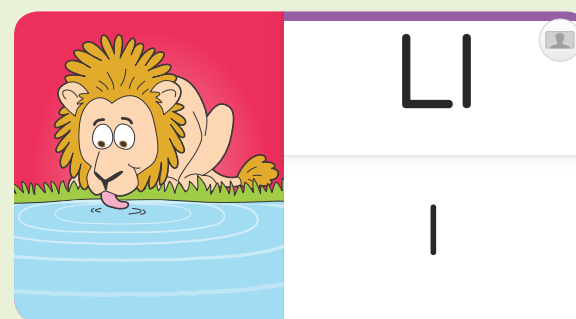
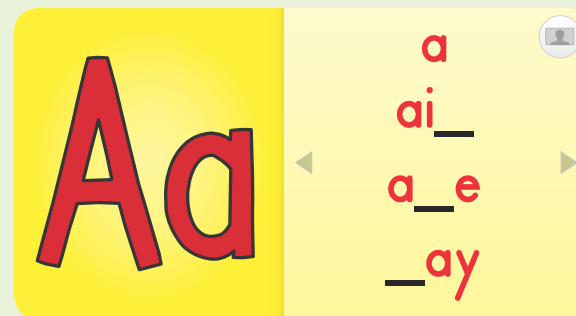
Differentiated Instruction: Word Lines

AL **APPROACHING LEVEL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

OL **ON LEVEL** Have students point to the consonant blends on Lines 1 and 2. Remind them that all consonant sounds are pronounced in a blend.

BL **BEYOND LEVEL** Have students think of additional words related to *visible*. *vision, invisible, visual, vista, visor* Ask them to think about what common element these words contain and what it might mean. *They all contain vis, which might mean “to see.”* Have them use a dictionary to confirm or correct their answers.

ePresentation



Blending

Words

1	explain	afraid	entertain	maintain
2	delay	portray	essay	holiday
3	little	riddle	level	visible
4	critical	several	nostril	tranquil

Blending

Sentences

- 1 Each of those trains carries grain and hay through the farmland and to the city.
- 2 While waiting at the carnival, I spied a nickel near the face-painting stand.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *explain, maintain, essay, level, visible, critical* and *tranquil* (Spanish: *explicar, mantener, ensayo, nivel, visible, critical, tranquilo*).

O Have students identify which words have more than two syllables. *entertain, holiday, visible, critical* Ask students to identify the syllable breaks in each word. Remind them to divide words between two middle consonants or after the long vowel in words with the VCV pattern. Explain that if a word has an *-le* or *-el* at the end, it usually forms a separate syllable along with the preceding consonant. *ex/plain, a/fraid, en/ter/tain, main/tain, de/lay, por/tray, es/say, hol/i/day, lit/tle, rid/dle, le/vel, vis/i/ble, crit/i/cal, seve/ral, nos/tril, tran/quil*

About the Sentences

1-2 /ā/ spelled *ai_* and *_ay* and /ə/ spelled *_el* and *_al* Review the underlined high-frequency words. Have students identify any words in the sentences with /ā/ spelled *ai_* or *_ay* and /ə/ spelled *_el* or *_al*. *train, grain, hay; waiting, carnival, nickel, face-painting*

Developing Oral Language

HAVE students write the words on Lines 3 and 4 and place an accent over the syllable that receives the stress when each word is pronounced. Remind them the schwa sound always appears in the unaccented syllable. Tell them to think of other words with the schwa sound spelled *a, e, i, o,* or *u,* say them aloud, and note the location of the sound in the unaccented syllable.

Ask students to list the nouns from the word lines. *essay, holiday, riddle, nostril* Have them list the verbs from the word lines. *explain, entertain, maintain, delay, portray* Have them list the adjectives from the word lines. *afraid, little, level, visible, critical, several, tranquil* Have students explain the function of each part of speech, then use each word they list in a sentence.

Guided Practice

ASSIGN pages 19–20 from *Skills Practice* for students to work with /ā/ spelled *ai_* and *_ay* and /ə/ spelled *_le, _el, _al,* and *_il*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

O **USE** Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

i Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Teacher Tip

CLOSED SYLLABLES When dividing between a double consonant in words like *essay, little,* and *riddle,* the doubled consonant is not normally pronounced at both the end of the first syllable and the beginning of the second syllable. Instead, we usually read the word as *ess-ay, litt-le,* and *ridd-le.* Model for students how to divide the words into syllables first, and then how to blend through the double consonants for a fluent reading of the word.

Teacher Tip

DICTATION Remind students to consult the *Sound/Spelling Cards* if they need help during dictation. Explain that students should use the cards as a reference whenever they must choose between several different spellings for a sound.

ePresentation

Dictation and Spelling

Words

1	trail	detail	today
2	wiggle	struggle	funnel
3	gravel	animal	fossil

Challenge Words

4	obtain	annual	civil
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Dictation and Spelling

Sentence

1 Yesterday at soccer practice, April sprained her ankle.

Differentiated Instruction

AL **APPROACHING LEVEL** If students need more support, use Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling.

Resources:

- *Decodable Stories, Book 2, Story 9*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- spell dictated words with /ā/ and /əl/ correctly.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le, _el, _al,* and *_il*

Developing Oral Language

ASK students to name synonyms, or words with similar meanings, for the words on Lines 3 and 4. *small, even, judgmental, a few, peaceful* Make sure students understand the meaning of the word *tranquil*.

Display the sentence starter *Andre was afraid that . . .* and have a volunteer finish the sentence to demonstrate the meaning of *afraid*. Have students work with a partner to create their own sentence starters using the words on the word lines. Then have them complete the sentences in small groups.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 2, Story 9: On a Train

New High-Frequency Words: *city, each, face, near, through*

Reviewed High-Frequency Words: *change, close, hear, last, more, name, time*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story. Review that *through* is an irregularly spelled word and help students with its pronunciation as necessary.

- Have students read “On a Train.” Tell them to use the context of the story to monitor their accuracy and to self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

AL APPROACHING LEVEL If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* as necessary.

ePresentation

Blending

Words

1	explain	afraid	entertain	maintain
2	delay	portray	essay	holiday
3	little	riddle	level	visible
4	critical	several	nostril	tranquil

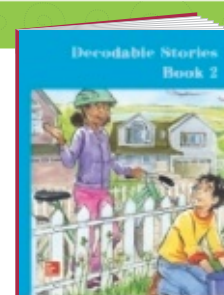
Blending

Sentences

- 1 Each of those trains carries grain and hay through the farmland and to the city.
- 2 While waiting at the carnival, I spied a nickel near the face-painting stand.

Decodable Stories, Book 2

On a Train




▶ Checking Comprehension

Check students' comprehension by asking them the questions that follow pertaining to "On a Train." Students should find the place in the book that supports their answer and read it aloud.

1. What does Vic think of when he hears trains? *He thinks of faraway places.*
2. What surprises Vic about his first train ride? *He is surprised at how quiet the train is as it races along the tracks.*
3. What is Vic's secret birthday wish? *He wants to travel on trains to other cities.*


▶ Building Fluency

-  Build students' fluency by having them read "On a Train" with a partner. Have the partners reread the story aloud several times.

Explain to students that fluent readers read with appropriate prosody. Prosody is the pitch, loudness, tempo, rhythm patterns, and phrasing of language as it is spoken or read aloud, with phrasing being the key factor. Most readers know that articles such as *a* or *the* go with whatever follows them. However, knowing that adjectives go with nouns they modify or that prepositional phrases are actually a unit can be difficult for struggling readers to grasp. So, students will need scaffolding to know how to break sentences down into phrases or units that make sense.

One way to help students practice breaking down a sentence into manageable chunks is to write a sentence on the board and add slashes where readers should pause, then model reading the sentence phrased correctly. The following text from "On a Train" is a good example for modeling prosody:

The train made lots of stops./ At each stop,/ riders got on and off,/ but Vic stayed on./ Vic liked seeing the face of each person.

-  As students partner read, check that they are reading with appropriate prosody and using proper phrasing to break sentences in a natural way. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	contain	utensil	middle
2	stencil	restrain	label
3	display	staple	petal

Challenge Words

4	recycle	betrayal	multiple
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Dictation and Spelling

Sentence

- 1 We were told to write our final essay in pencil.



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the spellings from this lesson, have students read Story 9, "Riddles" from *Practice Decodable Stories*.



Teacher Tips

PRACTICE WITH /ā/ AND /ə/ Have students search the story "On a Train" for more words with /ā/spelled *ai_* and *_ay* and /ə/ spelled *_le*, *_el*, *_al*, and *_il*. Ask them to sort the words by sound/spelling.

FLUENCY Monitor students' fluency as they partner read "On a Train." Note those individuals having problems and work with them in pairs or small groups.

Resources:
Skills Practice, pp. 21–22

Objectives: Students will

- understand regular plural nouns.
- build oral language skills.

Word Analysis

Regular Plurals

Decoding

REVIEW with students the rules for forming regular plural nouns. Remind them that they should add *-s* to most words that end with a consonant or an *e*. They should add *-es* to words ending in *x*, *ch*, *sh*, or *ss*. For words that end with a consonant and *y*, they must change the *y* to *i* and then add *-es*. For words that end with the /f/ sound spelled *f* or *fe*, the *f* or *fe* is usually removed and *-ves* is added.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- Plurals with -s** Have students explain how the plurals on this line were constructed. *The letter -s was added to the ends of the base words.*
- Plurals with -es** Have students explain how the plurals on this line were constructed. *The letters -es were added to the ends of the base words because the words ended with x, ss, sh, and ch.*
- Plurals with -ies** Have students explain how the plurals on this line were constructed. *The base words ended with a consonant and y, so the y was changed to i and the letters -es were added.*
- Plurals with -ves** Have students explain how the plurals on this line were constructed. *The base words ended with an f or fe, so the f or fe was removed and the letters -ves were added.*

Remind students that consonant blends are a group of consonants that each make a sound in a word. Ask volunteers to identify any words that begin with consonant blends on the word lines. *tr in triangles; gl in glasses; br in branches; st in stories* If students list *sh* in *shelves*, review that because *s* and *h* combine to make a new sound, *sh* in *shelves* is a consonant digraph.

About the Sentences

- Regular Plurals** Have students identify the plural nouns in the sentences and explain their endings. *Birds, twigs, nests, trees; stores, kinds, puppies, kittens*

ePresentation

Decoding

Words

1	pencils	basketballs	triangles	windows
2	foxes	glasses	bushes	branches
3	babies	libraries	stories	factories
4	leaves	wives	shelves	wolves

Decoding

Sentences

- Birds collect many small twigs in order to make their nests in trees.
- At pet stores, you can see all kinds of playful puppies and kittens.

Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

pen/cils bas/ket/balls tri/an/gles
win/dows fox/es glass/es
bush/es branch/es ba/bies
li/brar/ies sto/ries fac/to/ries

Differentiated Instruction

AL APPROACHING LEVEL If students have trouble reading a word, stop and have them blend the word using Routine I, the Sound-by-Sound Blending Routine.

OL ON LEVEL Have students write today's rules for forming plurals in their own words and keep the rules handy for future reference while writing.

BL BEYOND LEVEL Have students use as many words from the word lines as possible to write a short story or informational paragraph.

Developing Oral Language

POINT to one of the words on the word lines and ask students to explain the rule for how this plural was formed. Then have students name other nouns not on the word lines that follow the same pattern. Repeat with other words from the word lines.

Ask a volunteer to say and spell the singular form of a noun on the word lines and use it in a sentence. Then have another student use the plural form in another sentence. *I thought I saw a bird sitting in our rose bush. Bushes are good hiding places for birds.*

Have students come up with different categories for the words on the word lines and share them with the class. Encourage them to think of unique categories. *Animals: foxes, wolves Living Things: foxes, bushes, branches, babies, leaves, wives, wolves Words With an /əl/: Spelling: pencils, triangles Places Where People Work: libraries, factories Words With a Consonant Digraph: bushes, branches, shelves Things You Could Find at Schools: pencils, basketballs, libraries, stories, shelves Things You Look Through: windows, glasses* Have students think of other words they could add to each category that are not on the word lines, and explain how the plural is formed. *Banks are another place where people work; you form the plural by adding -s.*

Guided Practice

- ASSIGN** pages 21–22 from *Skills Practice* for students to work with regular plurals. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

- TELL** students to search other texts they are reading for additional words with /ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le, _el, _al,* and *_il,* as well as regular plurals. Have students sort them into the appropriate category and share examples with the class.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.



Teacher Tip

REGULAR PLURALS Encourage students to keep track of the plurals they encounter in their daily reading. How many are formed by adding *-s* or *-es* to a base word, and how many are formed by changing letters at the end of a base word? Have students report their findings after one week.

Resources:

- *Skills Practice*, pp. 23–24
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Regular Plurals

Developing Oral Language

- HAVE** a volunteer choose a word from the word lines, say it, and use it in a simple sentence. *Wolves are my favorite animals.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *Wolves are my favorite animals because they stick together and run in packs.*

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- I like that our town has so many *libraries* where I can find great books.
- *Wolves* and *foxes* are two animals that look similar to dogs.
- One chore I don't mind is raking *leaves* in the fall.
- Alfonse was proud of the rose *bushes* in his garden.
- Janet likes to read all kinds of *stories* in her free time.
- A box of new *pencils* is an important school supply.

Fluency

- REMINDE** students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 23–24 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage and point out how you read the lines fluently, without long pauses and in a way that sounded like natural speech. Explain that you did pause at the end of each sentence and for internal punctuation though. Tell students that accuracy, or the number of words identified correctly, allows readers to focus their attention on understanding what they are reading. Have students read the passage, rereading as necessary to produce a fluent and accurate reading that sounds like their normal speech. Tell students to use context to self-correct their word recognition as they reread the passage.



Teacher Tip

PRONUNCIATION Point out that the plural spellings can have different sounds depending on the base word. For example, in *traps*, the *s* has makes /s/, but in *pails*, it makes /z/. Also, when *-es* is added to the words on Line 2, they become two-syllable words. Tell students to pay attention to pronunciation when saying plurals, and to consult a dictionary if they need help.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	pencils	basketballs	triangles	windows
2	foxes	glasses	bushes	branches
3	babies	libraries	stories	factories
4	leaves	wives	shelves	wolves

Decoding

Sentences

- 1 Birds collect many small twigs in order to make their nests in trees.
- 2 At pet stores, you can see all kinds of playful puppies and kittens.

Developing Oral Language

leaves	I like that our town has so many _____ where I can find great books.
foxes	_____ and _____ are two animals that look similar to dogs.
pencils	One chore I don't mind is raking _____ in the fall.
libraries	Alfonse was proud of the rose _____ in his garden.
wolves	Janet likes to read all kinds of _____ in her free time.
stories	A box of new _____ is an important school supply.
bushes	



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Cards* 12, 27
- *Decodable Stories, Book 2*, Story 9
- *Assessment*, pp. 10-12

Objectives: Students will

- read words with /ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le_*, *_el_*, *_al_*, and *_il_*.
- understand regular plural nouns.
- build oral language skills.
- build fluency.

Review

/ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le_*, *_el_*, *_al_*, and *_il_*

Blending

EL REVIEW /ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le_*, *_el_*, *_al_*, and *_il_* using *Sound/Spelling Cards* 12 and 27.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Regular Plurals

Decoding

REVIEW the rules for forming plurals that the class discussed on Day 3.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed writing, have them exchange and write extensions for the other group's sentences. After each group has finished writing the extended sentences, have them dictate it back to the other group.

Fluency

HAVE students reread *Decodable Stories, Book 2*, Story 9, "On a Train," to practice reading with appropriate prosody. If students have difficulty reading with proper phrasing, work with them in small groups to practice breaking down sentences into manageable chunks. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

EL English Learner

NON-TRANSFERABLE FINAL /ā/ Some languages, including Japanese, Hmong, and Portuguese, do not have /ā/. Work with students who continue to struggle with hearing or saying /ā/ by contrasting words with /ā/ and /e/. Introduce *EL Photo Library Cards* 12, 16, 29, 57, 67, 79, and 166, and have students repeat the name for each card after you. Then raise the cards one at a time, alternating between a word ending with /ā/ and a word ending with /e/. Say the name, and have students raise their hands when they hear the word with /ā/. After students are familiar with the cards, randomly raise a card and have them name the card. Confirm or correct after each response.

ePresentation

Blending

Words

1	explain	afraid	entertain	maintain
2	delay	portray	essay	holiday
3	little	riddle	level	visible
4	critical	several	nostril	tranquil

Blending

Sentences

- 1 Each of those trains carries grain and hay through the farmland and to the city.
- 2 While waiting at the carnival, I spied a nickel near the face-painting stand.

Decoding

Words

1	pencils	basketballs	triangles	windows
2	foxes	glasses	bushes	branches
3	babies	libraries	stories	factories
4	leaves	wives	shelves	wolves

Decoding

Sentences

- 1 Birds collect many small twigs in order to make their nests in trees.
- 2 At pet stores, you can see all kinds of playful puppies and kittens.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 10-12 to assess students' understanding of the skills taught in this lesson.

Resources:

- *Sound/Spelling Cards* 6, 13, 14, 18, 23
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 25–26

Objectives: Students will

- read words with /m/ spelled mb, /n/ spelled kn_, /r/ spelled wr_, /f/ spelled ph, and /w/ spelled wh_
- spell dictated words with /f/, /m/, /n/, /r/, and /w/ correctly.
- build oral language skills.

Phonics and Decoding

/m/ spelled mb, /n/ spelled kn_, /r/ spelled wr_, /f/ spelled ph, and /w/ spelled wh_

Blending

ROUTINE 4

ROUTINE 5

REVIEW /m/ spelled mb, /n/ spelled kn_, /r/ spelled wr_, /f/ spelled ph, and /w/ spelled wh_ using *Sound/Spelling Cards* 6, 13, 14, 18, and 23. Have students tell what they already know about these cards. *The underscores on some spellings indicate where that spelling will occur in a word or syllable.* Ask students how these features are useful. *The features show that words will never begin with /m/ spelled mb and never end with the other sound/spellings.*

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

- Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- **REVIEW** that /m/ spelled mb, /n/ spelled kn_, /r/ spelled wr_, and /w/ spelled wh_ feature silent letters. Remind students the /f/ spelled ph does not feature a silent letter; ph is a consonant digraph.

- 1 /m/ spelled mb, /n/ spelled kn_, and /r/ spelled wr_ Have students identify the /m/, /n/, or /r/ spelling in each word. *lamb, knickknack, plumber, wrinkle*
- 2 /f/ spelled ph, /w/ spelled wh_, /r/ spelled wr_, and /n/ spelled kn_ Have students identify the /f/, /w/, /r/, or /n/ spelling from this lesson in each word. *alphabet, whirlwind, wriggle, knuckle*
- 3 /r/ spelled wr_ and /f/ spelled ph Have students identify the /r/ or /f/ spelling from this lesson in each word. *writer, gopher, elephant, emphasis*
- 4 /n/ spelled kn_, /w/ spelled wh_, and /m/ spelled mb Have students identify the /n/, /w/, or /m/ spelling in each word. *knapsack, whether, thumb, whisper*



Differentiated Instruction: Word Lines

AL **APPROACHING LEVEL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

OL **ON LEVEL** Have students write meanings in their own words for several words on the word lines. Students should consult a dictionary or thesaurus if necessary.

BL **BEYOND LEVEL** Have students use all of the words on a word line in a short paragraph or poem.

ePresentation



Blending

Words

1	lamb	knickknack	plumber	wrinkle
2	alphabet	whirlwind	wriggle	knuckle
3	writer	gopher	elephant	emphasis
4	knapsack	whether	thumb	whisper

Blending

Sentences

- 1 The wrestlers knocked heads, wrenched wrists, and also twisted limbs.
- 2 I almost left my white comb that I've had for years in the photo shop.



Teacher Tip

/w/ SPELLED wh_ Note that the wh_ spelling is pronounced /hw/ in many regions of the country. Phonics is an approximation of the most common pronunciations, but regional differences are still common and should not be considered “incorrect.”

ePresentation

Have students identify which words have two syllables. *knickknack, plumber, wrinkle, whirlwind, wriggle, knuckle, writer, gopher, knapsack, whether, whisper* Have students identify the words with more than two syllables. *alphabet, elephant, emphasis* Ask students to identify the syllable breaks in each word using what they know about open and closed syllables. Remind students that the *ph* spelling is a consonant digraph, which means that both letters combine to form one sound. Therefore, the words should not be divided between consonants in this case. *knick/knack, plumb/er, wrin/kle, al/pha/bet, whirl/wind, wrig/gle, knuck/le, writ/er, go/pher, el/e/phat, em/pha/sis, knap/sack, wheth/er, whis/per*

About the Sentences

1-2 /f/ spelled *ph*, /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, and /w/ spelled *wh_*
Review the underlined high-frequency words. Have students identify any words in the sentences with /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*. *wrestlers, knocked, wrenched, wrists, limbs, white, comb, photo*

Developing Oral Language

HAVE students come up with different categories for the words on the word lines and share them with the class. **Nouns:** *lamb, knickknack, plumber, alphabet, knuckle, writer, gopher, elephant, knapsack, thumb* **Jobs:** *plumber, writer* **Body Parts:** *knuckle, thumb* **Compound Words:** *knickknack, whirlwind, knapsack* **Animals:** *lamb, gopher, elephant* **Words with an /er/ spelling:** *plumber, whirlwind, writer, gopher, whether, whisper* Encourage them to think of unique categories.

Have student pairs write clues for several of the words on the word lines. *This is something you might carry your school books in? (knapsack)* Have pairs read their clues aloud for the rest of the class to solve.



Guided Practice

ASSIGN pages 25–26 from *Skills Practice* for students to work with /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

-  **USE** Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.
-  Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

DICTATION Remind students to consult the *Sound/Spelling Cards* if they need help during dictation. Explain that students should use the cards as a reference whenever they must choose between several different spellings for a sound.



Differentiated Instruction

AL **APPROACHING LEVEL** If students need more support, use Routine 6, the Sounds-in-Sequence Dictation Routine, to help them identify the correct spelling.

Dictation and Spelling

Words

1	phrase	wring	numb
2	dolphin	phantom	written
3	wreck	awhile	which

Challenge Words

4	knowledge	triumph	writhe
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Dictation and Spelling

Sentence

- 1 My shoe kept coming untied because I was using the wrong knot.

Resources:

- *Decodable Stories, Book 2, Story 10*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- spell dictated words with /f/, /m/, /n/, /r/, and /w/ correctly.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*

Developing Oral Language

- HAVE** students give examples for the words on the word lines, like their favorite author for *writer* or the Stanley Cup for *trophy*; related words, like a *prairie dog* is related to a *gopher*; or give an antonym or synonym. Have volunteers identify the word from the word line that is being referenced. *squirm*, a synonym of *wriggle*; a small statue on my bookshelf, *knickknack*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 2, Story 10: Bike Races

New High-Frequency Words: *almost, also, years*

Reviewed High-Frequency Words: *close, each, hard, high, last, most, next, second, time, watch*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- HAVE** students read “Bike Races.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

BL BEYOND LEVEL Have students use a dictionary to explore the word origins of other *ph* words from the word lines and dictation lines. Students should report their findings to the class.



Differentiated Instruction

AL APPROACHING LEVEL If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* whenever necessary.

ePresentation

Blending

Words

1	lamb	knickknack	plumber	wrinkle
2	alphabet	whirlwind	wriggle	knuckle
3	writer	gopher	elephant	emphasis
4	knapsack	whether	thumb	whisper

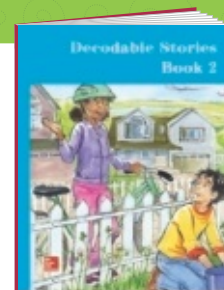
Blending

Sentences

- 1 The wrestlers knocked heads, wrenched wrists, and also twisted limbs.
- 2 I almost left my white comb that I've had for years in the photo shop.

Decodable Stories, Book 2

Bike Races




▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "Bike Races." Students should find the place in the book that supports their answer and read it aloud.

1. What do the winners of the kids' bike races get? *They win ribbons.*
2. What is Ginger's race course like? *The first phase is downhill, the second is uphill, and the last phase is flat.*
3. How does Ginger do in the bike race? *She comes in second.*

▶ Building Fluency

-  Build students' fluency by having them read "Bike Races" with a partner. Have the partners reread the story aloud several times. As students partner read, check their fluency for speed, accuracy, and expression.

Review with students that the only way to become fluent readers is by practicing. As students practice, they may start out as hesitant, word-by-word readers who ultimately become confident, fluent, automatic readers who comprehend what they read. Reading a story multiple times helps readers become fluent readers. Tell students that the more they reread a story, the more natural their reading will sound. Multiple readings will help students read quickly, expressively, and smoothly.

-  As students partner read, have them note any words or phrases that they read more fluently after rereading them and encourage them to keep practicing. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	wrapper	sphere	limb
2	knife	where	whale
3	crumb	knock	wrote

Challenge Words

4	photograph	wreckage	whiskers
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Dictation and Spelling

Sentence

- 1 On a whim, I decided to phone my pal Christopher.



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the spellings from this lesson, have students read Story 10, "Dad Wraps a Gift" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Bike Races." Note those individuals having problems and work with them in pairs or small groups.

Resources:
Skills Practice, pp. 27–28

Objectives: Students will

- understand irregular plural nouns.
- build oral language skills.

Word Analysis

Irregular Plurals

Decoding

REVIEW the definition of *plural* and have students give rules they have learned for forming plural nouns. *Plural means “more than one.” For most words, add -s to form the plural. Add -es to words ending in x, ch, sh, or ss. For words that end with a consonant and y, change the y to i and then add -es. For words that end with the /f/ sound, the f or fe is usually removed and -ves is added.*

Explain that the word lines contain plural forms that do not follow these rules.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- 1 Irregular Plurals** Have students identify the singular forms of the words. *fish, sheep, deer, moose* Explain that some words have the exact same singular and plural form. Demonstrate with several example sentences. For example, *The farmer had one sheep, and then he bought three more sheep.*
- 2 Irregular Plurals** Have students identify the singular forms of the words. *foot, tooth, goose, mouse* Ask students whether the vowel sounds or the consonant sounds in these words change from the singular form. Have students answer in complete sentences using academic vocabulary. *The vowel sound changes in the base words when they become plural.*
- 3 Irregular Plurals** Ask students to identify the singular forms of the words. *man, woman, child, ox* Have students describe the differences in spelling between the singular and plural forms. Point out that all the words use *-en* to make the plural form.
- 4 Irregular Plurals** Ask students to identify the singular forms of the words. *cactus, fungus, octopus, stimulus* Explain that some words that end with *-us* change the *-us* to *-i* in their plural forms. Point out that words with this pattern are usually from Latin roots.

About the Sentences

- 1-2 Irregular Plurals** Have students identify the irregular plural nouns in the sentences.
elk, salmon; mice, cacti, octopi

ePresentation

Decoding

Words

1	fish	sheep	deer	moose
2	feet	teeth	geese	mice
3	men	women	children	oxen
4	cacti	fungi	octopi	stimuli

Decoding

Sentences

- 1 A group of elk is a herd, and a group of salmon is a school.
- 2 Mice and cacti can live in a desert habitat, but can octopi?



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

wo/men chil/dren ox/en
cac/ti fun/gi oc/to/pi
stim/u/li



Differentiated Instruction: Word Lines

AL APPROACHING LEVEL If students have trouble reading a word, stop and have them blend the word using Routine I, the Sound-by-Sound Blending Routine.

OL ON LEVEL Have students work in pairs to list other irregular plural nouns.

BL BEYOND LEVEL Have students work in pairs to list other irregular plural nouns that change from the *-us* ending to the *-i* ending.

Developing Oral Language

HAVE students create riddles for each of the words on the word line. Tell them to make sure they do not use the singular form of the word in their clue. *These are strange-shaped plants with needles instead of leaves. (cacti)* Because many of the words have similar or related meanings, encourage students to give a series of vague clues that ultimately lead to the correct word. *You might see these while they are swimming around? (fish, geese, or octopi) But if you scare them, they might fly away? (geese)*

Have students use each word on the word lines in two complete sentences: one in which the noun is singular and one in which the noun is plural. *The fish was so small that I threw it back. There are too many fish in this pond.*

Guided Practice

ASSIGN pages 27–28 from *Skills Practice* for students to work with irregular plurals. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.

Resources:

- *Skills Practice*, pp. 29–30
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Irregular Plurals

Developing Oral Language

HAVE students use the singular form of each word on Line 4 in a science-related sentence. Make sure students are using the words correctly. Have them explore a print or online student dictionary if they need to clarify meanings. Then challenge them to use the plural forms in sentences. If students struggle to think of sentences for *fungi* or *stimuli*, model a few examples for them and have them extend your sentences.

Point out that many of the irregular plurals are nouns that name animals. Have students work in pairs to write a short story or paragraph about a farm or a zoo that contains animal words from the word lines. Ask students to read their stories aloud.

Fluency

TELL students that reading with proper intonation, or the rise and fall in pitch and volume of the voice, is an important part of fluency. Assign the fluency passage on pages 29–30 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling proper intonation for students. Point out how you add special emphasis for phrases like “we love to play soccer” because of the exclamation point. Tell students that reading with intonation helps readers understand the feelings and emotions behind the story, which aids in understanding and enjoyment.

Have students read the passage with the purpose of determining the feelings it is conveying. Then have them reread it with the proper intonation to produce a fluent and accurate reading that sounds like their normal speech. Because this story is about a girl and her best friend playing soccer, excitement and joy are the feelings being expressed. Have students contrast the intonation of this story with the intonation of a sad story or a suspenseful story.

ePresentation

Decoding

Words

1	fish	sheep	deer	moose
2	feet	teeth	geese	mice
3	men	women	children	oxen
4	cacti	fungi	octopi	stimuli

Decoding

Sentences

- 1 A group of elk is a herd, and a group of salmon is a school.
- 2 Mice and cacti can live in a desert habitat, but can octopi?



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Cards* 6, 13, 14, 18, 23
- *Assessment*, pp. 13–14
- *Decodable Stories, Book 2*, Story 10

Objectives: Students will

- read words with /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*.
- review irregular plural nouns.
- build oral language skills.
- build fluency.

Review

/m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*

Blending

REVIEW /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_* using *Sound/Spelling Cards* 6, 13, 14, 18, and 23.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Irregular Plurals

Decoding

REVIEW that the words on the word lines do not follow the standard rules for forming plural nouns.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into small groups. Have each group write a short play that contains as many words from the word lines as possible and perform it for the class. As each group performs, tell the other groups to note which words the play contains. Establish which group used the most words from the word lines.

Fluency

HAVE students reread *Decodable Stories, Book 2*, Story 10, “Bike Races,” to practice fluent reading. If students have difficulty, work with them in small groups to reread difficult phrases and develop a fluent, natural sound to their reading. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 13–14 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

REVIEW End the week by discussing any words or concepts that students found particularly challenging. Ask students to sum up what they learned. Suggest how students might apply this knowledge when writing, speaking, and studying other subjects.

ePresentation

Blending

Words

1	lamb	knickknack	plumber	wrinkle
2	alphabet	whirlwind	wriggle	knuckle
3	writer	gopher	elephant	emphasis
4	knapsack	whether	thumb	whisper

Blending

Sentences

- 1 The wrestlers knocked heads, wrenched wrists, and also twisted limbs.
- 2 I almost left my white comb that I’ve had for years in the photo shop.

Decoding

Words

1	fish	sheep	deer	moose
2	feet	teeth	geese	mice
3	men	women	children	oxen
4	cacti	fungi	octopi	stimuli

Decoding

Sentences

- 1 A group of elk is a herd, and a group of salmon is a school.
- 2 Mice and cacti can live in a desert habitat, but can octopi?

Resources:

- *Sound/Spelling Cards* 27, 29, and 30
- Routines 4 and 5
- *Skills Practice*, pp. 31–32
- *Decodable Stories, Book 2*, Story II

Objectives: Students will

- review words with /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*, as well as compound words.
- learn new high-frequency words.
- read a *Decodable Story*
- build writing skills.
- build fluency.

Review

/ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e*

Blending

ROUTINE 4

ROUTINE 5

- REVIEW** /ā/ spelled *a* and *a_e*, /ī/ spelled *i* and *i_e*, and /ō/ spelled *o* and *o_e* using *Sound/Spelling Cards* 27, 29, and 30.

Use Routine 4, the Closed Syllable Routine, to review dividing words between two middle consonants in words with a VCCV pattern and use Routine 5, the Open Syllable Routine, to review dividing words after the vowel in words with the VCV pattern.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Compound Words

Decoding

REVIEW with students what a compound word is. *A compound word is a word made by joining two smaller words.* Then have them explain the difference between an open compound and a closed compound. *A closed compound is when the two smaller words are joined without a space between them, and an open compound is when they do have a space between them.*

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students put the words from the word lines in categories based on parts of speech. *Nouns: lemonade, apron, pilot, binder, backyard, softball, classroom, teammate, homework, sailboat, babysitter, high school, polar bear, ice cream, fire truck, lawn mower, school bus, post office, first aid*

Have students write at least five sentences using at least two words from the word lines. Encourage students to include more than two words in their sentences if they can, but remind them that their sentences must still make sense. *Ryan was hopeful that the babysitter would let him eat ice cream after he did his homework.*



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Blending

Words

1	basic	lemonade	apron	amaze
2	entire	pilot	binder	advise
3	open	hosting	hopeful	suppose
4	mistake	remote	admire	crisis

Blending

Sentences

- Dave thought he could find a spot in the shade to change his bike tire.
- Most of the kids in class were quiet, but some still wanted to talk during the test.

Decoding

Words

1	backyard	softball	classroom	teammate
2	homework	sailboat	brainstorm	babysitter
3	high school	polar bear	ice cream	fire truck
4	lawn mower	school bus	post office	first aid

Decoding

Sentences

- My homework was to brainstorm ideas for a report on polar bears.
- While we were playing softball in the backyard, we saw a fire truck speed by.


Fluency: Reading a Decodable Story

Book 2, Story II: Too Cold?

New High-Frequency Words: *air, such*

Reviewed High-Frequency Words: *hand, head, land, most, next, still, time*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

-  Have students read “Too Cold?” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

Check students’ comprehension by asking them the following questions pertaining to “Too Cold?” Students should find the place in the book that supports their answer and read it aloud.

1. What was the first thing Val gave to Ray? *Val gave Ray her mittens so he could keep his hands warm.*
2. What kind of contest did the kids judge? *The kids judged an ice-carving contest.*
3. Why did Ray think he could not go to the bonfire? *Ray was too hot because everyone had given him warm winter clothes to wear.*

Fluency

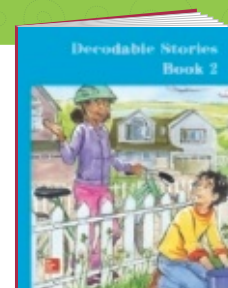
REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 31–32 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that when reading, it is important to pay attention to end punctuation and internal punctuation such as commas. Have students follow along on their own, raising their hands every time you pause. After modeling fluency for students, have them practice by reading the passage aloud. Tell students they should read with appropriate rate by pausing as needed at punctuation.

ePresentation

Decodable Stories, Book 2

Too Cold?



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the spellings from this lesson, have students read Story II, “I Was Inside a Dragon” from *Practice Decodable Stories*.

Resources:

- *Sound/Spelling Cards* 28 and 31.
- Routines 4 and 5
- *Skills Practice*, pp. 31–32

Objectives: Students will

- review words with /ē/ spelled *e* and *e_e* and /ū/ spelled *u* and *u_e*, as well as antonyms and synonyms.
- build writing skills.
- build fluency.

Review

/ē/ spelled *e* and *e_e* and /ū/ spelled *u* and *u_e*

Blending

ROUTINE
4ROUTINE
5

REVIEW /ē/ spelled *e* and *e_e* and /ū/ spelled *u* and *u_e* using *Sound/Spelling Cards* 28 and 31.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Antonyms and Synonyms

Decoding

REVIEW the definitions of *antonym* and *synonym* with students.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

- EL HAVE** students write a sentence starter for ten of the words from the word lines. Have them exchange pages with a partner and finish each sentence to demonstrate the meaning of the word. *We had to play inside because . . . We had to play inside because it was raining too hard outside.*

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 31–32 of *Skills Practice* for students to reread to practice fluent reading.

Read aloud the first few lines of the fluency passage, modeling appropriate expression by changing your tone depending on what is being said. Tell students that expression, or using tone of voice to show feelings and emotions, can be determined through punctuation, as well as the emotional language being used. Have students read the passage, then have them reread the passage with appropriate expression. Explain that expression adds meaning to what they are reading and makes it easier to understand.

EL English Learner

SCAFFOLDING For students who are at Level 1 or 2 of English-language proficiency, write out simple fill-in-the-blank sentences for each word. Read the sentences together, have students say the correct word, and then have them copy the complete sentences. For example: “We will play _____ because it is raining.” *inside*

ePresentation

Blending

Words

1	even	zebra	secret	meter
2	athlete	severe	interfere	compete
3	unit	humor	music	human
4	amuse	fume	fuse	cube

Blending

Sentences

- 1 Maybe Peter will complete his homework on time.
- 2 My friend was mute while she held the menu close to study the items.

Decoding

Words

1	inside	outside	start	finish
2	loosen	tighten	forget	remember
3	bellow	shout	restore	repair
4	collect	gather	error	blunder

Decoding

Sentences

- 1 Is the glass of water half full or half empty?
- 2 While some cats are aloof or unfriendly, many prove to be good companions.

Resources:

- *Sound/Spelling Cards* 10 and 19.
- Routines 4 and 5
- *Skills Practice*, pp. 33–34

Objectives: Students will

- review words with /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*, and also shades of meaning.
- build writing skills.
- build fluency.

Review

/j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy*

Blending ROUTINE 4 ROUTINE 5

REVIEW /j/ spelled *ge* and *gi_* and /s/ spelled *ce*, *ci_*, and *cy* using *Sound/Spelling Cards* 10 and 19.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Shades of Meaning

Decoding

REVIEW with students what they know about synonyms. Explain that some words have the same general meaning, but are not exactly the same. The slight differences are called *shades of meaning* and can add context to sentences to give them more meaning.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write riddles for ten of the words from the word lines. Have them exchange pages with a partner and answer each riddle, then share them with the class. *This is something you might get delivered to your house. A package*

Fluency

EL TELL students that adjusting their pacing is an important part of fluency. Assign the fluency passage on pages 33–34 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you adjust your pacing by reading groups of related words together and by pausing at punctuation. After modeling fluency for students, have them practice fluency by reading the passage on their own. Tell students that as they develop pace, they will increase the number of words per minute they can comprehend. This will allow them to read faster with the same level of understanding and free them to concentrate on meaning.

EL English Learner

PACE As the words and language structures are more or less new to students, spend additional time with them discussing vocabulary and grammar in small groups to ensure their success in reading. Create simple sentences for students at Level 1 or 2 to read. Select key words and phrases in the fluency passage to include in the sentences (e.g. loaded his horse, market, replied, hungry, friend), and select one or two sentence structures found in the passage to focus on, such as “_____ began to _____; _____ spotted _____.”

ePresentation

Blending

Words

1	gem	submerge	agent	package
2	giant	rigid	ginger	gigantic
3	center	percent	office	celebrate
4	circus	citizen	cyclone	mercy

Blending

Sentences

- 1 At home, our dog is a German shepherd and his name is Prince.
- 2 The giraffe ate all kinds of things, including a large piece of celery.

Decoding

Words

1	ready	eager	nervous	worried
2	energetic	hyper	laugh	snicker
3	damp	soggy	soaked	flooded
4	said	told	described	notified

Decoding

Sentences

- 1 Shawna was fearful that she was going to scare the timid puppy.
- 2 During our trip to the old museum, we learned about ancient Chinese customs.

Resources:

- *Sound/Spelling Card 27*
- Routines 4 and 5
- *Skills Practice*, pp. 33–34

Objectives: Students will

- review words with /ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le, _el, _al,* and *_il*, plus regular plurals.
- build writing skills.
- build fluency.

Review

/ā/ spelled *ai_* and *_ay* and /əl/ spelled *_le, _el, _al,* and *_il*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ā/ spelled *ai_* and *_ay* using *Sound/Spelling Card 27* and discuss the schwa sound.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Regular Plurals

Decoding

REVIEW with students the rules for forming regular plural nouns.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Encourage students to include more than two words in their sentences if they can, but remind them that their sentences must still make sense. *There are several rose bushes visible from the windows in our kitchen.*

Fluency

EL REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 33–34 of *Skills Practice* for students to reread to practice fluent reading.

Read aloud the first paragraph of the fluency passage and point out how you read the lines without long pauses and in a way that sounded like natural speech. Point out how you paused at the end of each sentence and for internal punctuation. Tell students that accuracy, or the number of words identified correctly, allows readers to focus their attention on understanding what they are reading. Have students read the passage, rereading as necessary to produce a fluent and accurate reading that sounds like their normal speech. Tell students to use context to self-correct their word recognition as they reread the passage.

EL English Learner

FLUENCY Depending on students' level of language proficiency, they may or may not be ready to read an entire passage. Have students at Levels 1 or 2 practice reading word lines to you. Pair students at Level 3 or 4 with beyond-level students for fluency practice.

ePresentation

Blending

Words

1	explain	afraid	entertain	maintain
2	delay	portray	essay	holiday
3	little	riddle	level	visible
4	critical	several	nostril	tranquil

Blending

Sentences

- 1 Each of those trains carries grain and hay through the farmland and to the city.
- 2 While waiting at the carnival, I spied a nickel near the face-painting stand.

Decoding

Words

1	pencils	basketballs	triangles	windows
2	foxes	glasses	bushes	branches
3	babies	libraries	stories	factories
4	leaves	wives	shelves	wolves

Decoding

Sentences

- 1 Birds collect many small twigs in order to make their nests in trees.
- 2 At pet stores, you can see all kinds of playful puppies and kittens.

Resources:

- *Sound/Spelling Cards* 6, 13, 14, 18, and 23
- Routines 4 and 5
- *Assessment*, pp. 15–21

Objectives: Students will

- review words with /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*, as well as irregular plurals.
- build writing skills.

Review

/m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_*

Blending ROUTINE 4 ROUTINE 5

REVIEW /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /f/ spelled *ph*, and /w/ spelled *wh_* using *Sound/Spelling Cards* 6, 13, 14, 18, and 23.

Have students use Routine 4, the *Closed Syllable Routine*, and Routine 5, the *Open Syllable Routine*, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Irregular Plurals

Decoding

REVIEW the definition of *plural* and have students give rules they have learned for forming plural nouns. Explain that the word lines contain plural forms that do not follow these rules.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

- HAVE** students write a sentence starter for ten of the words from the word lines. Have them exchange pages with a partner and finish each sentence to demonstrate the meaning of the word. *We saw the geese . . . We saw the geese flying as a group in the shape of a “V”.*

Unit Assessment

- FORMAL ASSESSMENT** Use *Assessment* pages 15–21 to assess students’ understanding of the skills taught in this unit.

ePresentation

Blending

Words

1	lamb	knickknack	plumber	wrinkle
2	alphabet	whirlwind	wriggle	knuckle
3	writer	gopher	elephant	emphasis
4	knapsack	whether	thumb	whisper

Blending

Sentences

- The wrestlers knocked heads, wrenched wrists, and also twisted limbs.
- I almost left my white comb that I’ve had for years in the photo shop.

Decoding

Words

1	fish	sheep	deer	moose
2	feet	teeth	geese	mice
3	men	women	children	oxen
4	cacti	fungi	octopi	stimuli

Decoding

Sentences

- A group of elk is a herd, and a group of salmon is a school.
- Mice and cacti can live in a desert habitat, but can octopi?



Differentiated Instruction

- AL APPROACHING LEVEL** Help students determine the meanings for any words that cause difficulty. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.

LESSON 1

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ē/ spelled ee, ea, _y, _ie, _ey		<i>Skills Practice</i> , pp. 35-36	
2	/ē/ spelled ee, ea, _y, _ie, _ey		<i>Decodable Stories, Book 3</i> , Story 12	
3		Contractions and Possessives	<i>Skills Practice</i> , pp. 37-38	
4		Contractions and Possessives	<i>Skills Practice</i> , pp. 39-40	
5	/ē/ spelled ee, ea, _y, _ie, _ey	Contractions and Possessives	<i>Decodable Stories, Book 3</i> , Story 12	<i>Assessment</i> , pp. 22-23

LESSON 2

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ī/ spelled _igh, _ie, _y		<i>Skills Practice</i> , pp. 41-42	
2	/ī/ spelled _igh, _ie, _y		<i>Decodable Stories, Book 3</i> , Story 13	
3		Irregular Verbs and Abstract Nouns	<i>Skills Practice</i> , pp. 43-44	
4		Irregular Verbs and Abstract Nouns	<i>Skills Practice</i> , pp. 45-46	
5	/ī/ spelled _igh, _ie, _y	Irregular Verbs and Abstract Nouns	<i>Decodable Stories, Book 3</i> , Story 13	<i>Assessment</i> , pp. 24-26

LESSON 3

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ō/ spelled oa, _ow		<i>Skills Practice</i> , pp. 47-48	
2	/ō/ spelled oa, _ow		<i>Decodable Stories, Book 3</i> , Story 14	
3		Homophones	<i>Skills Practice</i> , pp. 49-50	
4		Homophones	<i>Skills Practice</i> , pp. 51-52	
5	/ō/ spelled oa, _ow	Homophones	<i>Decodable Stories, Book 3</i> , Story 14	<i>Assessment</i> , pp. 27-28

LESSON 4

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ū/ spelled <i>_ew, _ue</i>		<i>Skills Practice</i> , pp. 53-54	
2	/ū/ spelled <i>_ew, _ue</i>		<i>Decodable Stories, Book 3</i> , Story 15	
3		Homographs/Multiple-Meaning Words	<i>Skills Practice</i> , pp. 55-56	
4		Homographs/Multiple-Meaning Words	<i>Skills Practice</i> , pp. 57-58	
5	/ū/ spelled <i>_ew, _ue</i>	Homographs/Multiple-Meaning Words	<i>Decodable Stories, Book 3</i> , Story 15	<i>Assessment</i> , pp. 29-30

LESSON 5

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ōō/ spelled <i>oo, u, u_e, _ew, _ue</i>		<i>Skills Practice</i> , pp. 59-60	
2	/ōō/ spelled <i>oo, u, u_e, _ew, _ue</i>		<i>Decodable Stories, Book 3</i> , Story 16	
3		Homographs/Multiple-Meaning Words	<i>Skills Practice</i> , pp. 61-62	
4		Homographs/Multiple-Meaning Words	<i>Skills Practice</i> , pp. 63-64	
5	/ōō/ spelled <i>oo, u, u_e, _ew, _ue</i>	Homographs/Multiple-Meaning Words	<i>Decodable Stories, Book 3</i> , Story 16	<i>Assessment</i> , pp. 31-32

LESSON 6

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	Review Unit 2 Lesson 1	Review Unit 2 Lesson 1	<i>Decodable Stories, Book 3</i> , Story 17 <i>Skills Practice</i> , pp. 65-66	
2	Review Unit 2 Lesson 2	Review Unit 2 Lesson 2	<i>Skills Practice</i> , pp. 65-66	
3	Review Unit 2 Lesson 3	Review Unit 2 Lesson 3	<i>Skills Practice</i> , pp. 67-68	
4	Review Unit 2 Lesson 4	Review Unit 2 Lesson 4	<i>Skills Practice</i> , pp. 67-68	
5	Review Unit 2 Lesson 5	Review Unit 2 Lesson 5		<i>Assessment</i> , pp. 33-38

Resources:

- *Sound/Spelling Card 28*
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 35–36

Objectives: Students will

- read words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey.*
- spell dictated words with /ē/ correctly.
- build oral language skills.

Phonics and Decoding

/ē/ spelled *ee, ea, _ie_, _y,* and *_ey*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ē/ spelled *ee, ea, _ie_, _y,* and *_ey* using *Sound/Spelling Card 28*. Have students tell what they already know about this card. *The red letters are long-vowel spellings; the underscores on some spellings mean that a consonant goes in that position.* Ask students how these features are useful.

Have students use Routine 4, the *Closed Syllable Routine*, and Routine 5, the *Open Syllable Routine*, to review using syllable patterns to help them read words.

II Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

EL Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /ē/ spelled **ee** Have students identify the /ē/ spelling in each word. *between, engineer, asleep, committee*
- 2 /ē/ spelled **ea** Have students identify the /ē/ spelling in each word. *eagle, beneath, season, realize*
- 3 /ē/ spelled **_ie_** Have students identify the /ē/ spellings in each word. *relieve, belief, trophies, diesel*
- 4 /ē/ spelled **_y_ and _ey_** Have students identify the /ē/ spelling in each word. *memory, suddenly, chimney, kidney*

Ask students to explain why the word *trophies* has an *-ies* ending. *The y at the end of trophy has to change to i before the -es can be added to form the plural.* Explain that this rule applies to most words ending in a consonant and *y* and that both the *y* and the *ie* have the /ē/ sound.

Point to the word *suddenly* on Line 4 and tell students that it is the base word *sudden* and the suffix *-ly*. Tell students that *-ly* means “having the characteristic of” and is added to a base word to form an adverb, or a word that modifies a verb. Have students discuss what *suddenly* means. *Suddenly means “having the characteristic of being sudden; happening in a sudden manner.”*



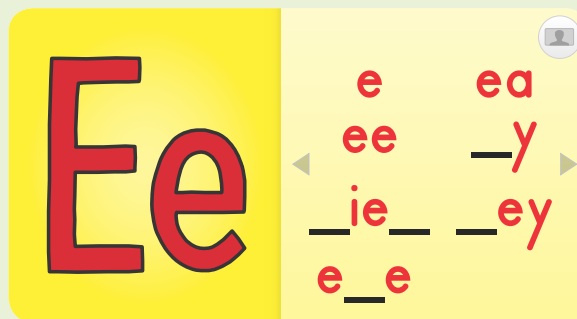
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the *Whole-Word Blending Routine*, to read the words in the word lines.

OL Remind students that words ending in *_ey* do not need to have their spelling changed when they are made plural. Have students make a list of additional words ending in *_y* and *_ey* and write the plural form next to each word. *key, keys; monkey, monkeys; dairy, dairies; pony, ponies*

BL Have students work alone or in pairs to create a worksheet that could help others practice writing the plural forms of words ending in *_ey* and *_y*. Make sure students include rules for writing plural forms at the beginning of the worksheet.

ePresentation



Blending

Words

1	between	engineer	asleep	committee
2	eagle	beneath	season	realize
3	relieve	belief	trophies	diesel
4	memory	suddenly	chimney	kidney

Blending

Sentences

- 1 I see that the fierce waves mean there is no swimming near that part of the beach.
- 2 Molly could not believe her eyes when the bunnies disappeared so quickly.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks in the word lines.

be/tween en/gi/neer a/sleep
com/mit/tee ea/gle be/neath
sea/son re/al/ize re/lieve
be/lief tro/phies die/sel
mem/o/ry sud/den/ly chim/ney
kid/ney

About the Sentences

1-2 /ē/ spelled *ee, ea, _ie_, _y, and _ey* Review the underlined high-frequency words. Have students identify any words in the sentences with /ē/ spelled *ee, ea, _ie_, _y, and _ey*.
see, fierce, mean, near, beach; Molly, believe, bunnies, disappeared, quickly Review that words like *relieve* and *believe* end with a silent *e* because no English words end with “v.”

Developing Oral Language

HAVE students create sentences that contain at least two words from the word lines. Provide them with word pairs, such as *engineer/diesel, eagle/suddenly, or asleep/between*, that are good matches for creating meaningful sentences. Encourage students to add in additional words from the word lines as they extend their sentences.

Have students identify the part of speech of the words on the word lines. Tell them to explain the function of each word based on its part of speech, then use it in a sentence. *Beneath can be an adverb or a preposition that describes the location of something. The eagle flew beneath the bridge.* Have students explain the function of the word in their specific sentence to show how parts of speech work in real life. *Beneath is an adverb in my sentence because it describes the verb flew. It describes the location of where the eagle flew.* Have students use print or digital dictionaries as necessary to determine parts of speech and their functions in sentences.

Guided Practice

- ASSIGN** pages 35–36 from *Skills Practice* for students to work with /ē/ spelled *ee, ea, _ie_, _y, and _ey*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

- EL USE** Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	agree	speech	reason
2	streaming	alley	turkey
3	briefly	cities	early

Challenge Words

4	referee	monkey	penalty
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Dictation and Spelling

Sentence

- 1 As I hurried to the seashore, I felt a breezy gust of wind from the east.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.



English Learner

- COGNATES** For native speakers of Romance languages, point out the following cognates on the dictation and spelling lines: *reason, briefly, cities, and penalty* (Spanish: *razón, brevemente, ciudades, penalti* (sports)).
- BLENDING** Verify that your students are reading each sound/spelling correctly by having them read words in a small-group setting. Use Routine 1, the Sound-by-Sound Blending Routine, to have them read the words *beach, bee, berries, baby, and daisy*. Support their understanding of the meaning of the words by showing them *EL Photo Library Cards* 7, 13, 14, 18, and 49 after they read the words. Note problems they are having in reading or pronouncing any of the sounds, and provide further practice reading and saying words to address these difficulties.

Resources:

- *Decodable Stories, Book 3, Story 12*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey.*
- learn new high-frequency words.
- read a *Decodable Story.*
- build fluency.

Phonics and Decoding

/ē/ spelled *ee, ea, _ie_, _y,* and *_ey*

Developing Oral Language

ASK students which words on the word lines have the schwa sound and how each schwa is spelled. *engineer, asleep, committee, eagle, season, realize, diesel, memory, suddenly* Have students explain the schwa sound and emphasize the accented and unaccented syllables as they pronounce the words. *The schwa sound is the sound of unaccented syllables and sounds similar to /u/.*

Have a volunteer choose a word from the word lines, say it, and use it in a simple sentence. *My sister has won many trophies.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *My sister is a great swimmer and has won many trophies.*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 3, Story 12: The Empty Field

New High-Frequency Words: *eyes, part*

Reviewed High-Frequency Words: *above, also, back, close, each, find, hear, large, near, plants*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- Have students read “The Empty Field.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word, rereading as necessary.



Differentiated Instruction

AL **DECODABLE STORIES** If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* as necessary.

ePresentation

Blending

Words

1	between	engineer	asleep	committee
2	eagle	beneath	season	realize
3	relieve	belief	trophies	diesel
4	memory	suddenly	chimney	kidney

Blending

Sentences

- 1 I see that the fierce waves mean there is no swimming near that part of the beach.
- 2 Molly could not believe her eyes when the bunnies disappeared so quickly.

Dictation and Spelling

Words

1	family	treaty	honey
2	thirteen	party	teaching
3	shield	valley	empty

Challenge Words

4	thirty	niece	underneath
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Dictation and Spelling

Sentence


- 1 I found a lucky penny in a field by my street.

▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "The Empty Field." Students should find the place in the book that supports their answer and read it aloud.

1. How does the baby deer keep safe from predators? *His spots keep him hidden, and he listens carefully for enemies.*
2. What is the bee busy doing? *It is collecting pollen to take back to the queen bee.*
3. Why does the eagle fly away? *It does not see the animals and thinks the field is empty.*

▶ Building Fluency

-  Build students' fluency by having them read "The Empty Field" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Review with students that fluent readers read with appropriate speed, or pace. Reading too quickly makes it difficult for the reader and the listener to understand what is being read. Reading too slowly also makes understanding the text difficult. Explain that fluent readers use commas in the text to help them control the pace of their reading. Remind students that commas indicate points where readers should pause. Commas are often used before conjunctions like *and*, *but*, and *or*. They are also used in dialogue.

-  As students partner read, check that they are reading at the appropriate pace, with a focus on using commas to control their pace. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 3

The Empty Field



Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 12, "Lee's Eagle" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "The Empty Field." Note those individuals having problems and work with them in pairs or small groups.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 37–38

Objectives: Students will

- understand contractions and possessives.
- build oral language skills.

Word Analysis

Contractions and Possessives

Decoding

REVIEW with students that a contraction is a shortened form of two combined words. An apostrophe takes the place of the letter or letters that were removed. A possessive noun is a form of a noun that shows that that noun owns or is in control of something. Possessive nouns also use an apostrophe, but should not be confused with contractions. Tell students they should use context to determine if a word ending in 's is a contraction or a possessive.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-2 Contractions Have students identify the words that were combined to make each contraction. *it is, she is, we will, they will, I have, could have, she would, she had, you would, you had* Then have them identify the letters that were removed from the second word.

3-4 Possessives Have students identify the singular possessives and the plural possessives. *Line 3 has singular possessives, Line 4 has plural possessives.* Tell students that if a noun does not end in s, they should add apostrophe-s after the ending to make it possessive. If it does end in s, they should add only an apostrophe at the end.

Remind students that they have already learned about regular and irregular plural nouns. Tell them that when making these words possessive, they should follow the rules for making them plural first, and then follow the rules for making them possessive.

About the Sentences

1-2 Contractions and Possessives Have students identify the contractions and possessive nouns in the sentences. *We'd and she'll are contractions; Sharon's and friend's are possessive nouns*

ePresentation

Decoding

Words

1	it's	she's	we'll	they'll
2	I've	could've	she'd	you'd
3	student's	fox's	puppy's	person's
4	students'	foxes'	puppies'	people's

Decoding

Sentences

- We'd have gone to the movies, but Sharon's car was broken.
- She'll pick up the bag and move it next to her friend's luggage.

Teacher Tip

CONTRACTIONS Tell students to remember that *it's* is a contraction meaning "it is" and *it's* is the possessive form of *it*. Have students use each in a sentence that demonstrate their meanings. *It's a lovely day. The sun is at its highest point at noon.*

Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.
- OL** Have students work in pairs to create flash cards to practice with contractions. The cards should have both words that form a contraction on one side, and the contraction on the other side.
- BL** Have students write a short paragraph that uses as many contractions and possessive nouns as possible. Encourage them to make their stories interesting, funny, or silly.

Developing Oral Language

HAVE students list other contractions to add to the word lines. *he'd, she'll, wouldn't, don't* Write each example on the board and have students identify the words that were combined to form the contraction, as well as the missing letters.

- Explain that the 's in a contraction could stand for *is* or *has* and the 'd in a contraction could stand for *would* or *had*. Demonstrate with these examples: *It's cold outside. it is It's been snowing all day. it has* For each example, have students use context clues in the sentence to determine which word is intended and say the word.

Write the following sentences with mistaken forms of *could've* and *should've* on the board: *He could of written his friend a letter. They should of saved their money.* Ask students to explain why these forms are not correct and have them write the sentences correctly. Explain that this mistake is often made because *of* and 've sound similar.

Have students select a word from the word lines, describe what it is, and use it in a sentence. *we'll; we'll is a contraction of we will; After the math lesson, we'll have time to work on our homework. puppies'; puppies' is a plural possessive; The puppies' toys were spread out all over the room.* Remind students that several of the words sound alike, so they need to be specific when describing their word.

Guided Practice

- EL **ASSIGN** pages 37–38 from *Skills Practice* for students to work with contractions and possessives. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey* as well as contractions and possessives. Have students sort them into the appropriate category and share examples with the class.



Teacher Tip

CONTEXT CLUES Suggest to students that they use context clues to determine the meaning of a contraction. For example, *He's been to the store* can only mean *He has been to the store.*



English Learner

CONTRACTIONS Work with students in small groups to reinforce their understanding of how contractions work. Write out the complete words and their contracted form as an equation, such as *it + is = it's*. Have students read the complete words first and then the contractions. Discuss what letters have been dropped in the contractions.

Resource:

- *Skills Practice*, pp. 39–40
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Contractions and Possessives

Developing Oral Language

HAVE students come up with clues for possessives that follow the format: *A book that belongs to my brother is my _____.* *brother's book* Have another student say the possessive and say whether it was formed by adding an apostrophe *s* or just an apostrophe. *The labels on more than one box are the _____.* *boxes' labels; just an apostrophe; The saddle for my pony is my _____.* *pony's saddle; apostrophe s* *The top that goes on it is _____.* *its top; neither, its is an irregular possessive*

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- There is a *fox's* den underneath that log.
- If my mom was at the game, *she'd* have been cheering the loudest.
- The restaurant down the street won the *people's* choice award.
- Andrea thinks *it's* fun to go for long runs in the park.
- I read a lot and *I've* always liked science fiction the most.

Fluency

REMINDE students that reading with expression is essential to fluency. Assign the fluency passage on pages 39–40 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling proper expression for students. Tell them that they should pay attention to the text and read the dialogue with expression. They should also use the punctuation, such as question marks or exclamation points, as clues to where and how to add emphasis, and commas for places to pause. As they develop expression, students will be able to divide text into meaningful segments, pause appropriately, and adjust their reading rate, emphasis, and pitch.

Have students read the passage with the purpose of relaying the different moods and emotions the characters go through, from boredom to interest to surprise. Have students contrast the expression they use for this story with the expression they would use for an encyclopedia entry about kangaroo rats.

ePresentation

Decoding

Words

1	it's	she's	we'll	they'll
2	I've	could've	she'd	you'd
3	student's	fox's	puppy's	person's
4	students'	foxes'	puppies'	people's

Decoding

Sentences

- 1 We'd have gone to the movies, but Sharon's car was broken.
- 2 She'll pick up the bag and move it next to her friend's luggage.

Developing Oral Language

it's	There is a _____ den underneath that log.
she'd	If my mom was at the game, _____ have been cheering the loudest.
I've	The restaurant down the street won the _____ choice award.
fox's	Andrea thinks _____ fun to go for long runs in the park.
people's	I read a lot and _____ always liked science fiction the most.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the fluency passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Card 28*
- *Assessment*, pp. 22–23
- *Decodable Stories, Book 3*, Story 12

Objectives: Students will

- read words with /ē/ spelled *ee, ea, _ie_, _y,* and *_ey*.
- understand contractions and possessives.
- build oral language skills.
- build fluency.

Review

/ē/ spelled *ee, ea, _ie_, _y,* and *_ey*

Blending

REVIEW /ē/ spelled *ee, ea, _ie_, _y,* and *_ey* using *Sound/Spelling Card 28*.

- EL** Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Contractions and Possessives

Decoding

REVIEW how contractions are formed by combining two words into one. Have students explain what the apostrophe does in a contraction. Then review how possessives are used, and the rules for deciding whether to add just an apostrophe, or an apostrophes.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group write clues for at least ten words from the word lines. The clues can focus on the sound/spellings, the meanings, or the usage of the words. *This word has the /ē/ sound and the /əl/ spelling _el. (diesel) This word is a noun that describes the owners of a group of math books. (students') These are things you might get for being the fastest runner. (trophies)* Collect all the clues and use them to play a game with the entire class.

Fluency

HAVE students reread *Decodable Stories, Book 3*, Story 12, “The Empty Field,” to practice reading with the appropriate pace. If students have difficulty reading with appropriate pace, work with them in small groups to practice using punctuation to control the pace of their reading.

Monitor Progress

- ✓ FORMAL ASSESSMENT** Use *Assessment* pages 22–23 to assess students’ understanding of the skills taught in this lesson.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *engineer, committee, eagle, trophies, diesel, memory, chimney,* and *suddenly* (Spanish: *ingeniero, comité, águila, trofeos, diésel, memoria, chimenea*; French: *soudainement*).

ePresentation

Blending

Words

1	between	engineer	asleep	committee
2	eagle	beneath	season	realize
3	relieve	belief	trophies	diesel
4	memory	suddenly	chimney	kidney

Blending

Sentences

- 1 I see that the fierce waves mean there is no swimming near that part of the beach.
- 2 Molly could not believe her eyes when the bunnies disappeared so quickly.

Decoding

Words

1	it's	she's	we'll	they'll
2	I've	could've	she'd	you'd
3	student's	fox's	puppy's	person's
4	students'	foxes'	puppies'	people's

Decoding

Sentences

- 1 We'd have gone to the movies, but Sharon's car was broken.
- 2 She'll pick up the bag and move it next to her friend's luggage.

Resources:

- *Sound/Spelling Card 29*
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 41–42

Objectives: Students will

- read words with /i/ spelled *_igh*, *_ie*, and *_y*.
- spell dictated words with /i/ correctly.
- build oral language skills.

Phonics and Decoding

/i/ spelled *_igh*, *_ie*, and *_y*


Blending

ROUTINE 4

ROUTINE 5

REVIEW /i/ spelled *_igh*, *_ie*, and *_y* using *Sound/Spelling Card 29*. Ask students to tell what they already know about this card. *The red letters are long-vowel spellings; the underscores on some spellings mean that a consonant goes in that position.*

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

-  Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

EL

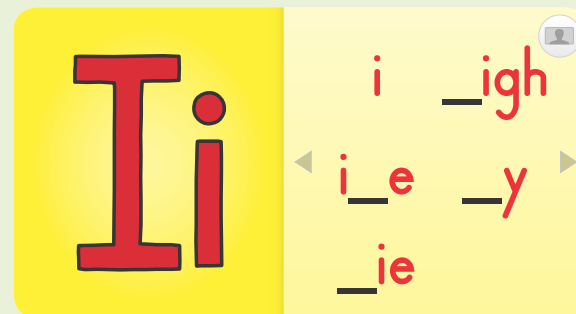
Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- /i/ spelled *_igh*** Have students identify the /i/ spelling in each word. *sigh, knight, tightly, twilight* Then ask students to identify the word that begins with a consonant blend. *twilight begins with the blend tw* If necessary, remind students the *kn* in *knight* is not a consonant blend because the *k* does not make the /k/ sound.
- /i/ spelled *_ie*** Have students identify the /i/ spelling in each word. *tie, tied, replied, denied* Tell them that most words that have /i/ spelled *_ie* are actually base words that end in *y* that have had an inflectional ending added to them. Have them identify the base words of *replied* and *denied*. *reply, deny* Have students discuss the spelling change the base words went through when the inflectional ending was added.
- /i/ spelled *_y*** Ask students to identify the /i/ spelling in each word. *apply, supply, hyphen, python*
- /i/ spelled *_igh*** Ask students to identify the /i/ spelling in each word. *highway, highlight, spotlight, nighttime* Ask what type of word is represented in this line. *compound words*

Ask students how they would divide the words into syllables. *tigh/ly, twi/light, re/plied, de/nied, ap/ply, sup/ply, hy/phen, py/thon, high/way, high/light, spot/light, night/time* Point out that the compound words are divided between the two different one-syllable words.

ePresentation



Blending

Words

1	sigh	knight	tightly	twilight
2	tie	tied	replied	denied
3	apply	supply	hyphen	python
4	highway	highlight	spotlight	nighttime

Blending

Sentences

- The birds fly high in the night sky, far above the trees.
- The ball is stuck so high in the tree that even my dad might need a ladder to reach it.



Differentiated Instruction

AL WORD LINES If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.



Teacher Tip

RHYMING WORDS Have students note that many of the words on the word lines rhyme. Have students work in pairs to think of other words that rhyme with the words in the lines, then share their lists.



English Learner

COGNATES For native speakers of Roman-based languages, point out the following cognates: *apply* and *python* (Spanish: *aplicar* (formal), *pitón*).

About the Sentences

1-2 /ī/ spelled igh, ie, and y Review the underlined high-frequency words. Have students identify any words in the sentences with /ī/ spelled igh, ie, or y. *fly, high, night, sky; high, my, might*

Developing Oral Language

ASK students to name the part of speech of each word on the lines. *nouns: knight, twilight, tie, hyphen, python, highway, spotlight, nighttime verbs: sigh, tied, replied, denied, apply, supply, highlight adverb: tightly* Point out that the words *tie* and *supply* can be both nouns and verbs. Have students explain the meaning of each part of speech. *A tie is an accessory worn with a suit. To tie something is to fasten it with a bow or knot.* Review that *tightly* is an adverb because it describes a verb. Have students use *tightly* in a sentence, then examine what word it modifies. *She closed the lid tightly. Tightly describes how the lid was closed, it modifies the verb closed.*

Have students create simple sentence starters using words from the word lines. *Our teacher has a large supply of pencils.* Have another student extend the sentence to create a compound or complex sentence. *At the start of the year, our teacher has a large supply of pencils.* If necessary, tell students to use online or print resources to review how compound and complex sentences are formed.

Guided Practice

ASSIGN pages 41–42 from *Skills Practice* for students to work with /ī/ spelled igh, ie, and y. Read the Focus section aloud, and do the first two items as a class. Then have students finish the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.



English Learner

SCAFFOLDING Check that your students understand how to use the *Sound/Spelling Cards* to verify that they are writing the correct spelling. Provide support by pointing to the card for a sound/spelling they are having difficulty with and helping them say the sound. If they are not making the connection between the sound and the spelling, help them say the sound, and then point to the correct spelling for that sound.

ePresentation

Dictation and Spelling

Words

1	spy	spying	spied
2	sight	rely	thigh
3	pies	supplied	might

Challenge Words

4	delight	fireflies	dynamic
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Dictation and Spelling

Sentence

1 The sun was so bright that we could not see the birds flying above us.

Resources:

- *Decodable Stories, Book 3*, Story 13
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ī/ spelled *_igh*, *_ie*, and *_y*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ī/ spelled *_igh*, *_ie*, and *_y*

Developing Oral Language

ORGANIZE students into groups and have them create lists of compound words that contain one of the same base words as those on Line 4. *freeway, lighthouse, night-light, highchair* Ask volunteers to share their words with the class and use them in sentences to demonstrate each word's meaning.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.


Fluency: Reading a Decodable Story

Book 3, Story 13: Bats

New High-Frequency Words: *even, might, need, trees*

Reviewed High-Frequency Words: *also, each, find, hard, high, more, most, near, next, night, plants, story, than, things*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

-  Have students read "Bats." Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction: Decodable Stories

AL If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* as necessary.

OL Have students make a list of words from "Bats" that have /ī/ spelled *_igh*, *_ie*, or *_y*. Students should then sort their lists by spelling and present the words in a graphic organizer.

BL Have students work in pairs to write a summary of the information presented in "Bats." Remind students that a summary presents the main points of a text in the writer's own words. Have students underline any words with /ī/ spelled *_igh*, *_ie*, or *_y* in their summaries.

ePresentation

Blending

Word Lines

1	sigh	knight	tightly	twilight
2	tie	tied	replied	denied
3	apply	supply	hyphen	python
4	highway	highlight	spotlight	nighttime

Blending

Sentences

- 1 The birds fly high in the night sky, far above the trees.
- 2 The ball is stuck so high in the tree that even my dad might need a ladder to reach it.

Decodable Stories, Book 3

Bats




▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "Bats." Students should find the place in the book that supports their answer and read it aloud.

1. Where might you find a sleeping bat? *Bats sleep in barns, in caves, in trees, or under bridges.*
2. How are bats different from birds? *They are mammals, so they have fur, are born alive, and give milk to their babies.*
3. Why do people need bats? *Bats help to get rid of many harmful insects and help plants grow.*

▶ Building Fluency

-  Build students' fluency by having them read "Bats" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Review with students that fluent reading comes from automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. When readers read with automaticity, their rapid decoding of words seems unconscious. This quick word recognition allows readers to gain more meaning from the text. Have students practice fluency and automaticity as they read and reread the text.

-  As students partner read, check that they are reading words automatically, with a focus on rapidly decoding words. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	defy	reply	cycle
2	lie	light	recline
3	slightly	style	fried

Challenge Words

4	multiply	night-light	magnify
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Dictation and Spelling

Sentence

- 1 My little brother cried when I tried to frighten him.



Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 13, "Mack's Problem" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Bats." Note those individuals having problems and work with them in pairs or small groups.

Resource:
Skills Practice, pp. 43–44

Objectives: Students will



- understand irregular verbs and abstract nouns.
- build oral language skills.

Word Analysis

Irregular Verbs and Abstract Nouns

Decoding

REVIEW with students that most verbs follow a regular pattern when changing tense that involves adding *-ed*. For example, the present, past, and past participle forms of *open* can be found in these sentences: *Open this letter now. My aunt opened her own store last year. The bank has opened for the day.* Some verbs have irregular past and participle forms with different spellings or no change in spelling. Also remind students that not all nouns name concrete people, places, and things. Some, called abstract nouns, name ideas, qualities, feelings, or concepts—things that cannot be experienced with the five senses.

-  Display the word lines and sentences, then have students read each word and sentence. Have
-  students discuss the capitalization and punctuation of each sentence.

About the Words

- 1 Irregular Verbs** Explain that the verb pairs in these lines are in the present and past tense. The words *bringed* and *catched* are incorrect. Make sure students are correctly pronouncing *brought* and *caught*.
- 2 Irregular Verbs** Explain that the verb *shut* does not change spelling or take on *-ed* when its tense is changed. (*shut, shut, has shut*) Point out that *forgot* has three different forms for the present, past, and past participle.
- 3-4 Abstract Nouns** Explain that the nouns in these lines name feelings or concepts. They are things that cannot be seen, heard, touched, smelled, or tasted. Discuss the meaning of each word with students.

About the Sentences

- 1-2 Irregular Verbs and Abstract Nouns** Have students identify the irregular verb forms in the first sentence. *teaches, taught* Then have them identify the abstract nouns in the second sentence. *trust, friendship*



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 1, the Sound-by-Sound Blending Routine.

OL Have students work in pairs to write definitions for the abstract nouns in the word lines. Students may consult print or online dictionaries if necessary.

BL Have students explore the meanings of the abstract nouns more deeply by creating word webs for each word. The webs should contain words, concepts, or examples that are related to the nouns.

ePresentation

Decoding

Words

1	bring	brought	catch	caught
2	shut	forget	forgot	forgotten
3	wisdom	freedom	pride	idea
4	talent	strength	grief	childhood

Decoding

Sentences

- 1 Mr. Chen teaches math, but last year he also taught music.
- 2 You must know that trust is an important part of any friendship.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

for/get *for/got* *for/got/ten*
wis/dom *free/dom* *i/de/a*
tal/ent *child/hood*

Developing Oral Language

EL HAVE students use each verb form on Lines 1 and 2 in a sentence. Tell them to use the wrong form of each verb, then have them share their sentence with the class. Have a volunteer name the proper verb form and say the correct sentence. Remind them to include a helping verb such as *has* or *have* as necessary.

Organize students into groups and have them write sentences containing the abstract nouns from Lines 3 and 4. Have groups take turns reading their sentences aloud but leaving out the abstract noun. The class should use context to determine which word fits in the blank.

Guided Practice

ASSIGN pages 43–44 from *Skills Practice* for students to work with irregular verbs and abstract nouns. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *idea* and *talent* (Spanish: *idea, talento*).

Resource:
Skills Practice, pp. 45–46

Objectives: Students will

- build their oral language skills.
- build fluency.

Word Analysis

Irregular Verbs and Abstract Nouns

Developing Oral Language

- GIVE** students the present tense of any of the words in Lines 1 and 2 and ask them to describe how the word is changed to form the past tense. *The past tense of forget is formed by changing the e to an o.*
- EL** Ask students to use dictionaries or thesauruses to find antonyms for the words in Lines 3 and 4, such as *weakness* and *joy*. Have volunteers report their findings. Discuss whether the antonyms are also abstract nouns.

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- An owl is a common symbol of *wisdom* and intelligence.
- I couldn't believe he *caught* that touchdown pass.
- Yarra tied a string around her finger so she wouldn't *forget* to do her errands.
- Overcoming obstacles can require a lot of mental *strength* and determination.
- Shane took a lot of *pride* in his neat handwriting.

Fluency

- REMIND** students that reading with appropriate pace is essential to fluency. Assign the fluency passage on pages 45–46 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling proper pace for students. Remind students that pace, or the speed at which a selection is read, is important when reading fluently. If reading is halted and contains inappropriate pauses, then the text is difficult to understand. Tell students that to read with correct pace, sometimes phrases or sentences need to be read more than once. Additional readings will increase their familiarity with the structure and content of the text, which allows them to focus on fluency while they reread. Have students read the passage with the purpose of developing the appropriate pace for fluent reading, as well as to understand the relationship between everything that lives in a particular ecosystem.

Teacher Tip

IRREGULAR VERBS As a class, find other irregular verbs and create a poster for the classroom that lists the present, past, and past participle forms for easy reference.

EL English Learner

ANTONYMS Work with students in small groups to reinforce their understanding of antonyms. Show them *EL Photo Library Card 52 (day and night)* to discuss how *day* and *night* are opposites, or antonyms. Discuss how in the day, it is light and at night, it is dark; and then explain how the sun is hot, and have students think about something that is cold. Continue brainstorming other examples of antonyms, including simple abstract ones, such as *happy/sad* and *calm/mad*.

ePresentation

Decoding

Words

1	bring	brought	catch	caught
2	shut	forget	forgot	forgotten
3	wisdom	freedom	pride	idea
4	talent	strength	grief	childhood

Decoding

Sentences

- 1 Mr. Chen teaches math, but last year he also taught music.
- 2 You must know that trust is an important part of any friendship.

Developing Oral Language

forget	An owl is a common symbol of _____ and intelligence.
pride	I couldn't believe he _____ that touchdown pass.
wisdom	Yarra tied a string around her finger so she wouldn't _____ to do her errands.
caught	Overcoming obstacles can require a lot of mental _____ and determination.
strength	Shane took a lot of _____ in his neat handwriting.

Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

Resources:

- *Sound/Spelling Card 29*
- *Assessment*, pp. 24–26
- *Decodable Stories, Book 3*, Story 13

Objectives: Students will

- read words with /ī/ spelled *_igh, _ie,* and *_y*.
- understand irregular verbs and abstract nouns.
- build oral language skills.
- build fluency.

Review

/ī/ spelled *_igh, _ie,* and *_y*

Blending

REVIEW /ī/ spelled *_igh, _ie,* and *_y* using *Sound/Spelling Card 29*.

- EL** Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence. If they encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Irregular Verbs and Abstract Nouns

Decoding

REVIEW the concept of irregular verbs with students. Remind them that irregular verbs change their spellings or remain the same when they are changed to a different tense. Remind students that abstract nouns name ideas, feelings, or concepts.

Have students read each word on the word lines. Then have them read each sentence.

Developing Oral Language

- ORGANIZE** the class into two groups. Have each group write simple sentences using words from the word lines. After they have completed the sentences, have them exchange sentences and write extensions. Have each group read their extended sentences aloud.

Fluency

HAVE students reread *Decodable Stories, Book 3*, Story 13, “Bats,” to practice reading with automaticity. If students have difficulty recognizing words automatically, work with them in small groups to practice rereading so that they become familiar with the text. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 24–26 to assess students’ understanding of the skills taught in this lesson.

EL English Learner

BLENDED Verify that your students are reading each sound/spelling correctly by having them read words in a small-group setting. Use Routine 1 to have them read the words *night, tie,* and *fly*. Support their understanding of the meaning of the words by showing them *EL Photo Library Cards* 51, 63, and 155 after they read the words. If they are having difficulty pronouncing /ī/, contrast word pairs containing /i/ and /ī/ using *EL Photo Library Cards* 68 and 83, 86 and 100, and 127 and 135.

Teacher Tip

EXPANDING SENTENCES Tell students that they can expand sentences by adding concrete details, specific adjectives and adverbs, prepositional phrases, and dependent clauses. Find examples of these elements in classroom texts to show to students.

ePresentation

Blending

Words

1	sigh	knight	tightly	twilight
2	tie	tied	replied	denied
3	apply	supply	hyphen	python
4	highway	highlight	spotlight	nighttime

Blending

Sentences

- 1 The birds fly high in the night sky, far above the trees.
- 2 The ball is stuck so high in the tree that even my dad might need a ladder to reach it.

Decoding

Words

1	bring	brought	catch	caught
2	shut	forget	forgot	forgotten
3	wisdom	freedom	pride	idea
4	talent	strength	grief	childhood

Decoding

Sentences

- 1 Mr. Chen teaches math, but last year he also taught music.
- 2 You must know that trust is an important part of any friendship.

Resources:

- *Sound/Spelling Card* 30
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 47–48

Objectives: Students will

- read words with /ō/ spelled *oa_* and *_ow*.
- spell dictated words with /ō/ correctly.
- build oral language skills.

Phonics and Decoding

/ō/ spelled *oa_* and *_ow*


Blending

ROUTINE 4

ROUTINE 5

REVIEW /ō/ spelled *oa_* and *_ow* using *Sound/Spelling Card* 30. Ask students to tell what they already know about this card. *The red letters are long-vowel spellings; the underscores on some spellings mean that a consonant goes in that position.* Ask students how these features are useful.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

-  Have students read the words in the word lines by blending the sounds in each syllable then blending the syllables together.

EL

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /ō/ spelled *oa_*** Have students identify the /ō/ spelling in each word. *throat, foamy, approach, boastful*
- 2 /ō/ spelled *_ow*** Have students identify the /ō/ spelling in each word. *show, below, pillow, tomorrow*
- 3 /ō/ spelled *oa_* and *_ow*** Have students identify the /ō/ spelling in each word. *toast, toaster, mow, mower* Ask students how the two-syllable words are different from the one-syllable words. *They have an -er ending.* Explain that *-er* is a suffix, or word part added to the end of a base word to change its meaning.
- 4 /ō/ spelled *_ow*** Have students identify the /ō/ spelling in each word. *follow, hollow, arrow, borrow*

Ask students to define *toaster* and *mower*. *A toaster is an appliance that makes toast. A mower is something that mows.* Ask students what they think the suffix *-er* means, based on these definitions. *“one who”*

Ask students how they would divide the words into syllables. *foam/y, ap/proach, boast/ful, be/low, pil/low, to/mor/row, toast/er, mow/er, fol/low, hol/low, ar/row, bor/row*



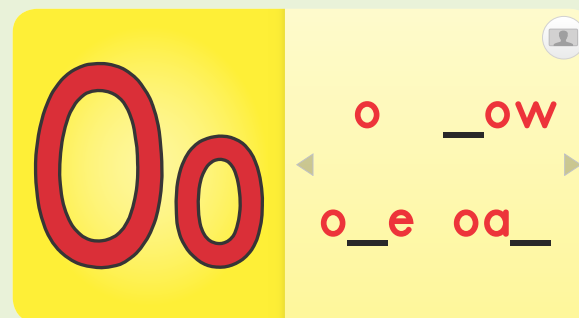
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.

OL Have students identify all the consonant blends and digraphs in the word lines. *blends: pr, st; digraphs: th, ch, sh* Ask them to explain the difference between blends and digraphs. Tell students that *thr* in *throat* is a blend made up of a digraph and a consonant

BL Have students list additional words with /ō/ spelled *oa_* and *_ow* and use them in original sentences.

ePresentation



Blending

Words

1	throat	foamy	approach	boastful
2	show	below	pillow	tomorrow
3	toast	toaster	mow	mower
4	follow	hollow	arrow	borrow

Blending

Sentences

- 1 The blowing snow is slowly building up against the side of the house.
- 2 This same loaf of oat bread will make perfect toast tomorrow morning.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognate: *approach, toast, and toaster* (French: *approcher*; Spanish: *tosta, tostador*).

About the Sentences

1-2 /ō/ spelled *oa_* and *_ow* Review the underlined high-frequency words. Point to *slowly* and ask students to identify the part of speech. *adverb* Have students identify any words in the sentences with /ō/ spelled *oa_* or *_ow*. *blowing, snow, slowly; loaf, oat, toast, tomorrow*

Developing Oral Language

ORGANIZE students into four groups and have each group write clues for the words in a particular line. *This word is a synonym for underneath. (below) This is Cupid's tool. (arrow)* Collect the clues and read them aloud for the class to answer.

Start sentences with the following pattern, and have students complete them: *Someone who follows is a _____.* *follower* Continue with the words *borrow, loan, moan, boat, boast, swallow* and others that follow the pattern. Have students repeat the entire sentence and give an example of something that might be done by a follower, borrower, loaner, and so on. *Someone who borrows is a borrower. A borrower might ask to use a pen because he or she can't find one.*

Guided Practice

- ASSIGN** pages 47–48 from *Skills Practice* for students to work with /ō/ spelled *oa_* and *_ow*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	roast	loan	coach
2	crow	elbow	minnow
3	throw	glow	glowing

Challenge Words

4	encroach	shallow	window
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Dictation and Spelling

Sentence

- 1 Beth's goal is to row her boat across the entire lake.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Guide*.

Resources:

- *Decodable Stories, Book 3, Story 14*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ō/ spelled *oa_* and *_ow*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ō/ spelled *oa_* and *_ow*

Developing Oral Language

HAVE students name the parts of speech for the words on the word lines. Have students explain the function of each part of speech, then go around the room and have students add a new word to the category, or if there are no more words, suggest a new category. Remind students that some words will fit into more than one part of speech category. *Nouns: throat, show, tomorrow, toast, toaster, mower, pillow, arrow* *Adjectives: foamy, boastful, hollow* *Verbs: approach, show, hollow, toast, follow, borrow, mow*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

EL USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 3, Story 14: More Bats

New High-Frequency Words: *house, same, side*

Reviewed High-Frequency Words: *might, more, next, night, things, time, trees*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

EL Have students read “More Bats.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word, rereading as necessary.

EL English Learner

SCAFFOLDING Have students use the *Sound/Spelling Cards* to verify that they are writing the correct spellings. If necessary, pronounce each sound one at a time.

OL Differentiated Instruction

OL DICTATION AND SPELLING Remind students that words ending in *_ey* do not need to have their spelling changed when they are made plural. Have students make a list of additional words ending in *_y* and *_ey* and write the plural form next to each word. *key, keys; monkey, monkeys; dairy, dairies; pony, ponies*

ePresentation

Blending

Words

1	throat	foamy	approach	boastful
2	show	below	pillow	tomorrow
3	toast	toaster	mow	mower
4	follow	hollow	arrow	borrow

Blending

Sentences

- 1 The blowing snow is slowly building up against the side of the house.
- 2 This same loaf of oat bread will make perfect toast tomorrow morning.

Decodable Stories, Book 3

More Bats



Teacher Tip

WORDS WITH /ō/ Have students make a list of words from “More Bats” that contain /ō/ spelled *oa_* or *_ow*. Students should then sort the words according to the spellings.

▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "More Bats." Students should find the place in the book that supports their answer and read it aloud.

1. Why do the puddles frighten Cody? *Insects breed in the puddles and multiply.*
2. What is a bat box? *It is a box made from cedar that bats can live in.*
3. Why does Joan's dad want bats living in the yard? *The bats eat the insects that are pests in the yard.*

▶ Building Fluency

-  Build students' fluency by having them read "More Bats" with a partner. Have the partners reread the story aloud several times.

Review with students that prosody is the pitch, loudness, tempo, rhythm patterns, and phrasing of language as it is spoken or read aloud. Breaking down sentences into units or chunks that make sense when read aloud is an important skill for fluent readers. As students partner read, give each pair of students a different complicated sentence—that is, one with one or more subordinate clauses or lots of commas in a series. Have the pairs practice reading the sentence to one another. Then have students read the sentence back to the class.

-  As students partner read, check that they are reading with proper prosody by breaking down sentences into chunks that sound like natural speech. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	loaf	soak	coast
2	narrow	shadow	snowman
3	flow	slower	fellow

Challenge Words

4	bungalow	meadow	poacher
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Dictation and Spelling

Sentence

- 1 If you are cold, I know Edward would let you borrow his yellow coat.



Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 14, "An Old Boat" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "More Bats." Note those individuals having problems and work with them in pairs or small groups.

Resource:
Skills Practice, pp. 49–50

Objectives: Students will

- understand homophones.
- build oral language skills.

Word Analysis

Homophones

Decoding

EL REVIEW with students that homophones are words with the same pronunciation but different spellings and meanings. For example, the words *hair* and *hare* are pronounced the same way, but they are spelled differently and mean different things. *Hair* is what grows on your head, and a *hare* is a rabbit.

ii Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-4 Homophones As you point to each pair of homophones, have students describe the differences in spelling. Note that many pairs contain different long-vowel spellings or initial consonant spellings. Then ask students what each word means. Have students answer with complete sentences that demonstrate the meaning of each word. *A flower is a part of a plant. Flour is an ingredient in foods like bread.*

About the Sentences

1-2 Homophones Have students read the sentences and identify the homophones. *maze, maize; peace, piece*

Developing Oral Language

HAVE students use each pair of homophones in sentences. Tell students that as they listen, they should use the context of the sentence to determine which word is being used. After each sentence, ask which homophone spelling was used. Continue this activity until students demonstrate that they can distinguish between the two words. *I couldn't help but stare at the beautiful sunset. That sentence uses s-t-a-r-e.*

Have students think of synonyms, antonyms, or closely-related words to the words on the word lines. *A synonym for new is fresh; an antonym of tails is heads; an antonym of peace is war; a word related to flour is dough; a word related to stair is escalator*

EL English Learner

HOMOPHONES Make sure students understand the meaning of each homophone. Use **EL Photo Library Cards** 76 (hare) and 121 (puppy, for *tails*) as well as simple definitions and demonstrations (hold up a *piece* of chalk). During small-group time, have students write each word and include a definition or simple illustration next to each word.



Differentiated Instruction: Word Lines

AL If students have trouble understanding the homophones on the word lines, have them use dictionaries or glossaries to look up each word and get a better understanding of the meaning of each, as well as the correct spelling for each meaning.

ePresentation

Decoding

Words

1	new	knew	flower	flour
2	mall	maul	board	bored
3	stare	stair	peace	piece
4	seen	scene	tails	tales

Decoding


Sentences

- 1 The farmer created a maze from stalks of corn, which is also called maize.
- 2 The people tried to create peace across their small piece of the world.

Display the definitions for students to see. Tell them to match the homophones from the word lines with the definitions..

- A plank of wood: *board*
- A large shopping center: *mall*
- stories: *tales*
- to lack interest: *bored*
- to look at directly: *stare*
- to attack or injure: *maul*
- a part of something: *piece*
- one of a series of steps: *stair*

Guided Practice

-  **ASSIGN** pages 49-50 from *Skills Practice* for students to work with homophones. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /ō/ spelled *oa_* and *_ow*, as well as homophones. Have students sort them into the appropriate category and share examples with the class.

ePresentation

Developing Oral Language

maul	A plank of wood: _____
tales	A large shopping center: _____
board	stories: _____
stair	to lack interest: _____
stare	to look at directly: _____
bored	to attack or injure: _____
mall	a part of something: _____
piece	one of a series of steps: _____



Teacher Tip

HOMOPHONES Remind students that they will have to use context clues to determine the meanings of homophones they hear in sentences.

Resource:
Skills Practice, pp. 51-52

Objectives: Students will

- build their oral language skills.
- build fluency.

Word Analysis

Homophones

Developing Oral Language

HAVE students work in pairs to use the words from the word lines in sentences. Pairs should read their sentences aloud to the class, leaving out the homophone. Ask students which homophone correctly completes the sentence. *My favorite _____ from the movie was the final action-packed showdown at the end scene*

Ask students to give examples of other homophones they know. If they cannot think of any, give them extra examples. For each example pair they give, have students discuss the meaning of each word. Some examples for students include: *not/knot, two/to/too, there/their, where/wear, sun/son, sail/sale, plain/plane, for/four, meet/meat, deer/dear, brake/break, beat/beet, close/clothes.*

Have students use the examples of homophones they came up with in sentences and as a class, identify which homophone they are using. *We had to swerve to avoiding hitting the frightened deer. The sentence uses d-e-e-r.*

Fluency

REMINDE students that reading with expression is essential to fluency. Assign the fluency passage on pages 51-52 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling proper expression for students. Explain that the fluency passage is a continuation of the story of Miguel and his family hiking through the desert. Because they have already read part of this story, they should be familiar with the characters and the different moods and emotions they are going through.

Have students read the passage. Tell them that by reading with expression, they can convey the feeling of amazement and wonder that Miguel feels, or the feeling of pride and happiness that Grandpa feels for the desert. Tell students that as they read, they should keep in mind the personalities of the characters, and use them to add expression to their voice.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	new	knew	flower	flour
2	mall	maul	board	bored
3	stare	stair	peace	piece
4	seen	scene	tails	tales

Decoding

Sentences

- 1 The farmer created a maze from stalks of corn, which is also called maize.
- 2 The people tried to create peace across their small piece of the world.

Resources:

- *Sound/Spelling Card* 30
- *Assessment*, pp. 27–28
- *Decodable Stories, Book 3*, Story 14

Objectives: Students will

- read words with /ō/ spelled *oa_* and *_ow*.
- understand homophones.
- build oral language skills.
- build fluency.

Review

/ō/ spelled *oa_* and *_ow*

Blending

REVIEW /ō/ spelled *oa_* and *_ow* using *Sound/Spelling Card* 30.

- EL HAVE** students read the words in the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Homophones

Decoding

REVIEW the definition for *homophones*: words that sound the same but are spelled differently and mean different things.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group use as many words from the word lines as possible in a short story. As students read their stories aloud, tell the class to listen for any homophones. Discuss which homophone is being used in the sentence.

Fluency

HAVE students reread *Decodable Stories, Book 3*, Story 14 “More Bats,” to practice reading with proper prosody. If students have difficulty reading with prosody, work with them in small groups to practice breaking sentences into meaningful chunks and phrases. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

- ✓ FORMAL ASSESSMENT** Use *Assessment* pages 27–28 to assess students’ understanding of the skills taught in this lesson.

EL English Learner

NON-TRANSFERABLE /ō/ Students might struggle reading words with /ō/ as this sound does not exist in many languages, including Arabic, Korean, and Portuguese. Work with them by contrasting words with /ō/ and /o/, such as *dot/dote*, *rock/road*, *sock/soak*, *flock/float*. Say a pair of words, and have students identify the word with the long-vowel sound. Then have students say the word.

ePresentation

Blending

Words

1	throat	foamy	approach	boastful
2	show	below	pillow	tomorrow
3	toast	toaster	mow	mower
4	follow	hollow	arrow	borrow

Blending

Sentences

- The blowing snow is slowly building up against the side of the house.
- This same loaf of oat bread will make perfect toast tomorrow morning.

Decoding

Words

1	new	knew	flower	flour
2	mall	maul	board	bored
3	stare	stair	peace	piece
4	seen	scene	tails	tales

Decoding

Sentences

- The farmer created a maze from stalks of corn, which is also called maize.
- The people tried to create peace across their small piece of the world.

Resources:

- *Sound/Spelling Card 31*
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 53–54

Objectives: Students will

- read words with /ū/ spelled ew and ue.
- spell dictated words with /ū/ correctly.
- build oral language skills.

Phonics and Decoding

/ū/ spelled ew and ue


Blending

ROUTINE 4

ROUTINE 5

REVIEW /ū/ spelled ew and ue using *Sound/Spelling Card 31*. Ask students to tell what they already know about this card. *The red letters are long-vowel spellings; the underscores on some spellings mean that a consonant goes in that position.*

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

-  Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1** /ū/ spelled ew and ue Have students identify the /ū/ spelling in each word. *pew, mew, cue, hue*
- 2** /ū/ spelled ew Have students identify the /ū/ spelling in each word. *few, fewer, fewest, skewer* Have them explain how the first three words in the line are related. *Fewer and fewest have the base word few and the endings -er and -est.*
- 3** /ū/ spelled ue Have students identify the /ū/ spelling in each word. *rescue, rescued, argue, argued* Ask students to explain how the word pairs in this line are related. *Each pair contains the present tense and past tense with the inflectional ending -ed.* Remind students that when they add *-ed* to a word ending in *e*, they should drop the final *e*.
- 4** /ū/ spelled ew and ue Have students identify the /ū/ spelling in each word. *value, nephew, continue, barbecue*

Discuss with students the meanings of the words on Line 1. If necessary, use the words in sentences that convey their meanings. Examples: *I need a shirt in a different hue to match my outfit. We heard the pitiful mew of a lost kitten.*



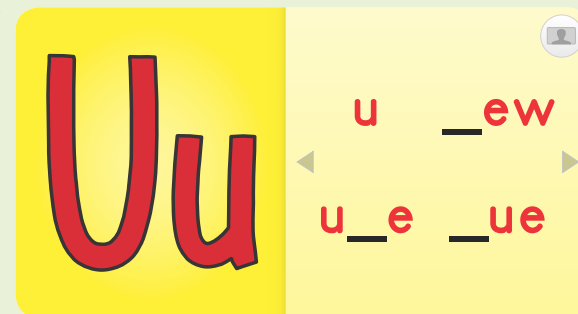
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.

OL Divide the class into small groups and have them discuss the meanings of the words on the word lines. Invite students to use print and digital dictionaries to clarify the meanings.

BL Have students create a glossary page for the words on the word lines. Entries should include pronunciations, parts of speech, and definitions. Students can consult classroom glossaries and dictionaries for help with formatting and pronunciation keys.

ePresentation



Blending

Words

1	pew	mew	cue	hue
2	few	fewer	fewest	skewer
3	rescue	rescued	argue	argued
4	value	nephew	continue	barbecue

Blending

Sentences

- 1** Years ago, a few brave explorers sailed around the world without maps or charts.
- 2** The value of that cloth is skewed so high that even three or four feet costs too much.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>few/er</i>	<i>few/est</i>	<i>skew/er</i>
<i>res/cue</i>	<i>res/cued</i>	<i>ar/gue</i>
<i>ar/gued</i>	<i>val/ue</i>	<i>neph/ew</i>
<i>con/tin/ue</i>	<i>bar/be/cue</i>	

Point to the words *fewer*, *fewest*, and *skewer* on Line 2. Have them identify both of the vowel spellings in these words. Ask whether the *w* is part of a vowel spelling or a consonant spelling in these words. *a vowel spelling* Remind them that when there are two vowel spellings in a row in a word, the syllables divide between the vowels.

About the Sentences

1-2 /ū/ spelled *_ew* and *_ue* Review the underlined high-frequency words. Have students identify any words in the sentences with /ū/ spelled *_ew* or *_ue*. *few; value, skewed*

Developing Oral Language

EL ASK students to give clues for the words on the word lines without saying any form of the word. *This is something a cat stuck in a tree might do. mew This is something you might do if you hear a cat mewing in a tree. rescue* Volunteers should guess the words and then use them in sentences.

Have students discuss synonyms and antonyms for the words on the word lines. If the words they list have slightly different meanings, have students discuss the shades of meaning of the words. *An antonym of fewer is more. A synonym of argue is fight, but I feel that the meaning of fight is slightly rougher and angrier than the meaning of argue.*

Have students ask each other questions using words from the word lines. *What do you and your siblings argue about? How much do you value your friends?* Encourage students to respond to each other with complete sentences.

Guided Practice

ASSIGN pages 53–54 from *Skills Practice* for students to work with /ū/ spelled *_ew* and *_ue*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *rescue, argue, value, continue*, and *barbecue* (Spanish: *rescatar, argumentar, valor/valuar, continuar, barbacoa* (outdoor meal)).

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Guide*.

ePresentation

Dictation and Spelling

Words

1	issue	few	spew
2	skew	fuel	cue
3	argue	rescue	value

Challenge Words

4	nephew	curfew	continue
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Dictation and Spelling

Sentence

1 Who will rescue the mewing kitten from the tree?

Resources:

- *Decodable Stories, Book 3, Story 15*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ū/ spelled *_ew* and *_ue*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ū/ spelled *_ew* and *_ue*

Developing Oral Language

HAVE students use the words from the word lines in sentences, but tell them to leave out the word when they share their sentences with the class. Have volunteers use the context of the sentence to determine the missing word. *People only _____ with each other when they do not agree. argue My sister's son is my _____. nephew*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

O Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 3, Story 15: Condors

New High-Frequency Words: *feet, world, without*

Reviewed High-Frequency Words: *air, also, change, close, each, face, head, high, large, name, story, time, while, years*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

Have students read “Condors.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

EL English Learner

SCAFFOLDING Check that your students understand how to use the *Sound/Spelling Cards* to verify that they are writing the correct spelling. Provide support by pointing to the card for a sound/spelling they are having difficulty with and helping them say the sound. If they are not making the connection between the sound and the spelling, help them say the sound, and then point to the correct spelling for that sound.



Teacher Tip

DICTIONATION WORDS Many of this week’s dictation words may be unfamiliar to students. Make sure students understand the meanings of *skew, cue, curfew, pewter,* and *venue* and other words they might not know. If necessary, use the words in sentences that convey their meanings.

ePresentation

Blending

Words

1	pew	mew	cue	hue
2	few	fewer	fewest	skewer
3	rescue	rescued	argue	argued
4	value	nephew	continue	barbecue

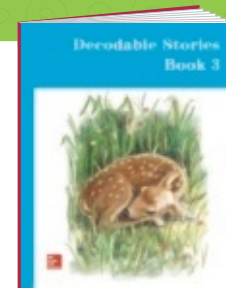
Blending

Sentences

- 1 Years ago, a few brave explorers sailed around the world without maps or charts.
- 2 The value of that cloth is skewed so high that even three or four feet costs too much.

Decodable Stories, Book 3

Condors



▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "Condors." Students should find the place in the book that supports their answer and read it aloud.

1. Is the condor a beautiful bird? Explain. *The condor has a bald head and an ugly beak, but it looks beautiful soaring in the sky.*
2. How does the condor help humans? *It helps keep our world clean by only eating animals that are already dead.*
3. Why did the condors start to die out? *Humans were hurting their habitats.*

▶ Building Fluency

-  Build students' fluency by having them read "Condors" with a partner. Have the partners reread the story aloud several times.

Review with students that fluent readers read text in a manner that sounds like natural speech. A good way to teach this is by writing or projecting on the board what students are reading. Mark natural phrase boundaries—for example, clauses, verb phrases, and so on, with slashes. Have students listen to you read the text, noticing how you paused at the markers. Then have students read the sentences naturally, using the markers as guides. To scaffold the instruction, mark the boundaries in the beginning, and have students practice reading using the already-marked passages. As students become comfortable, have them mark what they are reading with boundary markers. Gradually phase out the markers or slashes.

-  As students partner read, check that they are recognizing natural phrase boundaries to improve their prosody. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	tissue	statue	avenue
2	chew	fewer	fewest
3	Matthew	barbecue	nephew

Challenge Words

4	discontinue	pewter	venue
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Dictation and Spelling

Sentence

- 1 I wanted to continue the game, but it was almost past my curfew.



Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 15, "Mew? Mew?," from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Condors." Note those individuals having problems and work with them in pairs or small groups.

Resource:

Skills Practice, pp. 55–56

Objectives: Students will

- understand homographs and multiple-meaning words.
- build oral language skills.

Word Analysis

Homographs and Multiple-Meaning Words

Decoding

REVIEW with students that homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. Homographs can also be different parts of speech. For example, discuss the word *bat*. When *bat* means “a flying mammal,” it is a noun. When it means “to hit,” it is a verb. Explain that multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- Homographs with Similar Pronunciations** As you point to the homographs on Line 1, have students read them aloud. Discuss the different meanings and parts of speech of each homograph. *Bark could be a verb that means “to make the sound of a dog” or a noun that describes the tough outer layer of a tree. Rose could be a noun that names a flower or the past tense of the verb rise.*
- Homographs with Different Pronunciations** Explain that some homographs have different pronunciations depending on which meaning is intended. Read the words on Lines 2 and 3 aloud, accentuating the different pronunciations. Discuss with students the meaning of each homograph and its part of speech for each of its pronunciations. If students are not familiar with any of the homographs, use them in different sentences that clearly show the different meanings of the words.
- Multiple-Meaning Words** Tell students that the words on Line 4 all have more than one meaning, but they are not homographs because all the meanings can be traced back to the same origin. Have students suggest some of the meanings for each of the words. *Field can mean “an area where a sport is played” or “a topic of study,” as in, the field of medicine.*



Differentiated Instruction: Word Lines

AL If students have trouble understanding the homographs on the word lines, have them use dictionaries or glossaries to look up each word and get a better understanding of the meaning of each, as well as the correct pronunciation for each meaning.

OL Have students work in pairs to create flash cards to practice with the words on the word lines. The cards should have the homograph on one side and two definitions on the other.

BL Have students use a print or online dictionary to research the different origins of some of the homographs. Encourage them to report their findings to the class.

ePresentation

Decoding

Words

1	rose	mine	well	bark
2	wind	tear	bow	close
3	dove	live	lead	present
4	field	fine	spare	suit

Decoding

Sentences

- The dove left its nest, flew over the wires, and then dove into a field.
- The bark on a tree, of course, is not at all like a dog's bark.



Teacher Tip

PRONUNCIATIONS If necessary, display phonetic spellings of the homographs with different pronunciations as a quick reference for students. Example: *duv/dōv*

About the Sentences

1-2 Homographs Have students read the sentences and identify the different uses of the homographs *dove* and *bark*. Have them use sentence-level context to identify which meaning of *field* is being used.

Developing Oral Language

HAVE students use each homograph in a sentence that clearly conveys one of its meanings. Then have a volunteer give a definition for the homograph as it is used in the sentence.

Ask students to use the homographs or multiple-meaning words in different sentences that illustrate their different meanings. *We had no water when the well dried up. Tanya played well in the final match.* Continue with several examples until students demonstrate an understanding of each word's different meanings.

Have students create categories for the words on the word lines. Encourage them to come up with unique or creative categories, along with standard categories like part of speech. Remind them to consider all the meanings of a word. *Something you might find outside: rose, mine, well, bark, wind, dove, lead, field; Verbs: rose, mine, bark, wind, tear, bow, close, dove, lead, present; Something you could hear: bark, wind, tear, spare* If students question a word's placement in a category, have the student who placed it there explain why it belongs. *You could hear the sound of the pins falling down if someone bowled a spare.*

Guided Practice

ASSIGN pages 55–56 from *Skills Practice* for students to work with homographs and multiple-meaning words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.



Teacher Tip

MULTIPLE-MEANING WORDS Remind students that they will have to use context clues to determine the meanings of multiple-meaning words they read or hear in sentences.

Resource:

- *Skills Practice*, pp. 57–58
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Homographs and Multiple-Meaning Words

Developing Oral Language

EL ORGANIZE students into groups and have them write clues for the words on the word lines. Encourage students to give vague clues that could apply to more than one word. *You dig one of these. (mine or well)* Then have them narrow it down by giving a more specific clue. *If you dig it in the right place, you might hit oil. (well)* Have groups read clues to each other to answer. After students say the correct word, they should give another definition. *Well also means “in a good manner.”*

Have students take turns using the homographs on Lines 2 and 3 in sentences. Students can either pronounce the word correctly according to the way it is used in the sentence or pronounce it incorrectly, as in *The pianist took a /bō/ (bow) after the performance.* If the word is pronounced correctly, the rest of the class should repeat the sentence. If it is not pronounced correctly, the class should say *incorrect*.

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 57–58 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passages and point out how you read quickly and accurately. Explain that this is an informational passage that contains facts about a specific animal. Unlike a fictional story, there won't be dialogue or much emotion. This means students should work on reading the information accurately so that they can focus on comprehending the main points and details of the text.

Have students read the passage, concentrating on reading fluently and accurately in a manner that sounds like normal speech. Repeated readings will aid students' ability to break sentences into meaningful phrases. Tell them to use context to confirm their word recognition and understanding.

EL English Learner

GROUPS Make sure to separate students into groups so they are working with students with a high level of English proficiency. Make sure students understand the meanings of the words. Allow students at Levels 1 and 2 language proficiency to give one- or two- word clues or to demonstrate or illustrate their clues.

Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	rose	mine	well	bark
2	wind	tear	bow	close
3	dove	live	lead	present
4	field	fine	spare	suit

Decoding

Sentences

- 1 The dove left its nest, flew over the wires, and then dove into a field.
- 2 The bark on a tree, of course, is not at all like a dog's bark.

Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Card 31*
- *Assessment*, pp. 29–30
- *Decodable Stories, Book 3*, Story 15

Objectives: Students will

- read words with /ū/ spelled *_ew* and *_ue*.
- understand homographs and multiple-meaning words.
- build oral language skills.
- build fluency.

Review

/ū/ spelled *_ew* and *_ue*

Blending

REVIEW /ū/ spelled *_ew* and *_ue* using *Sound/Spelling Card 31*.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Homographs and Multiple-Meaning Words

Decoding

REVIEW the definition of *homographs*: words that are spelled the same but have different meanings and origins, and often different parts of speech and pronunciations. Review that multiple-meaning words are different from homographs because the different meanings come from the same origin.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group use as many words from the word lines as possible in a fantasy story with a setting and characters of their choosing. As students read their stories aloud, tell the class to listen for any homographs and multiple-meaning words. Discuss the meanings of these words as they are used in the stories.

Pronounce a number of words from the word lines. Ask students to identify all the possible parts of speech for each word. Discuss any different pronunciations as well.

Fluency

HAVE students reread *Decodable Stories, Book 3*, Story 15, “Condors,” to practice reading with appropriate prosody. If students have difficulty, work with them in small groups to practice identifying natural phrase boundaries like clauses and verb phrases. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 29–30 to assess students’ understanding of the skills taught in this lesson.

ePresentation

Blending

Words

1	pew	mew	cue	hue
2	few	fewer	fewest	skewer
3	rescue	rescued	argue	argued
4	value	nephew	continue	barbecue

Blending

Sentences

- 1 Years ago, a few brave explorers sailed around the world without maps or charts.
- 2 The value of that cloth is skewed so high that even three or four feet costs too much.

Decoding

Words

1	rose	mine	well	bark
2	wind	tear	bow	close
3	dove	live	lead	present
4	field	fine	spare	suit

Decoding

Sentences

- 1 The dove left its nest, flew over the wires, and then dove into a field.
- 2 The bark on a tree, of course, is not at all like a dog’s bark.

Resources:

- *Sound/Spelling Card* 40
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 59–60

Objectives: Students will

- read words with /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*.
- spell dictated words with /oo/ correctly.
- build oral language skills.

Phonics and Decoding

/oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew* using *Sound/Spelling Card* 40. Ask students to tell what they already know about this card. *The red letters are long-vowel spellings; the underscores on some spellings mean that a consonant goes in that position.*

EL Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

i Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /oo/ spelled *oo* Have students identify the /oo/ spelling in each word. *smooth*, *spooky*, *doodle*, *shampoo*
- 2 /oo/ spelled *u* and *_ue* Have students identify the /oo/ spelling in each word. *clue*, *subdue*, *duty*, *numeral*
- 3 /oo/ spelled *u_e* Have students identify the /oo/ spelling in each word. *reduce*, *salute*, *include*, *absolute*
- 4 /oo/ spelled *_ew* Have students identify the /oo/ spelling in each word. *threw*, *chewing*, *jewel*, *cashew*

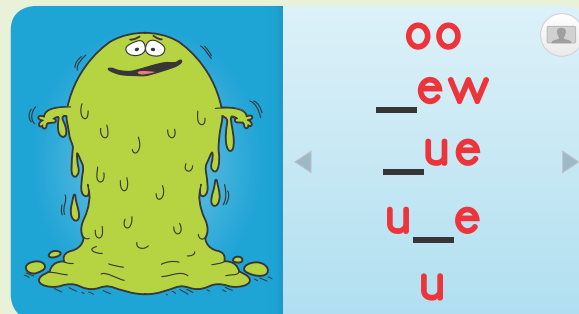
Have students identify which words have more than two syllables. *numeral*, *absolute* Ask students to identify the syllable breaks in all of the words. *spoo/ky*, *doo/dle*, *sham/poo*, *sub/du/e*, *du/ty*, *nu/mer/al*, *re/duce*, *sa/lute*, *in/clude*, *ab/so/lute*, *chew/ing*, *jew/el*, *cash/ew*

Tell students to remember that the /oo/ sound is different from the /ū/ sound even though both sounds share several spellings. Use the following word pairs to demonstrate the different sounds: *duty/music*, *due/cue*, *flute/cute*, *drew/few*. Have students listen carefully as you read the words and explain how the /ū/ sound is different. *The /ū/ sound says the letter u, and /oo/ says ooh.*

EL English Learner

1. **COGNATES** For native speakers of Romance languages, point out the following cognates: *shampoo*, *numeral*, *reduce*, *salute*, *include*, and *absolute* (Spanish: *champú*, *número*, *reducir*, *saludo/saludar*, *incluir*, *absoluto*).
2. **BLENDING** Verify that your students are reading each sound/spelling correctly by having them read words in a small-group setting. Use Routine 1 or 2 to have them read the words *room*, *glue*, *tuna*, *crude*, and *dew*. Support their understanding of the meaning of the words by showing them *EL Photo Library Cards* 52, 72, 96, and 107 (oil for *crude*) after they read the words. *Tuna* is a cognate in Roman-based languages.

ePresentation



Blending

Words

1	smooth	spooky	doodle	shampoo
2	clue	subdue	duty	numeral
3	reduce	salute	include	absolute
4	threw	chewing	jewel	cashew

Blending

Sentences

- 1 You should see the cool cartoon that June drew!
- 2 To find food, the blue jay flew all the way to the end of the lake.



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.
- OL** Have students write meanings in their own words for several words on the word lines. Students should consult a dictionary or thesaurus if necessary.
- BL** Have students use all of the words on a word line in a short paragraph or poem.

About the Sentences

1-2 /ōō/ spelled oo, u_e, _ew, and _ue Review the underlined high-frequency words. Have students identify any words in the sentences with /ōō/ spelled oo, u_e, _ew, or _ue. *cool, cartoon, June, drew, food, blue jay, flew* If students only say *blue* instead of *blue jay*, remind them what they have learned about open compound words.

Developing Oral Language

HAVE students create sentences using words from the word lines. Start them with example word pairs, such as *chewing/cashew, smooth/jewel, or spooky/clue*, that are good matches for creating meaningful sentences. Encourage students to create funny or silly sentences. *Last night, a spooky sound woke me up from a deep sleep. Luckily it turned out to only be my bulldog loudly chewing on my sister's favorite shoe.*

Have students say sentences using words from the word lines, but tell them to say *blank* instead of the actual word. Ask students to identify the missing word and repeat the sentence. *Ken leapt for the ball, but Mara _____ it so hard, it still went over his head. threw*

Guided Practice

- ASSIGN** pages 59–60 from *Skills Practice* for students to work with /ōō/ spelled oo, u, _ue, u_e, and _ew. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

- USE** Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.



Teacher Tip

DICTATION Remind students to consult the *Sound/Spelling Cards* if they need help during dictation. Explain that students should use the cards as a reference whenever they must choose between several different spellings for a sound.

ePresentation

Dictation and Spelling

Words

1	due	true	truthful
2	crude	tuna	oozing
3	news	glue	poodle

Challenge Words

4	kangaroo	flute	balloon
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Dictation and Spelling

Sentence

- 1 My friend Sue invited us to her new pool.

Resources:

- *Decodable Stories, Book 3, Story 16*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /oo/ spelled *oo, u, _ue, u_e, and _ew*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/oo/ spelled *oo, u, u_e, _ew, and _ue*

Developing Oral Language

HAVE students determine the part of speech for each word on the word lines. *Nouns: shampoo, duty, numeral, clue, jewel, cashew; Verbs: doodle, reduce, salute, include, threw, chewing; Adjectives: spooky, smooth, blue, absolute* Have students discuss the words that can be used as more than one part of speech, and identify the abstract noun.

Have students work in groups to think of synonyms, antonyms, or closely-related words for the words on the word lines. Then have them use the new words in sentences and have the other groups guess what word from the word line is being used. *The forest behind the school sure is ghostly at night. spooky The queen's crown was covered in diamonds and rubies. jewels*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 3, Story 16: A Visit

New High-Frequency Words: *end, should*

Reviewed High-Frequency Words: *also, close, eyes, feet, large, need, next, night, plants, time, years*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

Have students read "A Visit." Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Teacher Tip

CAPITALIZATION Point to the words *June* and *July* and remind students that months of the year, like days of the week, should be capitalized. The names of the seasons (winter, spring, summer, autumn), however, should not be capitalized.



Differentiated Instruction

AL

PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 16, "Yikes! Sue!" from *Practice Decodable Stories*.

ePresentation

Blending

Words

1	smooth	spooky	doodle	shampoo
2	clue	subdue	duty	numeral
3	reduce	salute	include	absolute
4	threw	chewing	jewel	cashew

Blending

Sentences

- 1 You should see the cool cartoon that June drew!
- 2 To find food, the blue jay flew all the way to the end of the lake.

Dictation and Spelling

Words

1	crew	bamboo	overdue
2	July	raccoon	chewing
3	grew	June	ruby

Challenge Words

4	avenue	pollute	frugal
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Dictation and Spelling

Sentence

- 1 Matthew knew how to play the tune on the flute and the tuba.

▶ Checking Comprehension

Check students' comprehension by asking them the questions that follow pertaining to "A Visit." Students should find the place in the book that supports their answer and read it aloud.

1. How do spines help a cactus? *They keep it cool and protect it from animals.*
2. How does the cactus help desert animals? *The animals of the desert use the cactus for food and water.*
3. How do bees and bats help the cactus? *They carry pollen between the cactus blossoms, which makes seeds for new cacti to grow.*

▶ Building Fluency

Build students' fluency by having them read "A Visit" with a partner. Have the partners reread the story aloud several times.

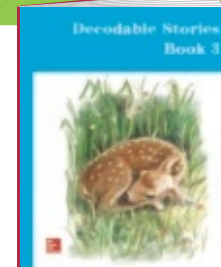
Review with students that fluent readers read at an appropriate rate. Taking proper pauses after punctuation marks is one way to develop reading at the appropriate rate. Review with students the following punctuation marks: comma, period, question mark, exclamation point. Have students explain what each punctuation mark signals in a sentence. Review that each of these marks is a signal to the reader to pause after the mark. Pausing gives both the reader and the listener time to understand what the sentence means.

- 🍏 As students partner read, check that they are reading at the appropriate rate by using punctuation marks to determine when to pause. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 3

A Visit



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "A Visit." Note those individuals having problems and work with them in pairs or small groups.

Resource:
Skills Practice, pp. 61–62

Objectives: Students will

- understand homographs and multiple-meaning words.
- build oral language skills.

Word Analysis

Homographs and Multiple-Meaning Words

Decoding

REVIEW the difference between homographs and multiple-meaning words. *Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin.*

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-2 Homographs Have students read the words aloud and discuss the different meanings and parts of speech of each homograph. Make sure students note which words have different pronunciations depending on the meaning. *bass/bāss, dez ət/di zət, wōōnd/wownd* If students are not familiar with any of the homographs, use them in different sentences that clearly show the different meanings of the words.

3-4 Multiple-Meaning Words Have students read the words aloud and discuss the different meanings and parts of speech of each multiple-meaning word. Have students explain the meanings for each word. Have students note which word has differing pronunciations for its different meanings. *re cərd/ri cərd*

About the Sentences

1-2 Homographs and Multiple-Meaning Words Have students read the sentences and identify the homographs and multiple-meaning words. *record, patient* Have students identify the meaning for each use. Ask them to find the homophones in the sentences as well. *our/hour, very/vary, waited/weighted, for/four* Help students identify homophones if they have difficulty spotting them.



Differentiated Instruction: Word Lines

AL If students have trouble understanding the words on the word lines, have them use dictionaries or glossaries to look up each word and get a better understanding of the meaning of each, as well as the correct pronunciation for each meaning.

OL Have students work in pairs to create flash cards to practice the words in the word lines. The cards should have the homograph on one side and two definitions on the other.

BL Have students use a print or online dictionary to research the different origins of some of the homographs. Encourage them to report their findings to the class.



Teacher Tip

HOMOGRAPHS AND HOMOPHONES Make sure students understand the differences between *homographs* and *homophones*. Have them describe each, then explain that the words *homograph* and *homophone* are made of Greek and Latin root words that translate to “written the same” and “sounding the same”. Have students discuss how the translations are related to what each word describes.

ePresentation

Decoding

Words

1	tire	squash	bass	desert
2	fair	bank	wound	pitcher
3	strike	strand	record	park
4	state	right	watch	patient

Decoding

Sentences

- The teacher will record our grades in her record book.
- The hospital patient was very patient as she waited for her test results.

Developing Oral Language

EL ASK students to use homographs or multiple-meaning words in different sentences that illustrate their different meanings. *The river bank was a great place for fishing or just relaxing in the sun. Rosie had to stop at the bank before we could go to the movie.* Continue with several examples until students demonstrate an understanding of each word's different meanings.

Point to a word and call on a student to use academic language and a complete sentence to describe the word and one of its meanings. *The word strike is a multiple-meaning word. One meaning is "to hit."* Repeat with other words from the word lines.

Have students create sentence starters using the words from the word lines. The starters can either make it clear which meaning is intended, or leave it vague. Have volunteers use context to determine if the meaning is clear or not, then extend the sentence. *The bass was...The meaning of bass is not yet clear. The bass was wriggling in the net; I looked at my watch...Watch is used to mean "a clock worn on the wrist". I looked at my watch to see if I was running late.*

Guided Practice

ASSIGN pages 61–62 from *Skills Practice* for students to work with homographs and multiple-meaning words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*, as well as homographs and multiple-meaning words. Have students sort them into the appropriate category and share examples with the class.

EL English Learner

SENTENCE FRAMES Provide students with sentence frames to help them make up sentences. For example, say or write: "The _____ is a great place for _____. I put _____ in the _____."

Resource:
Skills Practice, pp. 63–64

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Homographs and Multiple-Meaning Words

Developing Oral Language

- ORGANIZE** students into groups and have them write clues for the words on the word lines. Encourage students to begin by giving vague clues that could apply to more than one word. *You might visit one of these. (desert, bank, or park)* Then have them narrow it down by giving a more specific clue. *You could see wildlife. (desert or park)* *You would probably even see a cactus. (desert)* Have groups read clues to each other to answer. After students say the correct word, they should give another definition. *Desert also means “to leave a place.”*

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- I was excited to bowl a *strike* on my very first try!
- After watering his garden, Damon *wound* up the hose and put it away.
- An ice-cold *pitcher* of lemonade is great on a hot day.
- A guitar has six strings and a *bass* has four strings.
- The county *fair* is one of my favorite events of the summer.
- My friend Nicki always has the *right* answers in class.

Fluency

- REMIND** students that reading with the appropriate pace is essential to fluency. Assign the fluency passage on pages 63–64 of *Skills Practice* for students to practice fluent reading.

Model fluency by reading the first paragraph aloud, making sure to read related groups of words together. Tell students that reading sentences word by word will make comprehension difficult. Reading related groups of words together helps to distinguish main points and supporting details and provide clarity for what information the author is trying to express. Have students practice developing their pace by reading related groups of words together. This will allow them to read faster with the same level of understanding, and free them to concentrate on meaning.



Teacher Tip

HOMOGRAPHS Have students keep track of all the homographs and multiple-meaning words they encounter in their reading for an entire week. Give students a chance to share their findings and discuss any words they did not understand.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.

ePresentation

Decoding

Words

1	tire	squash	bass	desert
2	fair	bank	wound	pitcher
3	strike	strand	record	park
4	state	right	watch	patient

Decoding

Sentences

- 1 The teacher will record our grades in her record book.
- 2 The hospital patient was very patient as she waited for her test results.

Developing Oral Language

pitcher	I was excited to bowl a _____ on my very first try!
strike	After watering his garden, Damon _____ up the hose and put it away.
bass	An ice-cold _____ of lemonade is great on a hot day.
right	A guitar has six strings and a _____ has four strings.
wound	The county _____ is one of my favorite events of the summer.
fair	My friend Nicki always has the _____ answers in class.

Resources:

- *Sound/Spelling Card* 40
- *Assessment*, pp. 31-32
- *Decodable Stories, Book 3*, Story 16

Objectives: Students will

- read words with /oo/ spelled oo, u, u_e, _ew, and _ue.
- understand homographs and multiple-meaning words.
- build oral language skills.
- build fluency.

Review

/oo/ spelled oo, u, _ue, u_e, and _ew

Blending

REVIEW /oo/ spelled oo, u, _ue, u_e, and _ew using *Sound/Spelling Card* 40.

- EL Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence.

Homographs and Multiple-Meaning Words

Decoding

REVIEW the definition of *homographs*: words that are spelled the same but have different meanings and origins, and often different parts of speech and pronunciations. Review that multiple-meaning words are different from homographs because the different meanings come from the same origin.

- Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into pairs or small groups and assign each group a word line. Have groups prepare a presentation about their words to give to the class. Students might discuss the words' pronunciations, meanings, or origins. They might also present facts they have learned about the actions, places, or things named in the lines.

Fluency

HAVE students reread *Decodable Stories, Book 3*, Story 16, "A Visit," to practice reading at an appropriate rate. If students have difficulty, work with them in small groups to practice using punctuation marks as signals to pause their reading. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

Monitor Progress

- FORMAL ASSESSMENT Use *Assessment* pages 31-32 to assess students' understanding of the skills taught in this lesson.

EL English Learner

NON-TRANSFERABLE /oo/ In Cantonese, /oo/ is not transferable. Work with Cantonese-speaking students in small groups to contrast words with /oo/ and /oo/ using minimal pairs, such as *boot/book, food/food, rook/root, tooth/took*. First, say the two sounds alternately, and have students practice saying the sounds. Then, say a minimal pair, and have students raise their hand when they hear the word with /oo/. After saying all the minimal pairs, repeat them again, and have students say the words with /oo/.

ePresentation

Blending

Words

1	smooth	spooky	doodle	shampoo
2	clue	subdue	duty	numeral
3	reduce	salute	include	absolute
4	threw	chewing	jewel	cashew

Blending

Sentences

- 1 You should see the cool cartoon that June drew!
- 2 To find food, the blue jay flew all the way to the end of the lake.

Decoding

Words

1	tire	squash	bass	desert
2	fair	bank	wound	pitcher
3	strike	strand	record	park
4	state	right	watch	patient

Decoding

Sentences

- 1 The teacher will record our grades in her record book.
- 2 The hospital patient was very patient as she waited for her test results.



Teacher Tip

REVIEW End the week by discussing any words or concepts that students found particularly challenging. Ask students to sum up what they learned. Suggest how students might apply this knowledge when writing, speaking, and studying other subjects.

Resources:

- *Sound/Spelling Card 28*
- Routines 4 and 5
- *Skills Practice*, pp. 65–66

Objectives: Students will

- review words with /ē/ spelled *ee*, *ea*, *_ie_*, *_y*, and *_ey*, as well as contractions and possessives.
- learn new high-frequency words.
- read a *Decodable Story*.
- build writing skills.
- build fluency.

Review

/ē/ spelled *ee*, *ea*, *_ie_*, *_y*, and *_ey*

Blending

ROUTINE
4ROUTINE
5

REVIEW /ē/ spelled *ee*, *ea*, *_ie_*, *_y*, and *_ey* using *Sound/Spelling Card 28*.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Contractions and Possessives

Decoding

REVIEW with students what a contraction is. *A contraction is a shortened form of two combined words. An apostrophe takes the place of the letter or letters that were removed.* Review that a possessive noun is a form of a noun that shows that that noun owns or is in control of something. Possessive nouns also use an apostrophe, but should not be confused with contractions. Tell students they should use context to determine if a word ending in 's is a contraction or a possessive.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Tell students to use one word from each set of lines. *We were surprised to see our cat Whiskers asleep in the puppies' bed by the door.*

ePresentation

Blending

Words

1	between	engineer	asleep	committee
2	eagle	beneath	season	realize
3	relieve	belief	trophies	diesel
4	memory	suddenly	chimney	kidney

Blending

Sentences

- 1 I see that the fierce waves mean there is no swimming near that part of the beach.
- 2 Molly could not believe her eyes when the bunnies disappeared so quickly.

Decoding

Words

1	it's	she's	we'll	they'll
2	I've	could've	she'd	you'd
3	students's	fox's	puppy's	person's
4	students'	foxes'	puppies'	people's

Decoding

Sentences

- 1 We'd have gone to the movies, but Sharon's car was broken.
- 2 She'll pick up the bag and move it next to her friend's luggage.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.


Fluency: Reading a Decodable Story

Book 3, Story 17: Migrating Geese

New High-Frequency Words: *along, began, following*

Reviewed High Frequency Words: *back, home, land, more, side, time, through, turned*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

-  Have students read “Migrating Geese.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

Check students’ comprehension by asking them the following questions pertaining to “Migrating Geese.” Students should find the place in the book that supports their answer and read it aloud.

1. In real life, what was the “pond” that Eva and Sue flew from? *It was a wading pool in their yard.*
2. Which of the girls was the goose leader? *Eva was the leader even though she is the younger sister.*
3. Why did Dad call Eva and Sue “goofy ducks” when he called them in for lunch? *He saw them playing and flapping their arms and guessed they were pretending to be birds.*

Fluency

Remind students that reading with the appropriate expression is essential to fluency. Assign the fluency passage on pages 65–66 of *Skills Practice* for students to practice fluent reading.

Read aloud the dialogue in the second and third paragraphs of the fluency passage, modeling appropriate expression of exclamations and questions. Tell students that when reading dialogue, it is important to pay attention to end punctuation. Exclamation points signal that something exciting is happening and that the sentence should be read with special stress or emphasis. Question marks signal that a question is being asked and that students’ voices should rise at the end of the sentence. Have students practice reading the dialogue with appropriate expression of questions and exclamations.

ePresentation

Decodable Stories, Book 3

Migrating Geese



Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 17, “Strange Stuff” from *Practice Decodable Stories*.

Resources:

- *Sound/Spelling Card 29*
- Routines 4 and 5
- *Skills Practice*, pp. 65–66

Objectives: Students will

- review words with /ī/ spelled *_igh*, *_ie*, and *_y*, as well as irregular verbs and abstract nouns.
- build writing skills.
- build fluency.

Review

/ī/ spelled *_igh*, *_ie*, and *_y*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ī/ spelled *_igh*, *_ie*, and *_y* using *Sound/Spelling Card 29*.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Irregular Verbs and Abstract Nouns

Decoding

HAVE students explain the concept of irregular verbs. *Irregular verbs change their spellings or remain the same when they are changed to a different tense.* Review with students that abstract nouns name ideas, feelings, or concepts.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

EL Have students put the words from the word lines in categories based on parts of speech.

Nouns: *knight, twilight, hyphen, python, highway, spotlight, nighttime, wisdom, freedom, pride, idea, talent, strength, grief, childhood*

Fluency

REMINDE students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 65–66 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that fluent readers use commas to help them control the pace of their reading. Commas often appear before and after phrases and clauses and indicate points where readers should pause. Have students follow along as you read, noting each time you pause for a comma. Then have them practice by reading the passage aloud. Encourage them to note how pausing slightly at commas prevents them from reading too quickly and helps with phrasing.

EL English Learner

PARTS OF SPEECH If necessary, define the parts of speech for students, and allow them to use a bilingual dictionary to verify the correct parts of speech for each word. Have students at Level 1 or 2 of English language proficiency work with students who are highly proficient in English and can help them without simply giving them the answers.

ePresentation

Blending

Words

1	sigh	knight	tightly	twilight
2	tie	tied	replied	denied
3	apply	supply	hyphen	python
4	highway	highlight	spotlight	nighttime

Blending

Sentences

- 1 The birds fly high in the night sky, far above the trees.
- 2 The ball is stuck so high in the tree that even my dad might need a ladder to reach it.

Decoding

Words

1	bring	brought	catch	caught
2	shut	forget	forgot	forgotten
3	wisdom	freedom	pride	idea
4	talent	strength	grief	childhood

Decoding

Sentences

- 1 Mr. Chen teaches math, but last year he also taught music.
- 2 You must know that trust is an important part of any friendship.

Resources:

- *Sound/Spelling Card* 30
- Routines 4 and 5
- *Skills Practice*, pp. 67–68

Objectives: Students will

- review words with /ō/ spelled *oa_* and *_ow*, as well as homophones.
- build writing skills.
- build fluency.

Review

/ō/ spelled *oa_* and *_ow*

Blending

ROUTINE 4 ROUTINE 5

REVIEW /ō/ spelled *oa_* and *_ow* using *Sound/Spelling Card* 30.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Homophones

Decoding

HAVE students review the definition for *homophones*. *Homophones are words that sound the same but are spelled differently and mean different things.*

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write sentence starters for ten words from the word lines. Tell them to make sure that the starter reflects the correct meaning of the word. Then have them exchange pages with a partner and complete the sentences to demonstrate the meaning of the word. *My father loves to tell tales of . . . My father loves to tell tales of what it was like back when he was in school.*

Fluency

REMINDE students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 67–68 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, clearly pronouncing words such as *ecosystem*, *astonished*, *inquisitive*, and *intricate*. Tell students that they should try to read a text automatically. If they do not know how to pronounce a word while reading, they should stop to reread and decode the word syllable by syllable. Tell students to use sentence and story context to help them recognize and understand words they cannot read automatically. They should then practice automaticity by rereading the sentence. Discuss the pronunciations and meanings of unfamiliar words in the paragraph you have read. Then have students practice reading the paragraph with automaticity.

ePresentation

Blending

Words

1	throat	foamy	approach	boastful
2	show	below	pillow	tomorrow
3	toast	toaster	mow	mower
4	follow	hollow	arrow	borrow

Blending

Sentences

- 1 The blowing snow is slowly building up against the side of the house.
- 2 This same loaf of oat bread will make perfect toast tomorrow morning.

Decoding

Words

1	new	knew	flower	flour
2	mall	maul	board	bored
3	stare	stair	peace	piece
4	seen	scene	tails	tales

Decoding

Sentences

- 1 The farmer created a maze from stalks of corn, which is also called maize.
- 2 The people tried to create peace across their small piece of the world.

Resources:

- *Sound/Spelling Card* 31
- Routines 4 and 5
- *Skills Practice*, pp. 67–68

Objectives: Students will

- review words with /ū/ spelled *_ew* and *_ue* as well as homographs and multiple-meaning words.
- build writing skills.
- build fluency.

Review

/ū/ spelled *_ew* and *_ue*

Blending

ROUTINE
4ROUTINE
5**REVIEW** /ū/ spelled *_ew* and *_ue* using *Sound/Spelling Card* 31.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Homographs and Multiple-Meaning Words

Decoding

HAVE students review the definition for *homographs*. *Homographs are words that are spelled the same but have different meanings and origins, and often different parts of speech and pronunciations.* Review that multiple-meaning words are different from homographs because the different meanings come from the same origin.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write riddles for ten of the words from the word lines. Have them exchange pages with a partner, answer each riddle, and then share them with the class. For multiple-meaning words, have students create a pair of riddles that reflect two different meanings for each word.

This is something a dog might do. This is a tree's skin. Bark

Fluency

EL TELL students that reading related words in chunks is an important part of fluency. Assign the fluency passage on pages 67–68 of *Skills Practice* for students to practice fluent reading.

Write the following sentence from the passage on the board, marking phrase boundaries with slashes: *They were all hiding/possibly nearby/until the daytime ended/and the sun went down.* Have students listen as you read the sentence, noticing how you paused at the slashes. Then have students read the sentence naturally, using the slashes as guides. Work with students to indicate phrase boundaries in other sentences from the passage and read and reread the sentences fluently.

EL English Learner

FLUENCY Remember that, depending on students' level of language proficiency, students may or may not be ready to read an entire passage. Have students at Level 1 or 2 of English-language proficiency practice reading word lines to you. Pair students at Level 3 or 4 with beyond-level students for fluency practice.

ePresentation

Blending

Words

1	pew	mew	cue	hue
2	few	fewer	fewest	skewer
3	rescue	rescued	argue	argued
4	value	nephew	continue	barbecue

Blending

Sentences

- 1 Years ago, a few brave explorers sailed around the world without maps or charts.
- 2 The value of that cloth is skewed so high that even three or four feet costs too much.

Decoding

Words

1	rose	mine	well	bark
2	wind	tear	bow	close
3	dove	live	lead	present
4	field	fine	spare	suit

Decoding

Sentences

- 1 The dove left its nest, flew over the wires, and then dove into a field.
- 2 The bark on a tree, of course, is not at all like a dog's bark.

Resources:

- *Sound/Spelling Card* 40
- Routines 4 and 5
- *Assessment*, pp. 33–38

Objectives: Students will

- review words with /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*, plus homographs and multiple-meaning words.
- build writing skills.

Review

/oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew*

Blending ROUTINE 4 ROUTINE 5

REVIEW /oo/ spelled *oo*, *u*, *_ue*, *u_e*, and *_ew* using *Sound/Spelling Card* 40.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Homographs and Multiple-Meaning Words

Decoding

REVIEW the difference between homographs and multiple-meaning words. Have students also explain the difference between a homograph and a homophone. *Homographs are words that are spelled the same way, and homophones are words that are pronounced the same way.*

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

- HAVE** students write at least ten sentences using words from the word lines. For multiple-meaning words and homographs, tell students to make sure the context of the sentence conveys the intended meaning of the word. *Jamal has a low voice and sings the bass part in the school choir.*

Unit Assessment

- FORMAL ASSESSMENT** Use *Assessment* pages 33–38 to assess students’ understanding of the skills taught in this unit.

ePresentation

Blending

Words

1	spooky	smooth	doodle	shampoo
2	clue	subdue	duty	numeral
3	reduce	salute	include	absolute
4	threw	chewing	jewel	cashew

Blending

Sentences

- 1 You should see the cool cartoon that June drew!
- 2 To find food, the blue jay flew all the way to the end of the lake.

Decoding

Words

1	tire	squash	bass	desert
2	fair	bank	wound	pitcher
3	strike	strand	record	park
4	state	right	watch	patient

Decoding

Sentences

- 1 The teacher will record our grades in her record book.
- 2 The hospital patient was very patient as she waited for her test results.



Differentiated Instruction

- AL MULTIPLE-MEANING WORDS** Help students determine the different meanings for any multiple-meaning words that cause difficulty. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.

LESSON 1

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/oo/ and /ōō/ spelled oo		<i>Skills Practice</i> , pp. 69-70	
2	/oo/ and /ōō/ spelled oo		<i>Decodable Stories, Book 4</i> , Story 18	
3		Inflectional Endings <i>-ing</i> and <i>-ed</i>	<i>Skills Practice</i> , pp. 71-72	
4		Inflectional Endings <i>-ing</i> and <i>-ed</i>	<i>Skills Practice</i> , pp. 73-74	
5	/oo/ and /ōō/ spelled oo	Inflectional Endings <i>-ing</i> and <i>-ed</i>	<i>Decodable Stories, Book 4</i> , Story 18	<i>Assessment</i> , pp. 39-40

LESSON 2

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ow/ spelled <i>ow, ou_</i> ; /ō/ spelled <i>_ow</i>		<i>Skills Practice</i> , pp. 75-76	
2	/ow/ spelled <i>ow, ou_</i> ; /ō/ spelled <i>_ow</i>		<i>Decodable Stories, Book 4</i> , Story 19	
3		Comparatives and Superlatives	<i>Skills Practice</i> , pp. 77-78	
4		Comparatives and Superlatives	<i>Skills Practice</i> , pp. 79-80	
5	/ow/ spelled <i>ow, ou_</i> ; /ō/ spelled <i>_ow</i>	Comparatives and Superlatives	<i>Decodable Stories, Book 4</i> , Story 19	<i>Assessment</i> , pp. 41-42

LESSON 3

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/aw/ spelled <i>au_, aw, augh, ough, al</i>		<i>Skills Practice</i> , pp. 81-82	
2	/aw/ spelled <i>au_, aw, augh, ough, al</i>		<i>Decodable Stories, Book 4</i> , Story 20	
3		Irregular Comparatives and Superlatives	<i>Skills Practice</i> , pp. 83-84	
4		Irregular Comparatives and Superlatives	<i>Skills Practice</i> , pp. 85-86	
5	/aw/ spelled <i>au_, aw, augh, ough, al</i>	Irregular Comparatives and Superlatives	<i>Decodable Stories, Book 4</i> , Story 20	<i>Assessment</i> , pp. 43-44

LESSON 4

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/oi/ spelled <i>oi, _oy</i>		<i>Skills Practice</i> , pp. 87-88	
2	/oi/ spelled <i>oi, _oy</i>		<i>Decodable Stories, Book 4</i> , Story 21	
3		Content Words and Shades of Meaning	<i>Skills Practice</i> , pp. 89-90	
4		Content Words and Shades of Meaning	<i>Skills Practice</i> , pp. 91-92	
5	/oi/ spelled <i>oi, _oy</i>	Content Words and Shades of Meaning	<i>Decodable Stories, Book 4</i> , Story 21	<i>Assessment</i> , pp. 45-46

LESSON 5

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	/ō/ spelled <i>_ow</i> /ū/ spelled <i>u_e, _ew, _ue</i> /ōō/ spelled <i>_ue, _ew, u_e</i> /ow/ spelled <i>ow</i>		<i>Skills Practice</i> , pp. 93-94	
2	/ō/ spelled <i>_ow</i> /ū/ spelled <i>u_e, _ew, _ue</i> /ōō/ spelled <i>_ue, _ew, u_e</i> /ow/ spelled <i>ow</i>		<i>Decodable Stories, Book 4</i> , Story 22	
3		Words with the Same Base	<i>Skills Practice</i> , pp. 95-96	
4		Words with the Same Base	<i>Skills Practice</i> , pp. 97-98	
5	/ō/ spelled <i>_ow</i> /ū/ spelled <i>u_e, _ew, _ue</i> /ōō/ spelled <i>_ue, _ew, u_e</i> /ow/ spelled <i>ow</i>	Words with the Same Base	<i>Decodable Stories, Book 4</i> , Story 22	<i>Assessment</i> , pp. 47-48

LESSON 6

Day	Phonics and Decoding	Word Analysis	Student Practice	Assessment
1	Review Unit 3 Lesson 1	Review Unit 3 Lesson 1	<i>Decodable Stories, Book 4</i> , Story 23 <i>Skills Practice</i> , pp. 99-100	
2	Review Unit 3 Lesson 2	Review Unit 3 Lesson 2	<i>Skills Practice</i> , pp. 99-100	
3	Review Unit 3 Lesson 3	Review Unit 3 Lesson 3	<i>Skills Practice</i> , pp. 101-102	
4	Review Unit 3 Lesson 4	Review Unit 3 Lesson 4	<i>Skills Practice</i> , pp. 101-102	
5	Review Unit 3 Lesson 5	Review Unit 3 Lesson 5		<i>Assessment</i> , pp. 49-54

Resources:

- *Sound/Spelling Cards* 40–41
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 69–70

Objectives: Students will

- read words with /ōō/ spelled *oo* and /oo/ spelled *oo*.
- spell dictated words with /ōō/ and /oo/ correctly.
- build oral language skills.

Phonics and Decoding

/ōō/ spelled *oo* and /oo/ spelled *oo*

Blending

ROUTINE
4ROUTINE
5

EL REVIEW /ōō/ spelled *oo* using *Sound/Spelling Card* 40. Then review /oo/ spelled *oo* using *Sound/Spelling Card* 41. Emphasize the different sounds as you discuss the cards.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

i Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- /ōō/ spelled *oo* and /oo/ spelled *oo*** Have students identify which words contain the /ōō/ sound. *boot, food* Then ask them which words contain the /oo/ sound. *foot, good* Ask which vowel spelling is featured in all the words. *oo* Explain that when students see the *oo* spelling they have to try each sound to find out which one makes a word they recognize.
- /ōō/ spelled *oo* and /oo/ spelled *oo*** Have students identify which words contain the /ōō/ sound. *proof, tooth* Then ask them which words contain the /oo/ sound. *hook, crook*
- /ōō/ spelled *oo* and /oo/ spelled *oo*** Ask students how many syllables each word has. *two* Point out that each word has the /ōō/ or /oo/ sound as well as one other vowel sound. Have students identify which words contain the /ōō/ sound. *cartoon, monsoon, lagoon* Then have them identify the word with the /oo/ sound. *wooden*
- /ōō/ spelled *oo* and /oo/ spelled *oo*** Ask students what kind of word is featured on this line. *compound word* Have students identify which words contain the /ōō/ sound. *toolbox, restroom* Then have them identify the words with the /oo/ sound. *football, cookbook*

Ask students to identify the other vowel spellings in the words in Line 3. */ar/ spelled ar, /o/ spelled o, /ə/ spelled a, /e/ spelled e* Have students use what they know about open and closed syllables to indicate the syllable breaks in the words on Lines 3 and 4. *car/toon, mon/soon, la/goon, wood/en, tool/box, foot/ball, rest/room, cook/book*



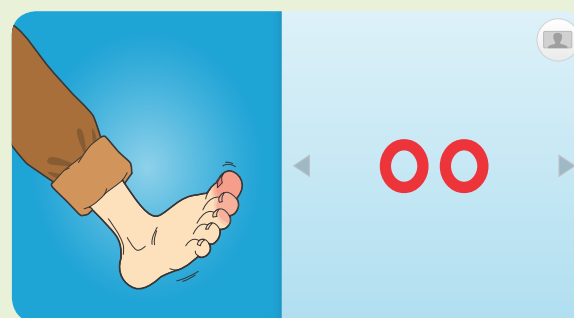
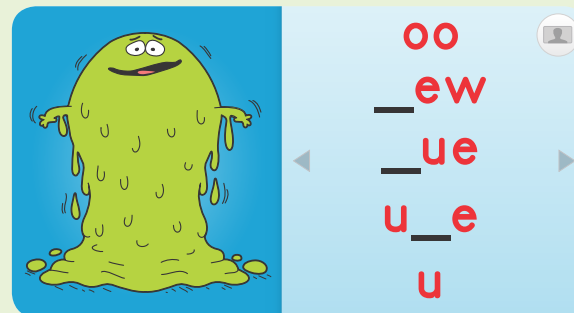
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.

OL Have small groups think of other words with /ōō/ spelled *oo* and /oo/ spelled *oo*. Then have them create illustrations of each word and have each group guess the words based on the illustrations and the week's sound/spelling focus.

BL Have students work alone or in pairs to research the origins of the words *cartoon, monsoon, and lagoon*. Then have them briefly present what they've learned to the class.

ePresentation



Blending

Words

1	boot	foot	good	food
2	proof	hook	tooth	crook
3	cartoon	monsoon	lagoon	wooden
4	toolbox	football	restroom	cookbook

Blending

Sentences

- 1 I took a good book and read the first chapter while sitting by the cool brook.
- 2 Marta looked all over her bedroom for the old letters her best friend had sent.

Point to random words on the lines and have students name the picture that is used on the *Sound/Spelling Cards*. Goo if the word contains the /oo/ sound and Foot if it contains the /oo/ sound. If students have trouble hearing a particular sound in a word, contrast it with either an /oo/ or /oo/ word so students can note the difference.

About the Sentences

1-2 /oo/ spelled oo and /oo/ spelled oo Review the underlined high-frequency words. Have students identify any words in the sentences with /oo/ spelled oo or /oo/ spelled oo. /oo/: *cool, bedroom*; /oo/: *took, good, book, brook, looked* Ask students to find the compound word. *bedroom*

Developing Oral Language

SAY the following sentence: *The cowboy put his two boots on his two foots.* Then ask students to explain what is wrong with the sentence. Have students use complete sentences and academic vocabulary in their responses. *The plural of foot is not fooms. Feet is an irregular plural.* Have students say the corrected sentence aloud.

Have students identify the part of speech of the words on the word lines. Tell them to explain the function of each word based on its part of speech, then use it in a sentence. *Boot can be a noun that is a kind of footwear, or it can be a verb meaning "to kick". The goalie tried to boot the ball down the field.* Have students explain the function of the word in their sentence to show how parts of speech work. *Boot is a verb in my sentence because it expresses an action.*

Guided Practice

ASSIGN pages 69–70 from *Skills Practice* for students to work with /oo/ spelled oo and /oo/ spelled oo. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

- COGNATES** For native speakers of Roman-based languages, point out the following cognates: *boot, monsoon, lagoon, and football* (Spanish: *bota, monzón, laguna, fútbol (Americano)*).
- BLENDING** Verify that your students are reading each sound/spelling correctly by having them read words in a small-group setting. Use Routine 1, the Sound-by-Sound Blending Routine, to have them read the words *book* and *roof*. Support their understanding of the meaning of the words by showing them *EL Photo Library Cards* 20 and 129 after they read the words.

ePresentation

Dictation and Spelling

Words

1	took	moon	spool
2	stood	shook	scooper
3	booming	wooden	looked

Challenge Words

4	brooding	rookie	textbook
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Dictation and Spelling

Sentence

- 1 It looked like one of the zebras at the zoo hurt his hoof.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Resources:

- *Decodable Stories, Book 4*, Story 18
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /oo/ spelled *oo* and /oo/ spelled *oo*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/oo/ spelled *oo* and /oo/ spelled *oo*

Developing Oral Language

ASK students to explain the meanings of the words from the word lines, such as *proof*, *crook*, *toolbox*, and *cookbook*. Then ask the class whether each definition was accurate. If students think the definition was inaccurate, have them refine it. Invite students to use print and digital beginning dictionaries to clarify meanings.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 4, Story 18: A Trade

New High-Frequency Words: *book, letters, took*

Reviewed High-Frequency Words: *back, eyes, head, more, most, move, things, time, watch*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- Have students read “A Trade.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

AL **DECODABLE STORIES** If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* as necessary.

ePresentation

Blending

Words

1	boot	foot	good	food
2	proof	hook	tooth	crook
3	cartoon	monsoon	lagoon	wooden
4	toolbox	football	restroom	cookbook

Blending

Sentences

- 1 I took a good book and read the first chapter while sitting by the cool brook.
- 2 Marta looked all over her bedroom for the old letters her best friend had sent.

Dictation and Spelling

Words

1	snoop	hood	tycoon
2	loosen	rooster	wool
3	cookie	baboon	notebook

Challenge Words

4	cocoon	footstool	teaspoon
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Dictation and Spelling

Sentence

- 1 I plan on finishing my scrapbook soon.

▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "A Trade." Students should find the place in the book that supports their answer and read it aloud.

1. Why does Nathan never win the video game? *He doesn't know the secret to winning that Will does.*
2. What are Nathan's dad's rules for looking at things in the attic? *The rules are to be gentle and to put things back.*
3. What does Nathan get for one of his first Blue Hood comic books? *He trades it with Will and gets the three newest Blue Hood comics as well as the secret to winning the video game.*

▶ Building Fluency

-  Build students' fluency by having them read "A Trade" with a partner. Have the partners reread the story aloud several times.

Review with students that fluent readers read with appropriate prosody. Review that prosody is the pitch, loudness, tempo, rhythm patterns, and phrasing of language as it is spoken or read aloud, with phrasing being the key factor. To provide scaffolding for students to practice breaking sentences down into phrases or units that make sense, stress phrases in sentences by circling them or putting parentheses around them for students. Then have students do the same on their own, focusing on identifying phrases that create a natural-sounding rhythm.

-  As students partner read, check that they are reading with phrases naturally and with the proper rhythm. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 4

A Trade



Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 18, "Hockey Tryouts" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "A Trade." Note those individuals having problems and work with them in pairs or small groups.

Foundational Skills

Resources:
Skills Practice, pp. 71–72

Objectives: Students will

- understand words with the inflectional endings *-ing* and *-ed*.
- build oral language skills.

Word Analysis

Inflectional Endings *-ing* and *-ed*

Decoding

EL REVIEW with students that inflectional endings such as *-ing* and *-ed* change the tense of the verbs to which they are added. The past tense of many verbs is formed by adding *-ed* to the base word. The progressive tense, which indicates that action is continuing, is formed by adding *-ing*. Remind students that there are special spelling rules for adding *-ing* and *-ed* to base words ending in silent *e*, with a *y*, and with a short vowel and a single consonant.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- The Inflectional Ending *-ing*** Have students identify the part of speech of the words on this line as well as the ending added to the base words. Ask when the action is happening in the case of *cheating* and *driving*. *It is ongoing*. Explain that when verbs have the inflectional ending *-ing*, they need a helping verb such as *is*, *are*, or *am*. Then have students explain the rule for adding *-ing* that is represented by *driving*. *When adding -ing to a word ending in silent e, drop the e.*
- The Inflectional Ending *-ing*** Have students explain the rules for adding *-ing* that are represented by *carrying* and *stopping*. *When adding -ing to a word ending in y, do not drop the y. When adding -ing to a word ending in a short vowel and a single consonant, double the final consonant.*
- The Inflectional Ending *-ed*** Have students identify the part of speech of the words on this line as well as the ending added to the base words. Ask when the action is happening in the case of *washed* and *traded*. *in the past*. Then have students explain the rule for adding *-ed* that is represented by *traded*. *When adding -ed to a word ending in silent e, drop the e.*
- The Inflectional Ending *-ed*** Have students explain the rules for adding *-ed* that are represented by *hurried* and *clapped*. *When adding -ed to a word ending in y, drop the y and add i. When adding -ed to a word ending in a short vowel and a single consonant, double the final consonant.*

Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

cheat/ing *driv/ing* *car/ry*
car/ry/ing *stop/ping* *trad/ed*
hur/ried *clap/ped*

Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop, and have them blend the word using Routine 2, the *Whole-Word Blending Routine*.

OL Have students work in pairs to create a study sheet that explains the rules for adding inflectional endings they have learned along with examples for each rule. Encourage students to keep the rules handy when they are writing.

ePresentation

Decoding

Words

1	cheat	cheating	drive	driving
2	carry	carrying	stop	stopping
3	wash	washed	trade	traded
4	hurry	hurried	clap	clapped

Decoding

Sentences

- All week, Marco and Jarvis have washed and dried the dishes after dinner.
- Adrian is hoping that the animal shelter will be needing volunteers tomorrow.

About the Sentences

1-2 The Inflectional Endings *-ing* and *-ed* Have students identify the words with the inflectional endings *-ing* and *-ed* in the sentences. *washed, dried; hoping, needing* Discuss how the endings were added to the base words. For example, in the case of *dried*, the *y* in the base word *dry* was changed to an *i*.

Have students identify the regular plurals in the sentences. *dishes, volunteers*

Developing Oral Language

HAVE students use each base word and base word with an inflectional ending in two complete sentences: one in the present tense and one in either the past or the progressive tense. *The Jacksons drive an electric car. Mrs. Jackson is driving us to soccer practice.* Have students note any helping verbs that they need to use when adding *-ing*.

Have students think of base words like *talk, scratch, type, like, carry, copy, slip, and skip*. Have students spell each base word with the inflectional ending *-ing* or *-ed* and point out any spelling changes that occur when the endings are added. *talking, talked; There is no spelling change when adding an inflectional ending. typing, typed; The final e is dropped before adding an inflectional ending. carrying, carried; When adding -ing, there is no spelling change, but when adding -ed you drop the final y and add i. slipping, slipped; The final consonant is doubled when adding an inflectional ending.* Then have students use each new verb in a complete sentence. *Janelle is carrying the vase very carefully. I can't believe I carried that huge box all the way upstairs.*

Guided Practice

ASSIGN pages 71–72 from *Skills Practice* for students to work with words with the inflectional endings *-ing* and *-ed*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with / \overline{oo} / spelled *oo* and /*oo*/ spelled *oo*, as well as the inflectional endings *-ing* and *-ed*. Have students sort them into the appropriate category and share examples with the class.

EL English Learner

INFLECTIONAL ENDINGS In Hmong, Khmer, Mandarin, and Vietnamese, there are not verb tense inflections. The tense is usually shown through context or by adding an expression of time. Work with students in small groups. Use *EL Photo Library Cards* 8, 82, and 143 to discuss the meaning of the verbs *bake, skate, and sow*. Write the words on the board, and explain how to add and use the inflectional endings. Then help students use the words in simple sentences, such as, “I baked bread yesterday. She is skating with friends. They sowed seeds in the spring.”

Foundational Skills

Resources:

- *Skills Practice*, pp. 73–74
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Inflectional Endings *-ing* and *-ed*

Developing Oral Language

- SAY** a sentence featuring a verb with the inflectional ending *-ing* and omit the helping verb, such as *I carrying my books to school*. Have students correct your sentence and say it aloud.
I am carrying my books to school.

Have students come up with clues for words with inflectional endings by describing something they did or something they are doing. Have another student say what they are doing, with the correct inflectional ending and any necessary helping verb. *Yesterday, I cut up vegetables for dinner. You chopped. I am using my feet to move fast. You are running.* Tell students to think of additional clues if their word isn't figured out right away. *Yesterday, I cut up vegetables for dinner. You sliced. Close, but what I did started with a /ch/ sound. You chopped.*

Fluency

- REMINDE** students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 73–74 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling accuracy. Accuracy, or correctly reading the words in a selection, is essential to fluency because students, when reading the text using the correct words, can better understand and enjoy the text that is being read. Tell students that sometimes readers have to read sentences or passages more than once to build accuracy. Have students read the passage, rereading difficult parts as necessary to achieve accuracy. Reading with accuracy will help students remember the information they are learning.

ePresentation

Decoding

Words

1	cheat	cheating	drive	driving
2	carry	carrying	stop	stopping
3	wash	washed	trade	traded
4	hurry	hurried	clap	clapped

Decoding

Sentences

- 1 All week, Marco and Jarvis have washed and dried the dishes after dinner.
- 2 Adrian is hoping that the animal shelter will be needing volunteers tomorrow.



Teacher Tip

PROGRESSIVE TENSE Explain that the progressive tense can be past, present, or future. For example, the answer to the example sentence in the oral language activity could contain the verb *was carrying*, *am carrying*, or *will be carrying*.



Teacher Tip

FLUENCY Tell students to apply what they have learned this week to decode the words in the passage and read them fluently. Note that the fluency passage is not completely decodable, so some students may struggle with unfamiliar sound/spellings and irregular words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Cards* 40–41
- *Assessment*, pp. 39–40
- *Decodable Stories, Book 4*, Story 18

Objectives: Students will

- read words with /ōō/ spelled *oo* and /oo/ spelled *oo*.
- understand the inflectional endings *-ing* and *-ed*.
- build oral language skills.
- build fluency

Review

/ōō/ spelled *oo* and /oo/ spelled *oo*

Blending

REVIEW /ōō/ spelled *oo* and /oo/ spelled *oo* using *Sound/Spelling Cards* 40 and 41. Make sure students can hear the difference between the two sounds.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Inflectional Endings *-ing* and *-ed*

Decoding

REVIEW the rules students have learned for adding inflectional endings *-ing* and *-ed* to verbs, including dropping the silent *e*, changing *y* to *i*, and doubling the final consonant.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

EL ORGANIZE the class into groups. Have each group use as many words from the word lines as possible in a realistic fiction story with a setting and characters of their choosing. As students read their stories aloud, tell the class to listen for any words with the /ōō/ and /oo/ sounds. Discuss the spellings for these sounds. Have the class identify any verbs in the past or progressive tense as well.

Fluency

HAVE students reread *Decodable Stories, Book 4*, Story 18, “A Trade,” to practice reading with appropriate prosody. If students have difficulty, work with them in small groups to practice breaking text into meaningful phrases.

Monitor Progress

FORMAL ASSESSMENT Use Assessment pages 39–40 to assess students’ understanding of the skills taught in this lesson.

EL English Learner

SENTENCE FRAMES Check with the groups, and, if necessary, offer English learners sentence frames to help them make sentences of their own. For example: “_____ put in his/her _____. _____ likes to play _____.” If students are at Levels 1 or 2 of language proficiency, let them pantomime, illustrate, or say a phrase about an action using one of the words, and then reframe their idea and have them repeat the complete sentence.

ePresentation

Blending

Words

1	boot	foot	good	food
2	proof	hook	tooth	crook
3	cartoon	monsoon	lagoon	wooden
4	toolbox	football	restroom	cookbook

Blending

Sentences

- 1 I took a good book and read the first chapter while sitting by the cool brook.
- 2 Marta looked all over her bedroom for the old letters her best friend had sent.

Decoding

Words

1	cheat	cheating	drive	driving
2	carry	carrying	stop	stopping
3	wash	washed	trade	traded
4	hurry	hurried	clap	clapped

Decoding

Sentences

- 1 All week, Marco and Jarvis have washed and dried the dishes after dinner.
- 2 Adrian is hoping that the animal shelter will be needing volunteers tomorrow.

Resources:

- *Sound/Spelling Cards* 30, 42
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 75–76

Objectives: Students will

- read words with /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*.
- spell dictated words with /ow/ and /ō/ correctly.
- build oral language skills.

Phonics and Decoding

/ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*

Blending

ROUTINE 4

ROUTINE 5

- EL REVIEW** /ow/ spelled *ow* and *ou_* using *Sound/Spelling Card* 42. Then remind students that the *_ow* spelling can also represent the /ō/ sound and show *Sound/Spelling Card* 30. Pronounce several words with each sound so that students can hear the difference. Explain that when students see the *_ow* spelling, they will have to try each sound to see which one makes a word they recognize.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

- ii** Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /ow/ spelled *ow*** Have students identify whether the words on the line have the /ow/ sound or the /ō/ sound. *The words have the /ow/ sound.*
- 2 /ow/ spelled *ow* and /ō/ spelled *_ow*** Ask students to identify which words on the line have the /ow/ sound and which words have the /ō/ sound. */ow/: chowder, crowded; /ō/: stowed, growth*
- 3 /ow/ spelled *ou_*** Ask students whether the *ou_* spelling in the words makes the /ow/ sound or the /ō/ sound. *the /ow/ sound*
- 4 /ow/ spelled *ow* and /ō/ spelled *_ow*** Ask students to identify which words on the line have the /ow/ sound and which words have the /ō/ sound. */ow/: power, shower; /ō/: rower, slower*

Read the words on Line 3 aloud for students by breaking the syllables incorrectly: *ab/out, ar/ound, al/oud, am/ount*. Ask students to explain what you did wrong. Students should explain that when a multisyllabic word has an *a* at the beginning, it can have the schwa sound and be its own syllable. Have students tell you where to divide the syllables in these words, and then read them aloud correctly.



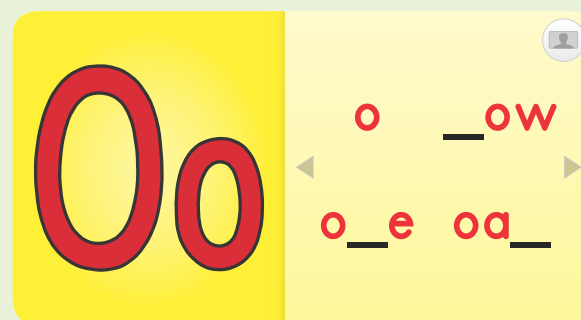
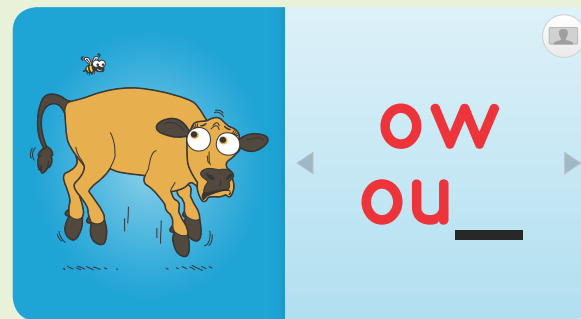
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.

OL Divide students into pairs and have them make a list of words that rhyme with several of the words in the lines. Have students share their lists with each other and note the different spellings for the /ow/ and /ō/ sounds.

BL Point out the high-frequency word *enough* in the second sentence. Ask students what sound the *ou* spelling makes in this word. */u/* Challenge students to list other words in which the *ou* spelling does not make the /ow/ sound.

ePresentation



Blending

Words

1	brown	towering	growled	allowed
2	chowder	stowed	crowded	growth
3	about	around	aloud	amount
4	power	rower	shower	slower

Blending

Sentences

- 1 Yes, you can borrow my yellow bowling ball tomorrow.
- 2 I set down the vase and went outside to look around for enough flowers to fill it.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks in the word lines.

<i>tow/er/ing</i>	<i>al/lowed</i>	<i>chow/der</i>
<i>crowd/ed</i>	<i>a/bout</i>	<i>a/round</i>
<i>a/loud</i>	<i>a/mount</i>	<i>pow/er</i>
<i>row/er</i>	<i>show/er</i>	<i>slow/er</i>

Ask students how many vowel sounds and syllables are in each word on Line 4 two. Explain that the second vowel sound is an *r*-controlled sound and that the words should be divided into syllables between the two vowel sounds.

About the Sentences

1-2 /ow/ spelled *ow* and *ou* and /ō/ spelled *_ow* Review the underlined high-frequency words. Have students identify any words in the sentences with /ō/ spelled *ow*. *borrow, yellow, bowling, tomorrow* Have students identify any words in the sentences with /ow/ spelled *ow* or *ou*. *down, outside, around, flowers*

Developing Oral Language

ASK students to name the part of speech of each word in the lines. *Nouns: chowder, growth, amount, power, rower, shower; Verbs: towering, growled, allowed, stowed, aloud; Adjectives: brown, crowded, slower; Adverbs: about, around* Have students use print or digital dictionaries as necessary to determine each word's part of speech. Remind them that some words can have more than one part of speech, depending on use. Have students look for these words as well, and use them in sentences that demonstrate the differing parts of speech.

Have a volunteer choose a word from the word lines, say it, and use it in a simple sentence. *Janice ran around the house.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *Janice ran around the house when she heard her mom calling her name.*

Guided Practice

- ASSIGN** pages 75–76 from *Skills Practice* for students to work with /ow/ spelled *ow* and *ou* and /ō/ spelled *_ow*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

- COGNATES** For native speakers of Roman-based languages, point out the following cognates: *tower* and *power* (Spanish: *torre, poder*).
- BLENDING** Verify that your students are reading each sound/ spelling correctly by having them read words in a small-group setting. Use Routine 1, the Sound-by-Sound Blending Routine, to have them read the words *cow, crow, and house*. Support their understanding of the meaning of the words by showing them *EL Photo Library Cards* 43, 45, and 80 after they read the words.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	flow	howl	yellow
2	loud	south	owner
3	couch	noun	flower

Challenge Words

4	towel	fountain	browser
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Dictation and Spelling

Sentence

- 1 We could hear the booming sound all over town.

Resources:

- *Decodable Stories, Book 4, Story 19*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*

Developing Oral Language

HAVE students identify the words in the lines that begin with a consonant blend. *brown, growled, stowed, crowded, growth, slower* Then have them identify which word begins with a consonant digraph. *chowder, shower* Ask volunteers to explain the difference between consonant blends and consonant digraphs.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 4, Story 19: A Brief History of Money

New High-Frequency Words: *enough, set*

Reviewed High-Frequency Words: *back, book, house, might, more, most, part, same, still, such, than, things, time, years*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

- Have students read “A Brief History of Money.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.



Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 19, “Snow” from *Practice Decodable Stories*.

ePresentation

Blending

Words

1	brown	towering	growled	allowed
2	chowder	stowed	crowded	growth
3	about	around	aloud	amount
4	power	rower	shower	slower

Blending

Sentences

- 1 Yes, you can borrow my yellow bowling ball tomorrow.
- 2 I set down the vase and went outside to look around for enough flowers to fill it.

Dictation and Spelling

Words

1	clown	sprout	round
2	hound	snowy	prowler
3	thrown	mouth	frown

Challenge Words

4	sparrow	powder	allowance
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Dictation and Spelling

Sentence

- 1 The puppy crouched and growled at his shadow.

▶ Checking Comprehension

EL Check students' comprehension by asking them the questions that follow pertaining to "A Brief History of Money." Students should find the place in the book that supports their answer and read it aloud.

1. When in history did trading likely start? *Trading likely started when people began raising crops.*
2. Why did people start using money instead of trading? *People started using money because trading did not work well all of the time.*
3. What was early money made of? *Before being made of metal or paper, early money was made of objects like shells or beads.*

▶ Building Fluency

Build students' fluency by having them read "A Brief History of Money" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

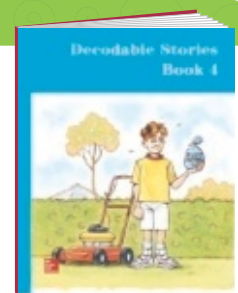
Review with students that fluent readers read with accuracy. As students improve their accuracy, they will be able to read text automatically. This means they should be able to read text by looking at the words and reading them by sight. If they do not know how to pronounce a word while reading, they should stop reading and decode each syllable of the word. They should then practice reading automatically and accurately by rereading the sentence. Explain to students that reading a story multiple times will help them become fluent readers. The more they reread a selection, the more natural their reading will sound.

🍏 As students partner read, check that they are reading accurately and automatically, rereading as necessary. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 4

A Brief History of Money



EL English Learner

SENTENCE FRAMES Remember to offer students sentence frames such as the following to help them answer questions about the Decodable. For example: "_____ started when _____. _____ because _____. _____ was made of _____." Allow students at Levels 1 and 2 language proficiency to respond with a word or phrase or point to the text or a picture. Reframe their answer and help them repeat the complete answer after you.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "A Brief History of Money." Note those individuals having problems and work with them in pairs or small groups.

Resource:

Skills Practice, pp. 77–78

Objectives: Students will

- understand comparatives and superlatives.
- build oral language skills.

Word Analysis

Comparatives and Superlatives

Decoding

EL REVIEW with students that adjectives are words that modify nouns, and adverbs are words that modify verbs. Remind them that a comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- Comparative and Superlative Adjectives** Have students identify which word is the base adjective, which word is the comparative, and which is the superlative. Have them identify the endings used to make the comparative and superlative forms. *-er, -est*
- Comparative and Superlative Adverbs** Have students identify which word is the base adverb, which word is the comparative, and which is the superlative. Have them identify the endings used to make the comparative and superlative forms. *-er, -est*
- Comparative and Superlative Adjectives** Have students identify which word is the base adjective, which word is the comparative, and which is the superlative. Have students explain how the spelling of the base adjective changes in its comparative and superlative forms. Have students use academic vocabulary and complete sentences in their responses. *The y changes to an i, and then -er is added to form the comparative adjective and -est is added to form the superlative adjective.*
- Comparative and Superlative Adjectives** Explain that for many adjectives with two or more syllables, you must add the word *more* to form the comparative adjective and the word *most* to form the superlative adjective. The endings *-er* and *-est* are not added. Have students identify which word is the base adjective, which word is the comparative, and which is the superlative.
- Comparative and Superlative Adverbs** Explain that for many adverbs with two or more syllables, you must add the word *more* to form the comparative adverb and the word *most* to form the superlative adverb. The endings *-er* and *-est* are not added. Have students identify which word is the base adverb, which word is the comparative, and which is the superlative.

EL English Learner

COMPARATIVE FORMS In a number of languages, including Korean, Spanish, and Tagalog, comparative adjectives do not change form. When reading and discussing the comparative adjectives on the word lines, give the original adjective, such as *low* and *thirsty*, and then remind students how *lower* means “more low than,” and *lowest* means “the most low,” using concrete examples to reinforce understanding.

Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

low/er *low/est* *soon/er*
soon/est *thir/sty* *thir/sti/er*
thir/sti/est *in/tel/li/gent* *slow/ly*

ePresentation

Decoding

Words

1	low	lower	lowest
2	soon	sooner	soonest
3	thirsty	thirstier	thirstiest
4	intelligent	more intelligent	most intelligent
5	slowly	more slowly	most slowly

Decoding

Sentences

- Before the sale, the prices were low, but now they are even lower.
- Look at all the shiny stars at night and try to find the shiniest one.

About the Sentences

1-2 Comparatives and Superlatives Have students identify the comparatives and superlatives in the sentences. *lower; shiniest*

Developing Oral Language

HAVE one student describe something that is *low, thirsty, or intelligent* in a complete sentence. Then have another student describe something that is *lower, thirstier, or more intelligent* than what was described in the first sentence. Next, have another student describe what is *lowest, thirstiest, or most intelligent* compared to what was described in the first sentence. Continue with each adjective. Then have students use the comparative and superlative forms of the adverbs *soon* and *slowly* in similar sentences.

Give students the following adjectives and adverbs: *dry, funny, cozy, interesting, quickly, late, clearly*. Have students identify and spell the comparative and superlative forms of the words, including the spelling changes they may go through. Then have students use each form of the word in a complete sentence. *dry, drier, driest; You change the y to i before adding the endings -er or -est. The desert air is much drier than the air in a rain forest.*

Guided Practice

ASSIGN pages 77–78 from *Skills Practice* for students to work with comparative and superlatives. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.



Differentiated Instruction: Word Lines

AL Have students repeat the rules for forming comparatives and superlatives that they have learned, including adding *-er* and *-est* and adding *more* or *most* to longer words.

OL Have students work in pairs to create flash cards to practice the words on the word lines. The cards should have the adjective or adverb on one side and the comparative and superlative form on the other.

BL Have students make a list of more multisyllabic words that use *more* and *most* to form their comparative and superlative forms.

Resources:

- *Skills Practice*, pp. 79–80
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Comparatives and Superlatives

Developing Oral Language

ORGANIZE students into small groups and have them think of more adjectives and adverbs in comparative and superlative form, and then use them in complete sentences. Have student volunteers read the sentences to the class. Tell them they may choose to say the correct form of the comparative or superlative, or the incorrect one. *Kelly is taller than her sister. Kelly is more tall than her sister.* The rest of the class should then indicate whether the word is correct or incorrect and say the entire sentence correctly.

Have students work in pairs to think of ideas for a poster featuring a number of related superlatives. Examples include the highest, lowest, driest, or snowiest places in the U.S.; the oldest, youngest, tallest, and most talkative students in the class; or the funniest, longest, most creative, or saddest books or movies students know. Make sure students use the correct comparative and superlative forms.

Fluency

REMINDE students that reading with the appropriate pace is essential to fluency. Assign the fluency passage on pages 79–80 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling the appropriate pace. Pace, or reading the words using an appropriate speed, is essential to fluency. When a text is read at an appropriate speed, it sounds natural and is easier to understand. Reading at the wrong pace makes text sound unnatural, which makes comprehension more difficult. Tell students that punctuation provides useful information for determining the proper pace.

Have students read the passage, focusing on reading at a consistent pace that sounds natural. Have them reread a paragraph using either a slower, faster, or inconsistent pace. Ask them to explain the difference, and whether it is easier for them to understand the passage when it is read at the appropriate pace, or an inconsistent pace.

ePresentation

Decoding

Words

1	low	lower	lowest
2	soon	sooner	soonest
3	thirsty	thirstier	thirstiest
4	intelligent	more intelligent	most intelligent
5	slowly	more slowly	most slowly

Decoding

Sentences

- 1 Before the sale, the prices were low, but now they are even lower.
- 2 Look at all the shiny stars at night and try to find the shiniest one.



Teacher Tip

COMPARATIVES AND SUPERLATIVES If necessary, give students more examples of incorrect comparatives and superlatives to help them with the oral language activity: *more lower, most low, most soon, slowlier, most slowliest, intelligentest*, and so on.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Resources:

- *Sound/Spelling Cards* 30 and 42
- *Decodable Stories, Book 4*, Story 19
- *Assessment*, pp. 41-42

Objectives: Students will

- read words with /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*.
- understand comparatives and superlatives.
- build oral language skills.
- build fluency.

Review

/ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*

Blending

REVIEW /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow* using *Sound/Spelling Cards* 30 and 42. Make sure students can hear the difference between the two sounds.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

Have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Comparatives and Superlatives

Decoding

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students to add the words *more* and *most* instead of the endings *-er* and *-est* to form the comparative and superlative forms of some multisyllabic words.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group write sentences for at least ten words from the word lines. Have groups take turns reading their sentences to the class and omitting the word-line word. Students should then identify the word that best completes the sentence. Remind students to consider what is being modified as they choose the correct comparatives and superlatives to complete the sentences.

Fluency

HAVE students reread *Decodable Stories, Book 4*, Story 19, “A Brief History of Money,” to practice reading at an appropriate rate. If students have difficulty, work with them in small groups to practice using punctuation marks as signals to pause their reading.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 41-42 to assess students’ understanding of the skills taught in this lesson.

ePresentation

Blending

Words

1	brown	towering	growled	allowed
2	chowder	stowed	crowded	growth
3	about	around	aloud	amount
4	power	rower	shower	slower

Blending

Sentences

- 1 Yes, you can borrow my yellow bowling ball tomorrow.
- 2 I set down the vase and went outside to look around for enough flowers to fill it.

Decoding

Words

1	low	lower	lowest
2	soon	sooner	soonest
3	thirsty	thirstier	thirstiest
4	intelligent	more intelligent	most intelligent
5	slowly	more slowly	most slowly

Decoding

Sentences

- 1 Before the sale, the prices were low, but now they are even lower.
- 2 Look at all the shiny stars at night and try to find the shiniest one.

Resources:

- *Sound/Spelling Card* 43
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 81–82

Objectives: Students will

- read words with /aw/ spelled *au_*, *aw*, *augh*, *ough*, and *al*.
- spell dictated words with /aw/ correctly.
- build oral language skills.

Phonics and Decoding

/aw/ spelled *au_*, *aw*, *augh*, *ough*, and *al*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /aw/ spelled *au_*, *aw*, *augh*, *ough*, and *al* using *Sound/Spelling Card* 43. Explain that some of the spellings students will be studying do not appear on the card.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

- ii** Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

EL

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1** /aw/ spelled *au_* and *aw* Ask students to identify the /aw/ spelling in each word. *autumn*, *laundry*, *drawn*, *awful*
- 2** /aw/ spelled *augh* and *ough* Ask students to identify the /aw/ spelling in each word. *caught*, *taught*, *brought*, *thought*
- 3** /aw/ spelled *al* Ask students to identify the /aw/ spelling in each word. *walk*, *chalk*, *always*, *almost*
- 4** /aw/ spelled *aw* and *au_* Ask students to identify the /aw/ spelling in each word. *crawled*, *crawling*, *launched*, *launching*

Ask students to identify the words on the lines that begin with a consonant blend. *drawn*, *brought*, *crawled*, *crawling* Then ask them to identify the words that begin with a consonant digraph. *thought*, *chalk*



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.
- OL** Divide students into pairs and have them make a list of words that rhyme with several of the words in the lines. Have students share their lists with each other and note the different spellings for the /aw/ sound.
- BL** Point out that the words on Line 2 are forms of irregular verbs. Have students list the present and past participle of each word. Invite students to check their work in a print or online dictionary.

ePresentation



Blending

Words

1	autumn	laundry	drawn	awful
2	caught	taught	brought	thought
3	walk	chalk	always	almost
4	crawled	crawling	launched	launching

Blending

Sentences

- 1** Have you ever picked strawberries at dawn in the fall?
- 2** Paul brought his daughter a healthy snack to eat between classes.



English Learner

- 1. COGNATES** For native speakers of Roman-based languages, point out the following cognates: *autumn* and *launch* (Spanish: *otoño*, *lanzar* (send into space)).
- 2. BLENDING** Verify that your students are reading each sound/spelling correctly by having them read words in a small-group setting. Use Routine 1, the Sound-by-Sound Blending Routine, to have them read the words *sauce*, *hawk* and *walk*, *thought*, and *caught*. Support their understanding of the meaning of the words by showing them **EL Photo Library Cards** 78 and 157 and pantomiming *thought* and *caught* after they read the words. If necessary, review that *think* and *catch* are the present-tense forms of the verbs.

Ask students to identify the part of speech of the words on Line 4. *verb* Then have them identify the inflectional endings *-ed* and *-ing* and explain how adding them to the base word changes the verb tense.

About the Sentences

1-2 /aw/ spelled *au_*, *aw*, *al*, *augh*, and *ough* Review the underlined high-frequency words. Have students identify the words in the sentences with /aw/ spelled *au_*, *aw*, *al*, *augh*, or *ough*. *strawberries*, *dawn*, *fall*, *Paul*, *brought*, *daughter*

Developing Oral Language

HAVE students ask each other questions using words from the word lines and sentences. *When was the last time you were up at dawn? What was the last thing you brought home from school?* Have them respond to each other using complete sentences.

Discuss the meanings of the words in the word lines. Have students think of words or activities related to each word, such as *changing leaves*, *cooler temperatures*, *beginning of school* for *autumn*. Have students share their related words and phrases and ask volunteers to guess the word being described.

Guided Practice

- ASSIGN** pages 81-82 from *Skills Practice* for students to work with /aw/ spelled *au_*, *aw*, *augh*, *ough*, and *al*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	August	haul	squawk
2	yawn	taught	fought
3	daughter	cornstalk	crosswalk

Challenge Words

4	dinosaur	sausage	awkward
---	----------	---------	---------

Dictation and Spelling

Sentence

- 1 The hawk caught a chipmunk with its claws.

Resources:

- *Decodable Stories, Book 4, Story 20*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*

Developing Oral Language

HAVE students come up with sentence starters using the words on the word lines. *Last autumn, I...* Have volunteers complete the sentence in a way that demonstrates the meaning of the word. *Last autumn, I went shopping to buy school supplies for the beginning of the new year.*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 4, Story 20: Collecting Baseball Cards

New High-Frequency Words: *between, ever*

Reviewed High-Frequency Words: *also, each, even, find, hard, last, might, more, most, need, set, should, still, talk, than, things, thought, years*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

EL Have students read “Collecting Baseball Cards.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

EL English Learner

SCAFFOLDING Remind students to use the *Sound/Spelling Cards* to verify that they are writing the correct spellings. If necessary, pronounce each sound one at a time, particularly when saying words with double consonants. If necessary, remind students that the *l* is not pronounced in the *al* spelling.



Differentiated Instruction



AL DECODABLE STORIES If students have trouble reading the story, use Routine 9, the Reading a Decodable Story Routine, referring to the *Sound/Spelling Cards* as necessary.

ePresentation

Blending

Words

1	autumn	laundry	drawn	awful
2	caught	taught	brought	thought
3	walk	chalk	always	almost
4	crawled	crawling	launched	launching

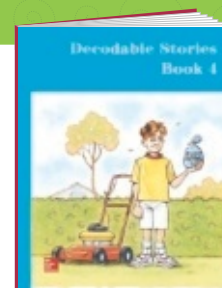
Blending

Sentences

- 1 Have you ever picked strawberries at dawn in the fall?
- 2 Paul brought his daughter a healthy snack to eat between classes.

Decodable Stories, Book 4

Collecting Baseball Cards




▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow about "Collecting Baseball Cards." Students should find the place in the book that supports their answer and read it aloud.

1. How can you get a single baseball card that you want to add to your collection? *You can trade with your friends or go to a card collector's shop.*
2. Which baseball cards are the most valuable? *The oldest cards are usually the most valuable baseball cards.*
3. How can you preserve your baseball cards? *You can store them well in a dry place such as a vault.*

▶ Building Fluency

-  Build students' fluency by having them read "Collecting Baseball Cards" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Review with students that fluent reading comes from automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. One way students can improve their automaticity is through echo reading. Explain to students that echo reading is repeating a passage after it has been read aloud. Echo reading will help students read expressively and smoothly. Have students listen and follow along as you read a section of "Collecting Baseball Cards." Explain that they should reread the section with the same expression and tone you modeled.

-  As students partner read, have them work on improving their automaticity by echo reading with each other. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	fault	scrawl	halt
2	smaller	applaud	faucet
3	author	yawn	flawless

Challenge Words

4	naughty	sought	audience
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Dictation and Spelling

Sentence

- 1 I had to haul a load of straw to cover my newly planted lawn.



Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 20, "The Hawk" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Collecting Baseball Cards." Note those individuals having problems and work with them in pairs or small groups.

Resource:

Skills Practice, pp. 83–84

Objectives: Students will

- understand irregular comparatives and superlatives.
- build oral language skills.

Word Analysis

Irregular Comparatives and Superlatives

Decoding

REVIEW with students that a comparative adjective or adverb compares one person, place, or thing, or one action, to another. A superlative adjective or adverb compares one person, place, or thing, or one action, with all other things like it. Explain that not all comparatives and superlatives are formed by adding *-er*, *-est*, *more*, or *most*. Some are irregular. This means that the comparative and superlative forms are different words entirely.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-4 Irregular Comparative and Superlatives Have students identify the base adjective in each line. Then have them identify its comparative and superlative forms. Discuss why the comparative and superlative forms are not *gooder*, *goodest*, *badder*, *baddest*, and so on. Make sure students understand that the words are irregular and do not follow the same spelling rules as regular comparatives and superlatives. Provide students the words *further* and *furthest* as well and discuss that they are used similarly to the words on Line 4.

About the Sentences

1-2 Irregular Comparative and Superlatives Have students identify the irregular comparative and superlative adjectives in the sentences. *better*, *worst* Have them name the other forms of each word.

Developing Oral Language

HAVE students use academic language and complete sentences to explain what comparative and superlative adjectives are. *Comparative adjectives compare one person, place, or thing to another person, place, or thing. Superlative adjectives compare one person, place, or thing to many others.*

ePresentation

Decoding

Words

1	good	better	best
2	bad	worse	worst
3	many	more	most
4	far	farther	farthest

Decoding

Sentences

- 1 Last year our soccer team was good, but this year we are even better.
- 2 Tornadoes are really bad natural disasters, but I think earthquakes are the worst.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

bet/ter man/y
far/ther far/thest



Differentiated Instruction: Word Lines

AL Have students explain how the comparatives and superlatives in this lesson are different from others they have studied.

OL Have students work in pairs to create flash cards to practice the words on the word lines. The cards should have the base word on one side and the comparative and superlative form on the other.

BL Challenge students to use two or even all three of the words on a word line in a single compound or complex sentence. Remind them that compound sentences are made up of two independent clauses joined by a comma and a coordinating conjunction.

Ask students to use the adjectives and adverbs on each line in sentences that compare things. If students struggle to use the words on Line 3, make three separate piles of items. In each pile, have a different number of items, and have students describe which pile has more and which has the most. If students struggle to use the words on Line 4, place the piles at different points on the desk and have students describe which is farther away and which is farthest.

Guided Practice

ASSIGN pages 83–84 from *Skills Practice* for students to work with irregular comparative and superlatives. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /aw/ spelled *au*, *aw*, *augh*, *ough*, and *al*, as well as irregular comparatives and superlatives. Have students sort them into the appropriate category and share examples with the class.

Resources:

- *Skills Practice*, pp. 85–86
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Irregular Comparatives and Superlatives

Developing Oral Language

- ASK** students whether adjectives describe nouns or verbs. *nouns* Then ask them to explain what nouns are. *Nouns are words that name people, places, or things.* Have students use each of the words on the word lines to compare three different varieties or amounts of the same thing. For example, they could compare red, green, and yellow apples using the words on Line I. Have students continue using the words until they demonstrate that they understand the correct forms. *I own many movies. I have more comics, but I have the most books.*

Display the fill-in-the-blank sentences for students to see. Tell students to use the words from the word lines to complete the sentences.

- Katie likes to play soccer but she is a *better* tennis player.
- That movie was so bad, it might be the *worst* movie I've even seen!
- Pete ran *farther* this week than he ran last week.
- Somehow, my little sister can eat *more* pizza than me!

Fluency

REMIND students that reading with expression is essential to fluency. Assign the fluency passage on pages 85–86 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling reading with expression. Point out that this passage is a young girl's personal journal, and should be read with expression that indicates her feelings and emotions. Punctuation marks such as exclamation points and question marks are good indicators of the type of expression that is called for.

Have students read the passage with the purpose of reading with appropriate expression. By reading with expression, they can appreciate the girl's determination to see the new law passed. That will help them become emotionally involved in her excitement as well.

ePresentation

Decoding

Words

1	good	better	best
2	bad	worse	worst
3	many	more	most
4	far	farther	farthest

Decoding

Sentences

- 1 Last year our soccer team was good, but this year we are even better.
- 2 Tornadoes are really bad natural disasters, but I think earthquakes are the worst.

Developing Oral Language

farther	Katie likes to play soccer but she is a _____ tennis player.
more	That movie was so bad, it might be the _____ movie I've even seen!
better	Pete ran _____ this week than he ran last week.
worst	Somehow, my little sister can eat _____ pizza than me!



Teacher Tip

FARTHER AND FARTHEST Explain the difference in meaning between *farther/farthest* and *further/furthest*. Make sure students understand that *farther/farthest* is used in relation to distance, and *further/furthest* is used when distance is not being described. For example, *that park is farther away/we need further practice.*



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Resources:

- *Sound/Spelling Card* 43
- *Decodable Stories, Book 4*, Story 20
- *Assessment*, pp. 43-44

Objectives: Students will

- read words with /aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*.
- understand irregular comparatives and superlatives.
- build oral language skills.
- build fluency.

Review

/aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*

Blending

REVIEW /aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al* using *Sound/Spelling Card* 43. Make sure to review the spellings that are not on the card as well. Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Irregular Comparatives and Superlatives

Decoding

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students that *more* and *most* or the endings *-er* and *-est* are added to most base words to form the comparative or the superlative. Some comparative and superlative forms, however, are irregular.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

- EL HAVE** students work in pairs to write and draw a simple advertisement for a real or imagined product of their choice. Students should use as many of the comparatives and superlatives from the word lines as possible. Have students present their posters then display them in the class.

Fluency

HAVE students reread *Decodable Stories, Book 4*, Story 20, "Collecting Baseball Cards," to practice reading words automatically. If students have difficulty, work with them in small groups to practice rereading difficult words and phrases until they can read them fluently.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 43-44 to assess students' understanding of the skills taught in this lesson.

EL English Learner

PAIRING Be sure to pair English learners with students who speak English fluently and are comfortable offering their partner support without doing all the work themselves.

ePresentation

Blending

Words

1	autumn	laundry	drawn	awful
2	caught	taught	brought	thought
3	walk	chalk	always	almost
4	crawled	crawling	launched	launching

Blending

Sentences

- 1 Have you ever picked strawberries at dawn in the fall?
- 2 Paul brought his daughter a healthy snack to eat between classes.

Decoding

Words

1	good	better	best
2	bad	worse	worst
3	many	more	most
4	far	farther	farthest

Decoding

Sentences

- 1 Last year our soccer team was good, but this year we are even better.
- 2 Tornadoes are really bad natural disasters, but I think earthquakes are the worst.

Resources:

- *Sound/Spelling Card* 44
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 87–88

Objectives: Students will

- read words with /oi/ spelled *oi* and *_oy*.
- spell dictated words with /oi/ correctly.
- build oral language skills.

Phonics and Decoding

/oi/ spelled *oi* and *_oy*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /oi/ spelled *oi* and *_oy* using *Sound/Spelling Card* 44. Review with students that /oi/ is a *diphthong*, meaning it is a single vowel with two different sounds. Have students compare the sound of /ā/ with the sound of /oi/.

Have students use Routine 4, the *Closed Syllable Routine*, and Routine 5, the *Open Syllable Routine*, to review using syllable patterns to help them read words.

- Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

EL

Display the sentences, introduce the underlined high-frequency words, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- 1 /oi/ spelled *oi*** Ask students to identify the /oi/ spelling in each word. *join, coin, point, choice*
- 2 /oi/ spelled *_oy*** Ask students to identify the /oi/ spelling in each word. *toys, boyhood, royal, enjoy*
- 3 /oi/ spelled *oi* and *_oy*** Ask students to identify the /oi/ spelling in each word. *avoid, annoy, annoyed, appoint*
- 4 /oi/ spelled *oi* and *_oy*** Ask students to identify the /oi/ spelling in each word. *cowboy, soybean, tinfoil, pinpoint* Ask them what kind of word is represented on this line. *compound words*

ASK students how many syllables are in each word on Line 3. *two* Then ask what vowel sound is in each initial syllable. *an unstressed schwa sound* Have students indicate the syllable break in each word. *a/void, an/noy, an/noyed, ap/point* Have students identify the syllable breaks in the remaining two-syllable words. *boy/hood, roy/al, en/joy, cow/boy, soy/bean, tin/foil, pin/point*

Ask students to identify the other vowel sounds and spellings in the compound words on Line 4. */ow/ spelled ow, /ē/ spelled ea, /i/ spelled i*



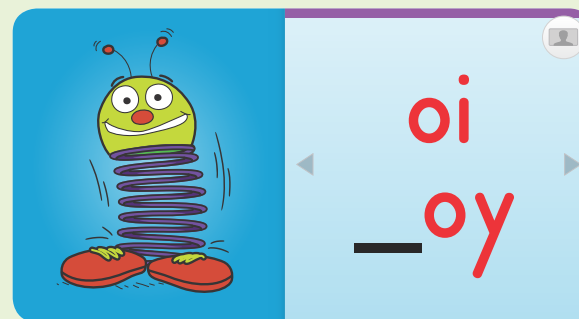
Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the *Whole-Word Blending Routine*, to read the words on the word lines.

OL Have small student groups think of other words with /oi/ spelled *oi* and *_oy*. Then have them create a poster for the classroom that lists these words and emphasizes the vowel spellings.

BL Point out the words *enjoy* and *joyful* on the word lines and sentences. Ask students to identify the base word and the prefix and suffix. Then have them list other words with the prefix *en-* and the suffix *-ful*. Students can consult print or digital dictionaries if necessary.

ePresentation



Blending

Words

1	join	coin	point	choice
2	toys	boyhood	royal	enjoy
3	avoid	annoy	annoyed	appoint
4	cowboy	soybean	tinfoil	pinpoint

Blending

Sentences

- 1 All the rain made the topsoil so moist that it destroyed the gardener's plants.
- 2 The loyal crowd made no noise as they listened to the queen's joyful words.



English Learner

1. **COGNATES** For native speakers of Roman-based languages, point out the following cognate: *point* (Spanish: *punta* (tip)).
2. **BLENDING** Verify that your students are reading the sound/ spelling correctly by having them read words in a small-group setting. Use Routine 1, the *Sound-by-Sound Blending Routine*, to have them read the word *coin*. Support their understanding of the meaning of the words by showing them *EL Photo Library Card* 158 after they read the word.

About the Sentences

1-2 /oi/ spelled *oi* and *_oy* Review the underlined high-frequency word. Have students identify any words in the sentences with /oi/ spelled *oi* or *_oy*. *topsoil, moist, destroyed; loyal, noise, joyful* Ask students to identify the compound word. *topsoil*

Developing Oral Language

DISCUSS the meanings of the words on the lines with students. Have students identify the part of speech for each word. Explain that the words *coin* and *point* can be both nouns and verbs. Ask students what *coin* and *point* mean when they are used as verbs, using a dictionary as necessary. *coin means "to create or invent" and point means "to indicate the position or direction of something"*

Have small groups think of clues for the words on the word lines. Have them share their clues with the class and have students raise their hand when they know what word from the word lines is being described. Encourage students to initially think of vague clues that could apply to several words, then get more specific to narrow it down. *This is something that is shiny. coin, tinfoil; You could use it to buy things. coin*

Guided Practice

- ASSIGN** pages 87–88 from *Skills Practice* for students to work with /oi/ spelled *oi* and *_oy*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

- USE** Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

DICTIONARY Discuss the meanings of the words *decoy, employer, soy, rejoice, loyal, and destroy* with students. Have them use the words in sentences that convey their meanings.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	spoil	voice	toil
2	soy	loyal	decoy
3	oil	topsoil	royal

Challenge Words

4	employer	destroy	rejoice
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Dictation and Spelling

Sentences

- We need one more boy to join our soccer team.

Resources:

- *Decodable Stories, Book 4*, Story 21
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /oi/ spelled *oi* and *_oy*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/oi/ spelled *oi* and *_oy*

Developing Oral Language

ASK students whether the words on Line 3 are nouns or verbs. *verbs* Then have them identify the word with the inflectional ending *-ed*. Have students spell the past and progressive tenses of each verb on the line. Then have students use any of these verb forms in complete sentences.

Have students create sentences using the words on the word lines and read them for the class. Tell them to leave out the word with the /oi/ spelling and have the class identify it using sentence-level context clues. *I _____ going to the movies with my family. enjoy Can you wrap up the leftovers in _____? tinfoil*

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the *Whole-Word Dictation Routine*, to dictate the words for students to write.

Use Routine 8, the *Sentence Dictation Routine*, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 4, Story 21: Money Stories

New High-Frequency Words: *words*

Reviewed High-Frequency Words: *also, back, change, ever, face, large, most, name, need, second, talk, things, thought, time, years*

INTRODUCE the new high-frequency word. Help students to recognize and read this word as they read the story.

Have students read “Money Stories.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

ePresentation

Blending

Words

1	join	coin	point	choice
2	toys	boyhood	royal	enjoy
3	avoid	annoy	annoyed	appoint
4	cowboy	soybean	tinfoil	pinpoint

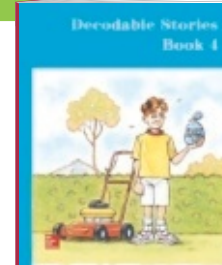
Blending

Sentences

- 1 All the rain made the topsoil so moist that it destroyed the gardener's plants.
- 2 The loyal crowd made no noise as they listened to the queen's joyful words.

Decodable Stories, Book 4

Money Stories



Teacher Tip


DICTIONARY Discuss the meanings of the words *hoist, broiler, deploy, and voyage* with students. Have them use the words in sentences that convey their meanings.

▶ Checking Comprehension


Check students' comprehension by asking them the questions that follow pertaining to "Money Stories." Students should find the place in the book that supports their answer and read it aloud.

1. Where were coins made in ancient Roman times? *There were no banks, so they were made in large, safe temples.*
2. How did we get the word *salary* from salt? *People used to highly value salt and use it for money. Because of this, the word evolved into our current word for money that is paid to someone for work.*
3. Where does the American term *buck* come from? *It comes from the word buckskin, which describes an animal skin that people used to use like money.*

▶ Building Fluency

-  Build students' fluency by having them read "Money Stories" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Review with students that fluent readers read with expression. One way they can add expression to their reading is by using punctuation and typographical signals to shape their intonation. Remind students that a punctuation mark at the end of a sentence tells readers the kind of intonation, or pitch of voice, they should use as they read. Explain to students that a question mark at the end of a sentence signals that a question is being asked. Point out to students that their voices should rise at the end of a question. Use several questions as examples for students, such as *What should I read today?* or *Where did I put my notebook?* Also discuss and model that typographical signals such as italicized words, underlined words, boldfaced words, or those in all caps, need to be read with expression and a change in intonation for emphasis.

-  As students partner read, check that they are reading with expression and using punctuation and typographical signals to shape their intonation. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

Words

1	hoist	coil	employ
2	joint	broiler	deploy
3	joyful	boiling	moisten

Challenge Words

4	voyage	poison	disappoint
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Dictation and Spelling

Sentences

1. Roy rejoiced when he found his lost toy.



Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 21, "Cowboy Roy's Two Rules" from *Practice Decodable Stories*.



Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Money Stories." Note those individuals having problems and work with them in pairs or small groups.

Resource:

Skills Practice, pp. 89–90

Objectives: Students will

- understand domain-specific content words and shades of meaning.
- build oral language skills.

Word Analysis

Content Words and Shades of Meaning

Decoding

EL REVIEW with students that all areas of study, including branches of science and social studies, have special words that are used when writing and speaking about that area of study. These are called *content words*, and knowing the meanings of these words will help a reader understand science and social studies texts. Also, remind students that synonyms are words that have similar meanings. There are, however, slight differences in meaning between synonyms. For example, *intelligent* and *wise* might be considered synonyms, but they do not mean exactly the same thing.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- 1 Content Words** Have students pronounce each word again as you point to it. Briefly discuss the meaning of each word. Ask students how all the words are related and whether they have encountered these words before. What were they studying? How did the words help them understand the content? Explain that these words are used to discuss the European settlement of America in the early years of its history.
- 2 Content Words** Have students pronounce each word again as you point to it. Briefly discuss the meaning of each word. Ask students how all the words are related and whether they have encountered these words before. Explain that these words are used to discuss the U.S. government.
- 3 Shades of Meaning** Discuss the meaning of each word. Have students describe things or settings that are *cool*, *cold*, *biting*, and *frigid*. Discuss how the words refer to increasing degrees of being cold.
- 4 Shades of Meaning** Discuss the meaning of each word. Have students describe times when they have been *uneasy*, *bothered*, *fearful*, and *distraught*. Discuss how the words refer to increasing degrees of being nervous or afraid.

ePresentation

Decoding

Words

1	colony	frontier	immigrant	capital
2	citizen	election	president	democracy
3	cool	cold	biting	frigid
4	uneasy	bothered	fearful	distraught

Decoding

Sentences

- 1 In their first election, the colonists voted against the new taxes.
- 2 I dislike winter, but I really detest the hot, humid summer months.



Teacher Tip

CONTENT WORDS Encourage students to consult a dictionary to confirm the meanings of the content words on the word lines. Students should also look for these words in their social studies work to explore context and see how these words convey meaning.



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, stop and have them blend the word using Routine 2, the [Whole-Word Blending Routine](#).
- OL** Have students search textbooks and other nonfiction texts to find social studies content words that are related to the ones on the word lines. Students should then organize their words in a graphic organizer such as a word web.

BL Challenge students to research and write a short informational paragraph describing or explaining one of the content words from the word lines.

About the Sentences

1-2 Content Words and Shades of Meaning Have students identify the domain-specific content words related to history and government in Sentence 1. *election, colonists, voted, taxes* Then have students identify the words with differing shades of meaning in Sentence 2. *dislike, detest* Discuss the difference in meaning between the two words.

Developing Oral Language

HAVE students use the words from Lines 1-2 in complete sentences. Have volunteers expand each sentence by adding more details or another content word if possible. Reinforce the meanings of the content words with students if necessary.

Give students the sentence starters *The cool wind . . .* and *I felt uneasy that . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. Repeat each sentence, replacing *cool* with the other Line 3 words and *uneasy* with the other Line 4 words. Discuss how the meaning of the sentence changes when other words with a similar definition, but differing shades of meaning, were used instead.

Point to random words on the lines and have volunteers explain the meanings in their own words. After each definition, ask the class to add any details or clarifications if necessary.

Guided Practice

ASSIGN pages 89-90 from *Skills Practice* for students to work with content words and shades of meaning. Read the Focus section aloud, and complete the first two items as a class. Then have students finish the pages individually.

Apply

TELL students to remember that when they are reading, if they are unsure how to pronounce a word, they can check the *Sound/Spelling Cards* or blend the sounds in the word. They can also use the cards to help them spell words when they are writing.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *colony, frontier, immigrant, capital, citizen, election, president, democracy*, and *frigid* (Spanish: *colonia, frontera, inmigrante, capital, ciudadano, elección, president, democracia, frígido*).

Resources:

- *Skills Practice*, pp. 91–92
- *eGames*

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Content Words and Shades of Meaning

Developing Oral Language

ORGANIZE students into small groups and have them brainstorm examples of things that are *cool*, *cold*, *biting*, and *frigid*, as well as situations that make them *uneasy*, *bothered*, *fearful*, and *distraught*. Students should arrange their related words into a graphic organizer such as a word web. Then have groups present their graphic organizers to the class.

Tell students to work in small groups to discuss the content words on the lines. Students could share what they know about what a president does, what life was like on the American frontier in the 1700s, or list some of the state capitals. Groups should then come up with a few sentences about their topic to share with the class.

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 91–92 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling accuracy. Accuracy, or correctly reading the words in a selection, is essential to fluently reading domain-specific text. By reading words accurately, students learn important content vocabulary that is necessary for comprehending what they are reading. Tell students that sometimes readers have to read sentences or passages more than once to build accuracy.

Have students read the passage, rereading sections that have difficult content words as necessary to achieve accuracy.

ePresentation

Decoding

Words

1	colony	frontier	immigrant	capital
2	citizen	election	president	democracy
3	cool	cold	biting	frigid
4	uneasy	bothered	fearful	distraught

Decoding

Sentences

- 1 In their first election, the colonists voted against the new taxes.
- 2 I dislike winter, but I really detest the hot, humid summer months.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Resources:

- *Sound/Spelling Card* 44
- *Decodable Stories, Book 4*, Story 21
- *Assessment*, pp. 45–46

Objectives: Students will

- read words with /oi/ spelled *oi* and *_oy*.
- understand domain-specific content words and shades of meaning.
- build oral language skills.
- build fluency.

Review

/oi/ spelled *oi* and *_oy*


Blending

REVIEW /oi/ spelled *oi* and *_oy* using *Sound/Spelling Card* 44.

Have students read the words on the word lines by blending the sounds in each syllable then blending the syllables together. Then have them read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Content Words and Shades of Meaning

Decoding

-  **REVIEW** that all fields of study have domain-specific content words that are used to write and talk about that field. Understanding these words will help students understand academic texts. Also, remind students that many words that have similar meanings have differing shades of meaning. These differences can add more specific meaning to language.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.


Developing Oral Language

ORGANIZE the class into four groups. Have each group use one of the sentences that accompany the word lines as the initial sentence of a short story or paragraph. Students should also use as many words from the word lines as possible in their writing. Invite groups to share their writing.

Fluency

HAVE students reread *Decodable Stories, Book 4*, Story 21, “Money Stories,” to practice reading with expression. If students have difficulty, work with them in small groups to practice using punctuation marks to shape intonation.

Monitor Progress

-  **FORMAL ASSESSMENT** Use *Assessment* pages 45–46 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

CONTENT WORDS Remind students that social studies is not the only field with domain-specific words. Special terms are used in science, art, literature, music, and so on. Challenge students to list content words related to these disciplines as well.

ePresentation

Blending

Words

1	join	coin	point	choice
2	toys	boyhood	royal	enjoy
3	avoid	annoy	annoyed	appoint
4	cowboy	soybean	tinfoil	pinpoint

Blending

Sentences

- 1 All the rain made the topsoil so moist that it destroyed the gardener’s plants.
- 2 The loyal crowd made no noise as they listened to the queen’s joyful words.

Decoding

Words

1	colony	frontier	immigrant	capital
2	citizen	election	president	democracy
3	cool	cold	biting	frigid
4	uneasy	bothered	fearful	distraught

Decoding

Sentences

- 1 In their first election, the colonists voted against the new taxes.
- 2 I dislike winter, but I really detest the hot, humid summer months.

Resources:

- *Sound/Spelling Cards* 30, 31, 40, 42
- Routines 4, 5, 7, and 8
- *Skills Practice*, pp. 93–94

Objectives: Students will

- read words with /ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew*, and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow*.
- spell dictated words with /ō/, /ū/, /ōō/, and /ow/ correctly.
- build oral language skills.

Phonics and Decoding

/ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew*, and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow*

Blending

ROUTINE 4

ROUTINE 5

REVIEW /ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew* and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow* using *Sound/Spelling Cards* 30, 31, 40, and 42. Make sure students recognize the different sounds represented by the spellings.

HAVE students use Routine 4, the *Closed Syllable Routine*, and Routine 5, the *Open Syllable Routine*, to review using syllable patterns to help them read words.

HAVE students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

DISPLAY the sentences, introduce the underlined high-frequency word, and have students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound. Discuss with students that each sentence begins with a capital letter and ends with a punctuation mark.

About the Words

- /ow/ spelled *ow* and /ō/ spelled *_ow*** Ask students which vowel spelling these words share. *ow* Ask students to identify which words on the line have the /ow/ sound and which words have the /ō/ sound. /ow/: *cow, crowd*; /ō/: *crow, grow*
- /ū/ spelled *u_e* and /ōō/ spelled *u_e*** Ask students which vowel spelling these words share. *u_e* Ask students to identify which words in the line have the /ū/ sound and which words have the /ōō/ sound. /ū/: *cube, cute*; /ōō/: *tube, flute*
- /ū/ spelled *_ew* and /ōō/ spelled *_ew*** Ask students which vowel spelling these words share. *_ew* Ask students to identify which words in the line have the /ū/ sound and which words have the /ōō/ sound. /ū/: *few, fewer*; /ōō/: *new, newer*
- /ū/ spelled *_ue* and /ōō/ spelled *_ue*** Ask students which vowel spelling these words share. *_ue* Ask students to identify which words in the line have the /ū/ sound and which words have the /ōō/ sound. /ū/: *rescue, continue*; /ōō/: *true, avenue*



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the *Whole-Word Blending Routine*, to read the words on the word lines.

OL Point to random words on the lines and have students identify the vowel sound and spelling for each word. Make sure students can distinguish between the /ū/ and /ōō/ sounds.

BL Have students work in pairs to make more comprehensive lists of words with the sound/spellings they have reviewed today. Encourage them to verify spellings in dictionaries and to research words online.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks in the word lines.

few/er *new/er* *res/cue*
av/e/nue *con/tin/ue* *night/gown*
blow/fish *down/town* *snow/plow*

ePresentation

Oo

o _ow
o _e oa _

Uu

u _ew
u _e _ueoo
_ew
_ue
u_e
uow
ou _

Blending

Words

1	cow	crow	crowd	grow
2	cube	tube	cute	flute
3	few	fewer	new	newer
4	true	rescue	avenue	continue
5	nightgown	blowfish	downtown	snowplow

Blending

Sentences

- 1 He is new to gardening, but he knows how to sow seeds to grow flowers.
- 2 I drew a blueprint of my bedroom with the use of graph paper and a ruler.



English Learner

1. **COGNATES** For native speakers of Roman-based languages, point out or review the following cognates: *cube, tube, flute, rescue, avenue* and *continue* (Spanish: *cubo, tubo, flauta, rescate, avenida, continuar*).
2. **PHONEMES** Take note of phonemes students continue to struggle saying. In small groups, have these students practice saying the problem sound(s) using the videos that can be accessed by clicking on the icon in the upper right corner of the *Alphabet Sound Card*.

- 5** /ow/ spelled *ow* and /ō/ spelled *_ow* Ask students what kind of word is represented on the line. *compound* Then ask which vowel spelling these words share. *ow* Ask students to identify which words on the line have the /ow/ sound and which words have the /ō/ sound. Point out that some words have two of these sounds. /ow/: *nightgown, downtown, snowplow*; /ō/: *blowfish, snowplow*

About the Sentences

- 1-2** /ō/ spelled *_ow*; /ū/ spelled *u_e*; /ōō/ spelled *_ue, _ew, and u_e*; and /ow/ spelled *ow* Review the underlined high-frequency word. Have students identify any words in the sentences with /ō/ and /ow/ spelled *ow*. *knows, how, sow, grow, flowers* Have students identify any words in the sentences with /ū/ spelled *u_e* and /ōō/ spelled *_ue, _ew, u_e*. *new, drew, blueprint, use, ruler*

Developing Oral Language

- HAVE** students say sentences with words from the word lines missing. Ask volunteers to identify the missing word and repeat the sentence. *Toothpaste usually comes in a _____ tube*
- HAVE** students define the words that are contained in each compound word on Line 5 as well as each compound word. Remind them that the meaning of a compound word is not always made by combining the meaning of its two parts. Have students use each word in a complete sentence.
- HAVE** students create sentences that contain at least two words from the word lines. Provide them with word pairs, such as *crowd/avenue, snowplow/rescue, or cow/grow*, that are good matches for creating meaningful sentences. Encourage students to add additional words from the word lines as they extend their sentences.

Guided Practice

- ASSIGN** pages 93–94 from *Skills Practice* for students to work with /ō/ spelled *_ow*; /ū/ spelled *u_e, _ew* and *_ue*; /ōō/ spelled *_ue, _ew, and u_e*; and /ow/ spelled *ow*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the following words for students to write. Say each word, use the word in a sentence, and then repeat the word. Have students say the word and think about each sound they hear. Then have students write the word, referencing the *Sound/Spelling Cards* as needed.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Say the sentence, and then dictate one word at a time following Routine 7, the Whole-Word Dictation Routine. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	glow	clown	frowning
2	pew	June	glue
3	dew	argue	mule

Challenge Words

4	tissue	costume	tomorrow
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Dictation and Spelling

Sentence

- 1 I knew it would snow today!

Resources:

- *Decodable Stories, Book 4, Story 22*
- Routines 7 and 8

Objectives: Students will

- build oral language skills.
- practice spelling words with /ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew*, and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow*.
- learn a new high-frequency word.
- read a *Decodable Story*.
- build fluency.

Phonics and Decoding

/ō/ spelled *_ow*; /ū/ spelled *u_e*, *_ew*, and *_ue*;
/ōō/ spelled *_ue*, *_ew*, and *u_e*; and /ow/ spelled *ow*

Developing Oral Language

ASK students which word on Line 1 is a verb. *grow* Then have students say sentences using *cow*, *crow*, and *crowd* as the subject and *grows* as the verb.

HAVE one student use a base adjective from Line 3 in one sentence. Then have another student use the comparative adjective in a sentence that compares two things. Repeat this activity with other students.

HAVE students think of simple sentences using the words on the word lines. Ask volunteers to extend the sentences by answering *who*, *what*, *when*, *where*, *why*, or *how*.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Fluency: Reading a Decodable Story

Book 4, Story 22: Seven Bank Facts

New High-Frequency Word: *paper*

Reviewed High-Frequency Words: *back, book, each, even, hand, more, most, set, than, things, time*

INTRODUCE the new high-frequency word. Help students to recognize and read this word as they read the story.

HAVE students read “Seven Bank Facts.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

ePresentation

Blending

Words

1	cow	crow	crowd	grow
2	cube	tube	cute	flute
3	few	fewer	new	newer
4	true	rescue	avenue	continue
5	nightgown	blowfish	downtown	snowplow

Blending

Sentences

- 1 He is new to gardening, but he knows how to sow seeds to grow flowers.
- 2 I drew a blueprint of my bedroom with the use of graph paper and a ruler.

Dictation and Spelling

Words

1	pillow	huge	true
2	value	growl	stew
3	fowl	unscrew	curfew

Challenge Words

4	reduce	narrow	newspaper
---	--------	--------	-----------

Dictation and Spelling

Sentence

- 1 The power lines were down due to the huge snowstorm.

▶ Checking Comprehension

EL CHECK students' comprehension by asking them the questions that follow pertaining to "Seven Bank Facts." Students should find the place in the book that supports their answer and read it aloud.

1. How do banks pay people cash? *When people have savings accounts, banks promise to pay them a few cents for each dollar in their accounts.*
2. What is *interest*? *Interest is extra money that people pledge to pay when they borrow money.*
3. How do banks count coins? *They have electronic counting devices that count and stack coins.*

▶ Building Fluency

ii BUILD students' fluency by having them read "Seven Bank Facts" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

REVIEW with students that fluent readers read at an appropriate rate. Reading too quickly makes it difficult for the reader and the listener to understand what is being read. Reading too slowly also makes understanding the text difficult. Explain that fluent readers use commas and other punctuation in the text to help them control the pace of their reading. Remind students that commas indicate points where readers should pause. Commas are often used before conjunctions like *and*, *but*, and *or*. They are also used in dialogue. Colons and semicolons also signal a pause, slightly longer than the pause for a comma.

o AS students partner read, check that they are reading at the appropriate rate and using punctuation as indicators that they should pause. Work individually with students who need additional support with fluent reading.

ePresentation

Decodable Stories, Book 4

Seven Bank Facts



EL English Learner

SENTENCE FRAMES Offer students the following sentence frames to help them answer questions about the Decodable Story. For example: "_____ pay _____ for _____." "_____ is _____." "_____ have _____." Allow students at Levels 1 and 2 language proficiency to respond with a word or phrase or point to the text or a picture. Reframe their answer and help them repeat the complete answer after you.

ii Differentiated Instruction

AL PRACTICE DECODABLES For additional practice with the spellings from this lesson, have students read Story 22, "Josh and Brownie" from *Practice Decodable Stories*.

o Teacher Tip

FLUENCY Monitor students' fluency as they partner read "Seven Bank Facts." Note those individuals having problems and work with them in pairs or small groups.

Resources:

- *Skills Practice*, pp. 95–96
- Routine 10

Objectives: Students will

- understand how prefixes and suffixes are used to generate new words from one base word.
- build oral language skills.

Word Analysis

Words with the Same Base

Decoding ROUTINE 10

REVIEW with students what they have learned about prefixes and suffixes. *Prefixes can be added to the beginning of base words and suffixes can be added to the end of base words.* Tell students that both prefixes and suffixes change the meaning of the base word they are added to. Adding suffixes can also change the part of speech and the spelling of a base word.

EL USE Routine 10, the Words with Prefixes and Suffixes Routine, to review how to break the words on the word lines into their meaningful parts. For each word with a prefix or suffix, have students identify the base word and give its meaning. Then teach the meaning of each prefix or suffix and have students reassemble the word by thinking aloud the meaning of its parts. Ask students to give the meaning of the word.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- Words with the Same Base** Have students identify the base word on Line 1. *harm* Then have students identify which prefixes or suffixes were added to each word. *-less, -ful, un-* Review with students that *-ed* is an inflectional ending, not a suffix.
- Words with the Same Base** Have students identify the base word on Line 2. *happy* Then have students identify the prefixes or suffixes that were added to each word. *-ness, un-, -ly* Review the spelling change that *happy* goes through when adding the suffixes *-ness* and *-ly*. *The final y is changed to an i before the suffixes are added.*
- Words with the Same Base** Have students identify the base word on Line 3. *help* Then have students identify the prefixes or suffixes that were added to each word. *-ful, un-, -less*
- Words with the Same Base** Have students identify the base word on Line 4. *count* Then have students identify the prefixes that were added to each word. *mis-, re-, dis-*
- Words with the Same Base** Have students identify the base word on Line 5. *view* Then have them identify the prefixes and suffixes that were added to each word. *re-, pre-, -er*

ePresentation

Decoding

Words

1	harm	harmless	harmful	unharmd
2	happy	happiness	unhappy	happily
3	help	helpful	unhelpful	helpless
4	count	miscount	recount	discount
5	view	review	preview	reviewer

Decoding

Sentences

- 1 While rainstorms are often harmless, thunderstorms may produce harmful hail and lightning.
- 2 Nations today are often made up of people of many different nationalities.

Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>harm/less</i>	<i>harm/ful</i>	<i>un/harmed</i>
<i>hap/py</i>	<i>hap/pi/ness</i>	<i>un/hap/py</i>
<i>hap/pi/ly</i>	<i>help/ful</i>	<i>un/help/ful</i>
<i>help/less</i>	<i>mis/count</i>	<i>re/count</i>
<i>dis/count</i>	<i>re/view</i>	<i>pre/view</i>
<i>re/view/er</i>		

Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.

OL Have students think of other words they know that contain the prefixes and suffixes from the word lines. Have them discuss the meaning of these words, using a dictionary as necessary.

BL Have students discuss the difference between suffixes and inflectional endings. Have them explain what they have learned to the class.

HAVE students discuss the meanings of the base words on the word lines, then have them discuss the meaning of the words with affixes, using a digital or print dictionary as necessary. *harm means “to hurt” and harmless means “without harm” or “not causing harm”* Discuss how adding word parts like prefixes and suffixes to a base word allows for new words to be created that have new meanings and often new parts of speech.

About the Sentences

1-2 Words with the Same Base Have students identify the words with prefixes and suffixes in the sentences. *harmless, harmful; nations, nationalities* Ask what words are compound words. *rainstorms, thunderstorm*

Developing Oral Language

HAVE students think of antonyms or synonyms for each of the words on the word lines, using a dictionary or thesaurus as necessary. Have them discuss any words that also contain prefixes or suffixes, and identify the base word. *An antonym of unhelpful is useful. Useful contains the suffix -ful and the base word use.*

HAVE students discuss the parts of speech of each word on the word lines. Have them compare the base word to the word with a prefix or suffix to see if the part of speech has changed. *Happiness is a noun and the base word happy is an adjective.*

HAVE students try to create words using new base words and the prefixes and suffixes on the word lines. Tell them that some combinations will build actual words and others will not. Have them share the real words they create and use them in a sentence to demonstrate meaning. *hopeless, hopeful, reuse, misuse; My hopeful sister was always optimistic that everything would work out just right.*

Guided Practice

ASSIGN pages 95–96 from *Skills Practice* for students to work with adding prefixes and suffixes to base words to generate new words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Apply

TELL students to search other texts they are reading for additional words with /ō/ spelled *_ow*; /ū/ spelled *_e*, *_ew*, and *_ue*; /ōō/ spelled *_ue*, *_ew*, and *_e*; and /ow/ spelled *ow*; as well as words with the same base. Have students sort them into the appropriate category and share examples with the class.

EL English Learner

- COGNATES** For native speakers of Roman-based languages, point out the following cognates: *count, recount, and discount* (Spanish: *contar, recontar, descuento*).
- SUFFIXES AND PREFIXES** Latin and Greek prefixes and suffixes are often found in Roman-based languages (such as the prefix *re-* or the suffix *-able*). However they are often used differently. In Spanish or French, the prefix *in-* is used instead of the prefix *un-* or suffix *-less*. If a student says *incomfortable*, for instance, remind him or her of the correct prefix to use for the word.

Resources:
Skills Practice, pp. 97–98

Objectives: Students will

- build oral language skills.
- build fluency.

Word Analysis

Words with the Same Base

Developing Oral Language

HAVE a volunteer choose a line of words from the word lines. Then have them identify the prefixes and suffixes on that line. *Line 2: -ness, un-, -ly* Have students think of other words that have each affix and use the words in complete sentences. *It took all day to unpack the boxes after we moved into our new apartment.*

POINT to a word and call on a student to use academic language and a complete sentence to describe the part of speech and what the word means. *The word recount is a verb that describes the action of something being counted again.* Repeat with other words from the word lines.

Fluency

REMINDE students that reading with expression is essential to fluency. Assign the fluency passage on pages 97–98 of *Skills Practice* for students to practice fluent reading.

READ aloud the first stanza of the poem for the class. Model reading the line breaks that end with a comma with only brief pauses, instead of full stops. Tell students that it is natural to come to a full stop at a line break, but they need to pay attention to the punctuation to determine where to pause and stop. By paying attention to the punctuation instead of line breaks, the poem will sound like normal speech.

HAVE students read the poem aloud, concentrating on reading with a rate that sounds natural rather than focusing on the line breaks. Repeated readings will help them pause and stop in the proper places.



Teacher Tip

FLUENCY Review the fluency checklist with students before they read the poem. Remind them that they should keep the checklist items in mind whenever they read in order to practice reading with the appropriate rate, accuracy, and expression.

ePresentation

Decoding

Words

1	harm	harmless	harmful	unharmed
2	happy	happiness	unhappy	happily
3	help	helpful	unhelpful	helpless
4	count	miscount	recount	discount
5	view	review	preview	reviewer

Decoding

Sentences

- 1 While rainstorms are often harmless, thunderstorms may produce harmful hail and lightning.
- 2 Nations today are often made up of people of many different nationalities.

Resources:

- *Sound/Spelling Cards* 30, 31, 40, 42
- *Assessment*, pp. 47–48
- *Decodable Stories, Book 4*, Story 22

Objectives: Students will

- read words with /ō/ spelled *_ow*; /ū/ spelled *u_e, _ew*, and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow*.
- understand how prefixes and suffixes are used to generate new words from one base word.
- build oral language skills.
- build fluency.

Review

/ō/ spelled *_ow*; /ū/ spelled *u_e, _ew*, and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow*

Blending

REVIEW /ō/ spelled *_ow*; /ū/ spelled *u_e, _ew*, and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow* using *Sound/Spelling Cards* 30, 31, 40, and 42. Make sure students can hear the difference between the sounds.

HAVE students read the words on the word lines by blending the sounds in each syllable then blending the syllables together.

HAVE students read each sentence. If students encounter any words they cannot read automatically and fluently, have them stop and reread the word sound by sound.

Words with the Same Base

Decoding

REVIEW how prefixes and suffixes can be added to base words to generate new words. The new words will have different meanings and often different parts of speech.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

- **ORGANIZE** the class into pairs or small groups and assign each group a word line. Have groups prepare a presentation about their words to give to the class. Students might discuss the words' pronunciations, meanings, or origins.

Fluency

HAVE students reread *Decodable Stories, Book 4*, Story 22, “Seven Bank Facts,” to practice reading at an appropriate rate. If students have difficulty, work with them in small groups to practice using punctuation marks as signals to pause their reading. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

- **FORMAL ASSESSMENT** Use *Assessment* pages 47–48 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

REVIEW End the week by discussing any words or concepts that students found particularly challenging. Ask students to sum up what they learned. Suggest how students might apply this knowledge when studying other subjects.

ePresentation

Blending

Words

1	cow	crow	crowd	grow
2	cube	tube	cute	flute
3	few	fewer	new	newer
4	true	rescue	avenue	continue
5	nightgown	blowfish	downtown	snowplow

Blending

Sentences

- 1 He is new to gardening, but he knows how to sow seeds to grow flowers.
- 2 I drew a blueprint of my bedroom with the use of graph paper and a ruler.

Decoding

Words

1	harm	harmless	harmful	unharmful
2	happy	happiness	unhappy	happily
3	help	helpful	unhelpful	helpless
4	count	miscount	recount	discount
5	view	review	preview	reviewer

Decoding

Sentences

- 1 While rainstorms are often harmless, thunderstorms may produce harmful hail and lightning.
- 2 Nations today are often made up of people of many different nationalities.

Foundational Skills

Resources:

- *Sound/Spelling Cards* 40 and 41
- Routines 4 and 5
- *Skills Practice*, pp. 99–100
- *Decodable Stories, Book 4*, Story 23

Objectives: Students will

- review words with /ōō/ spelled *oo* and /oo/ spelled *oo*, as well as the inflectional endings *-ing* and *-ed*.
- learn new high-frequency words.
- read a *Decodable Story*.
- build writing skills.
- build fluency.

Review

/ōō/ spelled *oo* and /oo/ spelled *oo*

Blending

ROUTINE 4

ROUTINE 5

- REVIEW** /ōō/ spelled *oo* using *Sound/Spelling Card* 40. Then review /oo/ spelled *oo* using *Sound/Spelling Card* 41. Emphasize the different sounds as you discuss the cards.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

DISPLAY the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Inflectional Endings *-ing* and *-ed*

Decoding

REVIEW the rules students have learned for adding the inflectional endings *-ing* and *-ed* to verbs, including dropping the silent *e*, changing *y* to *i*, and doubling the final consonant.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Tell students to use one word from each set of lines. Encourage students to try to use more than two words from the lines if possible, but remind them that their sentences need to make sense. *Dad hurried into the kitchen carrying a large cookbook.*

ePresentation

Blending

Words

1	boot	foot	good	food
2	proof	hook	tooth	crook
3	cartoon	monsoon	lagoon	wooden
4	toolbox	football	restroom	cookbook

Blending

Sentences

- 1 I took a good book and read the first chapter while sitting by the cool brook.
- 2 Marta looked all over her bedroom for the old letters her best friend had sent.

Decoding

Words

1	cheat	cheating	drive	driving
2	carry	carrying	stop	stopping
3	wash	washed	trade	traded
4	hurry	hurried	clap	clapped

Decoding

Sentences

- 1 All week, Marco and Jarvis have washed and dried the dishes after dinner.
- 2 Adrian is hoping that the animal shelter will be needing volunteers tomorrow.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Fluency: Reading a Decodable Story

Book 4, Story 23: Dad Is Back

New High-Frequency Word: *point*

Reviewed High-Frequency Words: *back, began, following, home, need, next, paper, second, thought*

INTRODUCE the new high-frequency word. Help students to recognize and read this word as they read the story.

- HAVE** students read “Dad Is Back.” Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▶ Checking Comprehension

CHECK students’ comprehension by asking them the following questions pertaining to “Dad Is Back.” Students should find the place in the book that supports their answer and read it aloud.

1. Where was Nathan’s dad? *Nathan’s dad was away in the army.*
2. Where were Nathan and his dad going when they stopped at the ATM? *They were walking to the mall to buy drawing paper.*
3. What did Nathan learn about ATMs? *Nathan learned that bank employees load them with money, and the money his dad takes out gets deducted from his bank account.*

▶ Fluency

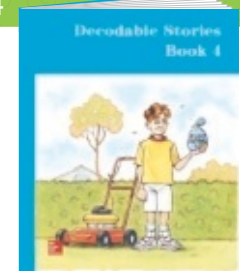
REMIND students that reading with proper intonation is essential to fluency. Assign the fluency passage on pages 99–100 of *Skills Practice* for students to practice fluent reading.

READ aloud several paragraphs of the fluency passage. Tell students to listen to how your voice changes with different end punctuation, when reading dialogue, and with different cues from the author. Explain that speaker tags indicate how dialogue should read. For example, the speaker tag “Sam whispered” signals that the words in quotation marks should be read with less volume and in a hushed tone, as if they are being whispered by someone who does not want to be overheard. Have students imitate your intonation as they reread the passage.

ePresentation

Decodable Stories, Book 4

Dad Is Back



Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the spellings from this lesson, have students read Story 23, “A Crew in Outer Space” from *Practice Decodable Stories*.

Resources:

- *Sound/Spelling Cards* 30 and 42
- Routines 4 and 5
- *Skills Practice*, pp. 99–100

Objectives: Students will

- review words with /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*, as well as comparatives and superlatives.
- build writing skills.
- build fluency.

Review

/ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow*

Blending

ROUTINE
4ROUTINE
5

REVIEW /ow/ spelled *ow* and *ou_* and /ō/ spelled *_ow* using *Sound/Spelling Cards* 30 and 42. Make sure students can hear the difference between the two sounds.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

DISPLAY the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Comparatives and Superlatives

Decoding

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students to add the words *more* and *most* instead of the endings *-er* and *-est* to form the comparative and superlative forms of some multisyllabic words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

- EL** **HAVE** students write at least ten questions that include words from the word lines. Then have them exchange their questions with a partner and write complete sentences that answer the questions. Have students share some of their questions and answers. *Does a turtle move more slowly than a sloth? No, I think a sloth moves the most slowly of all the animals.*

Fluency

REMINd students that reading with automaticity is essential to fluency. Assign the fluency passage on pages 99–100 of *Skills Practice* for students to practice fluent reading.

EXPLAIN to students that automaticity involves recognizing words automatically when reading. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. Students can practice automaticity by reading and rereading a text. Have students follow along as you read the passage aloud. Then have them echo read the passage with the same expression, rate, and tone you modeled.

EL English Learner

QUESTIONS If necessary, provide students with question starters or simple fill-in-the blank questions. Have students at Level 1 or 2 find the correct word for each fill-in-the blank question and then copy the completed question. Have students at Level 3 or 4 write the completed question starters.

ePresentation

Blending

Words

1	brown	towering	growled	allowed
2	chowder	stowed	crowded	growth
3	about	around	aloud	amount
4	power	rower	shower	slower

Blending

Sentences

- 1 Yes, you can borrow my yellow bowling ball tomorrow.
- 2 I set down the vase and went outside to look around for enough flowers to fill it.

Decoding

Words

1	low	lower	lowest
2	soon	sooner	soonest
3	thirsty	thirstier	thirstiest
4	intelligent	more intelligent	most intelligent
5	slowly	more slowly	most slowly

Decoding

Sentences

- 1 Before the sale, the prices were low, but now they are even lower.
- 2 Look at all the shiny stars at night and try to find the shiniest one.

Resources:

- *Sound/Spelling Card* 43
- *Skills Practice*, pp. 101-102

Objectives: Students will

- review words with /aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*, as well as irregular comparatives and superlatives.
- build writing skills.
- build fluency.

Review

/aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al*

Blending

REVIEW /aw/ spelled *au*_, *aw*, *augh*, *ough*, and *al* using *Sound/Spelling Card* 43. Make sure to review the spellings that are not on the card as well.

DISPLAY the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Irregular Comparatives and Superlatives

Decoding

REVIEW with students that comparative adjectives compare two things and superlative adjectives compare one thing to all others like it. Comparative adverbs compare two actions and superlative adverbs compare one action to all others like it. Remind students that *more* and *most* or the endings *-er* and *-est* are added to most base words to form the comparative or the superlative. Some comparative and superlative forms, however, are irregular.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least ten questions that include words from the word lines. Then have them exchange their questions with a partner and write complete sentences that answer the questions. When students are finished, call on volunteers to share some of their questions and answers. *What is the best thing about autumn? The best thing about autumn is the colorful leaves.*

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 101-102 of *Skills Practice* for students to practice fluent reading.

READ aloud the first paragraph of the fluency passage at an appropriate rate. Explain that oral reading should be done at a normal speaking rate so that listeners can hear the individual words and understand what is being read. Have volunteers read the same paragraph, demonstrating an appropriate reading rate. Ask the rest of the class whether they could hear and understand the words as volunteers read. Have students practice reading at the appropriate rate by rereading the passage with a partner.

ePresentation

Blending

Words

1	autumn	laundry	drawn	awful
2	caught	taught	brought	thought
3	walk	chalk	always	almost
4	crawled	crawling	launched	launching

Blending

Sentences

- 1 Have you ever picked strawberries at dawn in the fall?
- 2 Paul brought his daughter a healthy snack to eat between classes.

Decoding

Words

1	good	better	best
2	bad	worse	worst
3	many	more	most
4	far	farther	farthest

Decoding

Sentences

- 1 Last year our soccer team was good, but this year we are even better.
- 2 Tornadoes are really bad natural disasters, but I think earthquakes are the worst.

Resources:

- *Sound/Spelling Card* 44
- Routines 4 and 5
- *Skills Practice*, pp. 101-102

Objectives: Students will

- review words with /oi/ spelled *oi* and *_oy* as well as content words and shades of meaning.
- build writing skills.
- build fluency.

Review

/oi/ spelled *oi* and *_oy*

Blending

ROUTINE
4ROUTINE
5

REVIEW /oi/ spelled *oi* and *_oy* using *Sound/Spelling Card* 44.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

DISPLAY the word lines and sentences, review the underlined high-frequency word, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Content Words and Shades of Meaning

Decoding

REVIEW that all fields of study have domain-specific content words that are used to write and talk about that field. Understanding these words will help students understand academic texts. Also, remind students that many words that have similar meanings have differing shades of meaning. These differences can add more specific meaning to language.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students put the words from the word lines in categories based on parts of speech. **Nouns:** *coin, choice, toys, boyhood, cowboy, soybean, tinfoil, colony, frontier, immigrant, capital, citizen, election, president, democracy*; **Verbs:** *join, point, enjoy, avoid, annoy, annoyed, appoint, pinpoint*; **Adjectives:** *royal, cool, cold, biting, frigid, uneasy, bothered, fearful, distraught* Discuss which words might be used as two different parts of speech, such as *coin, point, toys, annoyed, cool, biting, and bothered*.

Fluency

REMIND students that reading with proper phrasing is essential to fluency. Assign the fluency passage on pages 101-102 of *Skills Practice* for students to practice fluent reading.

CHOOSE a sentence or two from the passage and write it on the board. Put parentheses around phrases, clauses, and other groups of words that should be read in units or chunks. Then read the sentence aloud with proper phrasing. Have students practice reading the sentence after you. As students read the rest of the passage, encourage them to look for similar phrases and clauses and to remember to read them as related units of text.

ePresentation

Blending

Words

1	join	coin	point	choice
2	toys	boyhood	royal	enjoy
3	avoid	annoy	annoyed	appoint
4	cowboy	soybean	tinfoil	pinpoint

Blending

Sentences

- 1 All the rain made the topsoil so moist that it destroyed the gardener's plants.
- 2 The loyal crowd made no noise as they listened to the queen's joyful words.

Decoding

Words

1	colony	frontier	immigrant	capital
2	citizen	election	president	democracy
3	cool	cold	biting	frigid
4	uneasy	bothered	fearful	distraught

Decoding

Sentences

- 1 In their first election, the colonists voted against the new taxes.
- 2 I dislike winter, but I really detest the hot, humid summer months.

Resources:

- *Sound/Spelling Cards* 30, 31, 40, and 42
- Routines 4 and 5
- *Assessment*, pp. 49-54

Objectives: Students will

- review words with /ō/ spelled *_ow*; /ū/ spelled *u_e, _ew*, and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow*; as well as how prefixes and suffixes are used to generate new words from one base word.
- build writing skills.

Review

/ō/ spelled *_ow*; /ū/ spelled *u_e, _ew*, and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow*

Blending ROUTINE 4 ROUTINE 5

REVIEW /ō/ spelled *_ow*; /ū/ spelled *u_e, _ew* and *_ue*; /ōō/ spelled *_ue, _ew*, and *u_e*; and /ow/ spelled *ow* using *Sound/Spelling Cards* 30, 31, 40, and 42. Make sure students can hear the difference between the sounds.

HAVE students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

DISPLAY the word lines and sentences, review the underlined high-frequency word, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Words with the Same Base

Decoding

REVIEW how prefixes and suffixes can be added to base words to generate new words. The new words will have different meanings and often different parts of speech.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students use their knowledge of the prefixes and suffixes to provide a meaning for each word. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students put the words from the first set of word lines in categories based on vowel sounds. /ow/: *cow, crowd, nightgown, downtown, snowplow*; /ō/: *crow, grow, blowfish, snowplow*; /ū/: *cube, cute, few, fewer, rescue, continue*; /ōō/: *tube, flute, new, newer, true, avenue*

HAVE students create a chart featuring the words from the second set of word lines. Students should divide the words and write the word parts under the headings *Prefixes, Base Words, and Suffixes*. *Prefixes: un-, mis-, re-, dis-, pre-; Base Words: harm, happy, help, count, view; Suffixes: -less, -ful, -ness, -ly, -er*

Unit Assessment

FORMAL ASSESSMENT Use *Assessment* pages 49-54 to assess students' understanding of the skills taught in this unit.



Differentiated Instruction

AL WORDS WITH THE SAME BASE Help students determine the meanings for any words that cause difficulty by giving them the meaning of any prefixes and suffixes they are unfamiliar with. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.

ePresentation

Blending

Words

1	cow	crow	crowd	grow
2	cube	tube	cute	flute
3	few	fewer	new	newer
4	true	rescue	avenue	continue
5	nightgown	blowfish	downtown	snowplow

Blending

Sentences

- 1 He is new to gardening, but he knows how to sow seeds to grow flowers.
- 2 I drew a blueprint of my bedroom with the use of graph paper and a ruler.

Decoding

Words

1	harm	harmless	harmful	unharmful
2	happy	happiness	unhappy	happily
3	help	helpful	unhelpful	helpless
4	count	miscount	recount	discount
5	view	review	preview	reviewer

Decoding

Sentences

- 1 While rainstorms are often harmless, thunderstorms may produce harmful hail and lightning.
- 2 Nations today are often made up of people of many different nationalities.

LESSON 1

Day	Word Analysis	Student Practice	Assessment
1	Suffixes <i>-ly, -y</i>	<i>Skills Practice</i> , pp. 103-104	
2	Suffixes <i>-ly, -y</i>		
3	Latin Suffixes <i>-ment, -ive</i>	<i>Skills Practice</i> , pp. 105-106	
4	Latin Suffixes <i>-ment, -ive</i>	<i>Skills Practice</i> , pp. 107-108	
5	Suffixes <i>-ly, -y</i> Latin Suffixes <i>-ment, -ive</i>	<i>Skills Practice</i> , pp. 107-108	<i>Assessment</i> , pp. 55-56

LESSON 2

Day	Word Analysis	Student Practice	Assessment
1	Suffixes <i>-ful, -less</i>	<i>Skills Practice</i> , pp. 109-110	
2	Suffixes <i>-ful, -less</i>		
3	Latin Suffixes <i>-able, -ity</i>	<i>Skills Practice</i> , pp. 111-112	
4	Latin Suffixes <i>-able, -ity</i>	<i>Skills Practice</i> , pp. 113-114	
5	Suffixes <i>-less, -ful</i> Latin Suffixes <i>-ity, -able</i>	<i>Skills Practice</i> , pp. 113-114	<i>Assessment</i> , pp. 57-58

LESSON 3

Day	Word Analysis	Student Practice	Assessment
1	Suffixes <i>-ion/-tion/-sion, -al</i>	<i>Skills Practice</i> , pp. 115-116	
2	Suffixes <i>-ion/-tion/-sion, -al</i>		
3	Multiple-Meaning Words	<i>Skills Practice</i> , pp. 117-118	
4	Multiple-Meaning Words	<i>Skills Practice</i> , pp. 119-120	
5	Suffixes <i>-ion/-tion/-sion</i> and <i>-al</i> and Multiple-Meaning Words	<i>Skills Practice</i> , pp. 119-120	<i>Assessment</i> , pp. 59-60

LESSON 4

Day	Word Analysis	Student Practice	Assessment
1	Suffixes <i>-ness, -er</i>	<i>Skills Practice</i> , pp. 121-122	
2	Suffixes <i>-ness, -er</i>		
3	Content Words and Words with the Same Base	<i>Skills Practice</i> , pp. 123-124	
4	Content Words and Words with the Same Base	<i>Skills Practice</i> , pp. 125-126	
5	Suffixes <i>-ness</i> and <i>-er</i> , Content Words, and Words with the Same Base	<i>Skills Practice</i> , pp. 125-126	<i>Assessment</i> , pp. 61-62

LESSON 5

Day	Word Analysis	Student Practice	Assessment
1	Greek Roots <i>ast, graph, log, scop</i>	<i>Skills Practice</i> , pp. 127-128	
2	Greek Roots <i>ast, graph, log, scop</i>		
3	Latin Roots <i>grat, mar, miss, port</i>	<i>Skills Practice</i> , pp. 129-130	
4	Latin Roots <i>grat, mar, miss, port</i>	<i>Skills Practice</i> , pp. 131-132	
5	Greek Roots <i>ast, graph, log, scop</i> and Latin Roots <i>grat, mar, miss, port</i>	<i>Skills Practice</i> , pp. 131-132	<i>Assessment</i> , pp. 63-64

LESSON 6

Day	Word Analysis	Student Practice	Assessment
1	Review Unit 4 Lesson 1	<i>Skills Practice</i> , pp. 133-134	
2	Review Unit 4 Lesson 2	<i>Skills Practice</i> , pp. 133-134	
3	Review Unit 4 Lesson 3	<i>Skills Practice</i> , pp. 135-136	
4	Review Unit 4 Lesson 4	<i>Skills Practice</i> , pp. 135-136	
5	Review Unit 4 Lesson 5		<i>Assessment</i> , pp. 65-70

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 103-104

Objectives: Students will

- understand words with the suffixes *-y* and *-ly*.
- spell dictated words with the suffixes *-y* and *-ly* correctly.
- build oral language skills.

Word Analysis

Suffixes *-y* and *-ly*

Decoding ROUTINE 10

REVIEW with students that derivational suffixes are word parts added to the ends of base words that change the base words' meanings and parts of speech. Adding derivational suffixes such as *-y* and *-ly* will sometimes necessitate a change in the spelling of the base word as well. Explain that suffixes, like words, are derived from certain roots and carry meanings of their own.

EL USE Routine 10, the Words with Prefixes and Suffixes Routine, to review how to break the words on the word lines into their meaningful parts. For each word with a prefix or suffix, have students identify the base word and give its meaning. Then teach the meaning of each prefix or suffix and have students reassemble the word by thinking aloud the meaning of its parts. Ask students to give the meaning of the word.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- The Suffix *-y*** Ask students to identify the base word for each word on the line. *cloud, trick, filth, rock* Tell students that the suffix *-y* means "full of." Then ask them to identify the part of speech of each base word. *the base words are nouns* Explain that adding the suffix *-y* to a base noun creates an adjective.
- The Suffix *-y*** Ask students to identify the base word for each word on the line. *noise, shade, fog, sun* Have them use the meaning of the suffix *-y* to define the words. Then ask what spelling changes occurred when the suffix was added. *The silent e at the end of noise and shade was dropped. The final consonant in fog and sun was doubled.*
- The Suffix *-ly*** Ask students to identify the base word for each word on the line. *direct, quick, constant, slight* Then ask them to identify the part of speech of each base word. *the base words are adjectives* Explain that the suffix *-ly* means "in a certain way" and adding it to a base adjective creates an adverb. Have students use academic language to explain what adverbs are. *Adverbs are words that describe verbs and adjectives.*
- The Suffix *-ly*** Ask students to identify the base word for each word on the line. *simple, possible, ease, ready* Discuss the words' meanings with students. Then ask what spelling changes occurred when the suffix was added. *For words ending in -le, the final e is dropped. For words ending in y, the y is changed to an i.*



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>cloud/y</i>	<i>trick/y</i>	<i>fil/thy</i>	<i>rock/y</i>
<i>nois/y</i>	<i>shad/y</i>	<i>fog/gy</i>	<i>sun/ny</i>
<i>di/rect/ly</i>	<i>quick/ly</i>	<i>con/stant/ly</i>	<i>slight/ly</i>
<i>sim/ply</i>	<i>pos/si/bly</i>	<i>eas/i/ly</i>	<i>read/i/ly</i>



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.

OL Have students come up with other examples of how adding the suffix *-y* to a base word sometimes necessitates a change in the base word's spelling.

ePresentation

Decoding

Words

1	cloudy	tricky	filthy	rocky
2	noisy	shady	foggy	sunny
3	directly	quickly	constantly	slightly
4	simply	possibly	easily	readily

Decoding

Sentences

- 1 The sun broke through the cloudy sky and made it sunny again.
- 2 Earth slowly orbits the sun, which constantly provides heat and energy.

About the Sentences

1-2 The Suffixes -y and -ly Have students identify the words with the suffixes -y and -ly in the sentences. *cloudy, sunny; slowly, constantly* Ask them to identify the part of speech and the meaning of each word.

Developing Oral Language

HAVE students use one of the base words of the words on Lines 1-2 in complete sentences. Make sure these words are used as nouns. Then have them use the words on the word lines in complete sentences that describe things. After each sentence, ask students to identify what things they described using the words with the suffix -y. *I like to read in a shady spot under a tree. Shady describes the place I like to read.*

HAVE students use one of the base words of the words on Lines 3-4 to describe things in complete sentences. After each sentence, ask students to identify what things they described using the base word. *Pedro runs at a constant speed. Constant describes the speed of Pedro's running.* Then have students use the words on the word lines to describe actions in complete sentences. After each sentence, ask students to identify what actions they described using the words with the suffix -ly. *Pedro is constantly running laps around the park. Constantly describes the frequency of the action of running.*

Guided Practice

ASSIGN pages 103-104 from *Skills Practice* for students to work with words with the suffixes -y and -ly. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	rusty	rainy	funny
2	bony	kindly	partly
3	slowly	bubbly	crazily

Challenge Words

4	brightly	greasy	gently
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Dictation and Spelling

Sentences

- 1 The furry kitten yipped quietly when she was thirsty.

EL English Learner

- COGNATES** For native speakers of Romance languages, point out the following cognates: *directly, constantly, simply, possibly* (Spanish: *directamente, constantemente, simplemente, posiblemente*; French: *directement, constamment*). Note that the use of prefixes can vary across languages. If necessary, correct your English learner by saying, for instance, "The prefix for 'in a direct way' is -ly, not -ment: *directly*. What is the word?" *directly*
- PREFIXES AND SUFFIXES** Have students create flash cards of the prefixes and suffixes they are learning. Each card should include the prefix or suffix and a definition in English and in the student's native language. On the back of the card, students can write the base words they learn to which they can add the prefix or suffix and their definitions.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Objectives: Students will

- build oral language skills.
- practice using words with the suffixes *-y* and *-ly*.

Word Analysis

Suffixes *-y* and *-ly*

Developing Oral Language

ORGANIZE students into groups and have them write complete sentences using the words from the word lines. Then have groups take turns reading a sentence aloud, leaving out the word with the suffix *-y* or *-ly*. Have volunteers identify the word that best completes the sentence and explain what it means. *If it was _____ warmer, we could play outside without coats. slightly; slightly means "a little bit; in a slight way"*

ASK students to think of other base words to which the derivational suffixes *-y* and *-ly* could be added. Discuss the meaning of each word and how the spelling and part of speech of the base word will change with the addition of the suffix.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- Oily and slippery: *greasy*
- In a generous way: *kindly*
- Having a reddish coating: *rusty*
- Full of amusement: *funny*
- In a way that is light and happy: *bubbly*
- With a lot of light: *brightly*
- In a way that is soft or delicate: *gently*
- Characterized by water droplets: *rainy*
- In a way that is not complete: *partly*
- In a way that is not fast: *slowly*



Teacher Tip

BASE WORDS Have students identify the base of each dictation word. Then have them identify the part of speech of the base word and of the word formed when the suffix is added.

ePresentation

Decoding

Words

1	cloudy	tricky	filthy	rocky
2	noisy	shady	foggy	sunny
3	directly	quickly	constantly	slightly
4	simply	possibly	easily	readily

Decoding

Sentences

- 1 The Sun broke through the cloudy sky and made it sunny again.
- 2 Earth slowly orbits the Sun, which constantly provides heat and energy.

Dictation and Spelling

partly	Oily and slippery: _____
greasy	In a generous way: _____
rainy	Having a reddish coating: _____
bubbly	Full of amusement: _____
gently	In a way that is light and happy: _____
slowly	With a lot of light: _____
rusty	In a way that is soft or delicate: _____
kindly	Characterized by water droplets: _____
funny	In a way that is not complete: _____
brightly	In a way that is not fast: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 105-106

Objectives: Students will

- understand words with the Latin suffixes *-ment* and *-ive*.
- spell dictated words with the Latin suffixes *-ment* and *-ive* correctly.
- build oral language skills.

Word Analysis

Latin Suffixes *-ment* and *-ive*

Decoding ROUTINE 10

REVIEW that suffixes are word parts added to the ends of base words that can change their meaning and part of speech. Remind students that suffixes have their own meanings and origins. Explain that like many English words, many suffixes are derived from the ancient Latin language.

EL USE Routine 10, the *Words with Prefixes and Suffixes Routine*, to review how to break the words on the word lines into their meaningful parts. For each word with a prefix or suffix, have students identify the base word and give its meaning. Then teach the meaning of each prefix or suffix and have students reassemble the word by thinking aloud the meaning of its parts. Ask students to give the meaning of the word.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- The Latin Suffix *-ment*** Ask students to identify the base word for each word on the line. *move, pay, punish, place* Tell students that the suffix *-ment* means “action” or “process.” Then ask them to identify the part of speech of each base word. *the base words are verbs* Explain that adding the suffix *-ment* to a base verb creates a noun.
- The Latin Suffix *-ment*** Ask students to identify the base word for each word on the line. *treat, agree, develop, govern* Then have them identify the part of speech of each word. Have them use the meaning of the suffix to define the words. *agreement means “the act of agreeing;” government means “the process of governing”*
- The Latin Suffix *-ive*** Ask students to identify the base word for each word on the line. *act, invent, destruct, select* Tell students that the suffix *-ive* means “inclined to” or “likely to.” Then ask them to identify the part of speech of each base word. *the base words are verbs* Explain that adding the suffix *-ive* to a base verb or noun creates an adjective.
- The Latin Suffix *-ive*** Ask students to identify the base word for each word on the line. *expense, repulse, exclude, explode* Have them use the meaning of the suffix to define the words. Discuss how to change the spelling of the base word when adding the suffix. *If the word ends in silent e, drop the e; if the word ends in -de, change the d to s and drop the e.*

ePresentation

Decoding

Words

1	movement	payment	punishment	placement
2	treatment	agreement	development	government
3	active	inventive	destructive	selective
4	expensive	repulsive	exclusive	explosive

Decoding

Sentences

- Mario had an agreement to make one payment on his bike each week.
- Olive is an active girl with loads of energy and an inventive mind.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>move/ment</i>	<i>pay/ment</i>	<i>pun/ish/ment</i>	<i>place/ment</i>
<i>treat/ment</i>	<i>a/gree/ment</i>	<i>de/vel/op/ment</i>	<i>gov/ern/ment</i>
<i>act/tive</i>	<i>in/ven/tive</i>	<i>de/struc/tive</i>	<i>se/lec/tive</i>
<i>ex/pen/sive</i>	<i>re/pul/sive</i>	<i>ex/clu/sive</i>	<i>ex/plo/sive</i>



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 2, the *Whole Word Blending Routine*.

OL Have students work in pairs to create flash cards to practice the words on the word lines. The cards should have the word on one side and the definition on the other.

BL Have students brainstorm words they know that are related to the word *government*. Students should organize the words in a word web. Then have them do more research on one of the words or concepts in the web.

About the Sentences

1-2 The Latin Suffixes *-ment* and *-ive* Have students identify the words with the Latin suffixes *-ment* and *-ive* in the sentences. *agreement, payment; active, inventive* Ask them to identify the part of speech and the meaning of each word.

Developing Oral Language

POINT to the words on the word lines and have students use their knowledge of the base word and the meaning of the suffix to give a definition of the word. Tell students to use complete sentences in their responses. *The word expensive means “inclined to or likely to cost money.”* Then have students use the words in sentences that demonstrate their meaning. *The bike was so expensive I knew I could never afford it.*

GIVE students the following base words: *create, replace, instruct, announce, suggest, and arrange*. Have them generate new words by adding either the suffix *-ment* or *-ive* and then determine the new word’s meaning. Then have them use each word in a sentence. *Creative means “likely to make or produce something new.” Kim came up with some creative decorations for her room.*

Guided Practice

ASSIGN pages 105–106 from *Skills Practice* for students to work with words with the Latin suffixes *-ment* and *-ive*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

EL USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for words with the suffixes *-y, -ly, -ment,* and *-ive*. Have students sort them into the appropriate category and share examples with the class.

EL English Learner

COGNATES All the words in the word lines are cognates in Romance languages except for *agreement* and *expensive*. The following are the translations of the cognates in either Spanish or French. Spanish: *movimiento, pago, tratamiento, gobierno, activo, inventivo, destructivo, selectivo, repulsivo, exclusivo* (restricted entry; sole) *explosivo*; French: *punition, placement* (finding a location for), *développement* (creation; progress).

EL English Learner

SCAFFOLDING If necessary, review base words or suffixes students have difficulty with in small groups. Then dictate those words sound by sound, and note the problem spellings or suffixes. Have students practice writing and reading multiple words with those spellings and/or suffixes (e.g., *ship, shout, shut, shoot, shipment, payment, placement*)

ePresentation

Dictation and Spelling

Words

1	shipment	enjoyment	adjustment
2	requirement	massive	constructive
3	negative	relative	offensive

Challenge Words

4	advertisement	improvement	responsive
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Dictation and Spelling

Sentences

- 1 The wildflowers were an attractive shade of blue.

Resources:

- *Skills Practice*, pp. 107–108
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using words with the Latin suffixes *-ment* and *-ive*.
- build fluency.

Word Analysis

Latin Suffixes *-ment* and *-ive*

Developing Oral Language

ASK students to identify the meanings of the suffixes *-ment* and *-ive*, then think of other base words to which the suffixes could be added. Discuss how the spelling and part of speech of the base word changes with the addition of the suffix, then have students determine the meaning of each new word.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct dictation word.

- Darren gets a lot of *enjoyment* from reading science fiction.
- After losing a soccer game, my brother always has a *negative* attitude.
- Reading at least ten books is a *requirement* for passing that class.
- That boat is carrying a *shipment* of new cars.
- Mara knew her work had paid off when she showed *improvement* in math class.
- A *massive* iceberg is floating near the ship.
- Her ugly words were *offensive* to me.
- I don't mind *constructive* criticism because it helps me improve.

Fluency

REMIND students that reading with expression is essential to fluency. Assign the fluency passage on pages 107–108 of *Skills Practice* for students to practice fluent reading.

HAVE students read the passage with expression, focusing on conveying the emotions Jordan and his family are going through. Tell them to read the story silently, noting where the emotions change from worry to shock to understanding to determination. Then have students reread the story aloud, emphasizing how their voice changes as they use expression to convey emotion.

ePresentation

Decoding

Words

1	movement	payment	punishment	placement
2	treatment	agreement	development	government
3	active	inventive	destructive	selective
4	expensive	repulsive	exclusive	explosive

Decoding

Sentences

- 1 Mario had an agreement to make one payment on his bike each week.
- 2 Olive is an active girl with loads of energy and an inventive mind.

Dictation and Spelling

massive	Darren gets a lot of _____ from reading science fiction.
shipment	After losing a soccer game, my brother always has a _____ attitude.
improvement	Reading at least ten books is a _____ for passing that class.
negative	That boat is carrying a _____ of new cars.
constructive	Mara knew her work had paid off when she showed _____ in math class.
enjoyment	A _____ iceberg is floating near the ship.
offensive	Her ugly words were _____ to me.
requirement	I don't mind _____ criticism because it helps me improve.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice skills learned in this lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 107–108
- *Assessment*, pp. 55–56

Objectives:

- understand words with the suffixes *-y* and *-ly*.
- understand words with the Latin suffixes *-ment* and *-ive*.
- build oral language skills.
- build fluency.

Review

Suffixes *-y* and *-ly*

Decoding

- REVIEW** that derivational suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. The suffix *-y* means “full of” and changes nouns to adjectives, and the suffix *-ly* means “in a certain way” and changes adjectives to adverbs.

HAVE students identify the meaning of each suffix and read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Latin Suffixes *-ment* and *-ive*

Decoding

- REVIEW** that many suffixes are derived from Latin. Have students explain that the Latin suffix *-ment* means “action” or “process,” and the Latin suffix *-ive* means “inclined to” or “likely to.” Remind students that knowing the meanings of these suffixes will help them figure out the meanings of unfamiliar words.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed their sentences, have them exchange with the other group. Have each group extend the sentences they have been given, demonstrating the meaning of the word from the word lines by adding detail or providing additional information. Have each group read back their extended sentences.

Fluency

HAVE students reread the fluency passage on pages 107–108 of *Skills Practice* to practice reading with expression. If students have difficulty reading with expression, work with them in small groups to practice recognizing the emotions of the story and using their voice to convey them. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

- FORMAL ASSESSMENT** Use *Assessment* pages 55–56 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

SUFFIXES To reinforce the meanings of the suffixes, read students a series of base words with correct and incorrect suffixes, such as *cloudment*, *actly*, *responsive*, *governly*, *shady*, *expensy*, *slightive*, and *placement*. Have students identify which words are real and which are nonsense words and explain their answers.

ePresentation

Decoding

Words

1	cloudy	tricky	filthy	rocky
2	noisy	shady	foggy	sunny
3	directly	quickly	constantly	slightly
4	simply	possibly	easily	readily

Decoding

Sentences

- 1 The Sun broke through the cloudy sky and made it sunny again.
- 2 Earth slowly orbits the Sun, which constantly provides heat and energy.

Decoding

Words

1	movement	payment	punishment	placement
2	treatment	agreement	development	government
3	active	inventive	destructive	selective
4	expensive	repulsive	exclusive	explosive

Decoding

Sentences

- 1 Mario had an agreement to make one payment on his bike each week.
- 2 Olive is an active girl with loads of energy and an inventive mind.

Resources:

- Routines 7, 8, and 10
- *Word Cubes*
- *Skills Practice*, pp. 109–110

Objectives: Students will

- understand words with the suffixes *-ful* and *-less*.
- spell dictated words with the suffixes *-ful* and *-less* correctly.
- build oral language skills.

Word Analysis

Suffixes *-ful* and *-less*

Decoding ROUTINE 10

REVIEW with students that derivational suffixes are word parts added to the ends of base words. They can change the meaning and part of speech of the base word. Adding suffixes such as *-ful* and *-less* will sometimes necessitate a change in the spelling of the base word as well. Remind students that knowing the meanings of common suffixes will help them define unfamiliar words that contain these suffixes.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- The Suffix *-ful*** Ask students to identify the base word for each word on the line. *care, thank, cheer, color* Tell students that the suffix *-ful* means “full of something.” Then ask them to identify the part of speech of each base word. Explain that adding the suffix *-ful* to a base noun or verb creates an adjective.
- The Suffix *-ful*** Because *beautiful* has an irregular spelling, model how to pronounce this words if necessary. Ask students to identify the base word for each word on the line. Discuss the spelling change that *beauty* and *mercy* went through when the suffix *-ful* was added. *The final y changed to i.* Then have them identify the part of speech of each word. Have them use the meaning of the suffix to define the words.
- The Suffix *-less*** Ask students to identify the base word for each word on the line. *end, worth, flaw, fear* Tell students that the suffix *-less* means “without” or “lacking.” Then ask them to identify the part of speech of each word. Explain that adding the suffix *-less* to a base noun creates an adjective.
- The Suffix *-less*** Ask students to identify the base word for each word on the line. Have them describe the spelling change that *penny* and *mercy* went through when the suffix *-less* was added. *The final y changed to i.* Then ask them to identify the part of speech of each word. Discuss the words’ meanings with students.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

- | | | |
|--------------------|---------------------|--------------------|
| <i>care/ful</i> | <i>thank/ful</i> | <i>cheer/ful</i> |
| <i>col/or/ful</i> | <i>de/light/ful</i> | <i>thought/ful</i> |
| <i>beau/ti/ful</i> | <i>mer/ci/ful</i> | <i>end/less</i> |
| <i>worth/less</i> | <i>flaw/less</i> | <i>fear/less</i> |
| <i>pow/er/less</i> | <i>speech/less</i> | <i>pen/ni/less</i> |
| <i>mer/ci/less</i> | | |



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.
- OL** Have students think of more examples of base words to which *-ful* and *-less* can be added to form an adjective. Students can use a print or digital dictionary to confirm their words.

ePresentation

Decoding

Words

1	careful	thankful	cheerful	colorful
2	delightful	thoughtful	beautiful	merciful
3	endless	worthless	flawless	fearless
4	powerless	speechless	penniless	merciless

Decoding

Sentences

- 1** During the storm, it was helpful that Julia was there to comfort the fearful child.
- 2** The tireless author spent another sleepless night at his desk instead of in bed.

About the Sentences

1-2 The Suffixes *-ful* and *-less* Have students identify the words with the suffixes *-ful* and *-less* in the sentences. *helpful, fearful; tireless, sleepless* Ask them to identify the part of speech and the meaning of each word.

Developing Oral Language

POINT to a word on the lines and have students use the meaning of the suffix to give a definition of the word. Tell students to use complete sentences in their responses. *The word **endless** means “without an end.”*

Have students think of riddles or clues for the words on the word lines, for example, *If you are moving something that is very valuable, you should be...? careful* Have students work with a partner to answer each other’s questions.

Have students use the **Word Cubes** to generate words with the suffixes *-ful* and *-less*. Tell students to roll the suffix *-ful/-less* cube along with the base word *care/rest/help* and *heat/use/pack* cubes. Have students determine the meanings of any real words that can be formed from their roll, then use each in a sentence. *I rolled help, pack, and -ful. Packful is not a real word. Helpful is a real word. If you want to remember something, it is helpful to write it down.*

Guided Practice

ASSIGN pages I09–I10 from *Skills Practice* for students to work with words with the suffixes *-ful* and *-less*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work, consulting reference materials as necessary. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognate: *beautiful* (French: *beau/belle*).



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	painful	harmful	wishful
2	joyful	skillful	helpless
3	useless	hopeless	restless

Challenge Words

4	wonderful	regardless	breathless
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Dictation and Spelling

Sentence

1 The playful kitten toyed with the helpless mouse.

Objectives: Students will

- build oral language skills.
- practice using words with the suffixes *-ful* and *-less*.

Word Analysis

Suffixes *-ful* and *-less*

Developing Oral Language

POINT out that the suffixes *-ful* and *-less* have opposite meanings, using the words *merciful* and *merciless* as examples. Ask students if any of the base words on the lines with the suffix *-ful* could instead have the suffix *-less*. Have them list these words. *careless, thankless, colorless, thoughtless*. Then have them define the words, noting that they are antonyms of the original word from the word line, and use them in sentences. *Even though he had studied, Ricky was careless on his math test and made several mistakes.*

Challenge students to use each word from the word lines and its corresponding base word in the same sentence or two related sentences. *We were ready for Dad to give a speech after we broke the window, but this time he was speechless.* Encourage students to use specific words and details in their sentences.

Dictation and Spelling

DISPLAY the following definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

EL

- Having much ability: *skillful*
- Lacking a positive outlook: *hopeless*
- Without the ability to take in air: *breathless*
- Full of discomfort: *painful*
- Lacking value: *useless*
- Lacking aid: *helpless*
- Full of happiness: *joyful*
- Able to damage something: *harmful*
- Lacking the ability to relax: *restless*
- Full of greatness: *wonderful*



Teacher Tip

BASE WORDS Have students identify the base of each dictation word. Then have students identify the part of speech of the base word and the part of speech of the word with the suffix added.



English Learner

SCAFFOLDING Remember to provide additional support in defining words. Use pantomimes (e.g., frowning for *hopeless*, choking for *breathless*), and allow student to use a bilingual dictionary to look up part of the definitions (e.g., *ability, discomfort, aid*).

ePresentation

Decoding

Words

1	careful	thankful	cheerful	colorful
2	delightful	thoughtful	beautiful	merciful
3	endless	worthless	flawless	fearless
4	powerless	speechless	penniless	merciless

Decoding

Sentences

- 1 During the storm, it was helpful that Julia was there to comfort the fearful child.
- 2 The tireless author spent another sleepless night at his desk instead of in bed.

Dictation and Spelling

restless	Having much ability: _____
wonderful	Lacking a positive outlook: _____
joyful	Without the ability to take in air: _____
hopeless	Full of discomfort: _____
helpless	Lacking value: _____
painful	Lacking aid: _____
skillful	Full of happiness: _____
breathless	Able to damage something: _____
useless	Lacking the ability to relax: _____
harmful	Full of greatness: _____

Foundational Skills

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. III–III2

Objectives: Students will

- understand words with the Latin suffixes *-able* and *-ity*.
- spell dictated words with the Latin suffixes *-able* and *-ity* correctly.
- build oral language skills.

Word Analysis

Latin Suffixes *-able* and *-ity*

Decoding ROUTINE 10

REVIEW that suffixes are word parts added to the ends of base words. They can change the meaning and part of speech of the base word. Remind students that suffixes have their own meanings and origins, and that many suffixes are derived from the ancient Latin language.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Latin Suffix *-able*** Ask students to identify the base word for each word on the line. *accept, respect, forget, hug* Tell students that the suffix *-able* means “can be.” Then ask them to identify the part of speech of each word. Explain that adding the suffix *-able* to a base verb creates an adjective. Then ask students to use academic language to explain how the spellings of *forget* and *hug* changed when *-able* was added. *The final consonant in each word was doubled.*
- The Latin Suffix *-able*** Ask students to identify the base word for each word on the line. *erase, value, move, adore* Discuss the spelling change that each word goes through when *-able* is added. *The final e is dropped before the suffix is added.* Then have them identify the part of speech of each word. Have them use the meaning of the suffix to define the words.
- The Latin Suffix *-ity*** Ask students to identify the base word for each word on the line. *real, similar, curious, generous* Tell students that the suffix *-ity* means “state of being.” Then ask them to identify the part of speech of each word. *adjective* Explain that adding the suffix *-ity* to a base adjective creates a noun. Then ask students to use academic language to explain how the spellings of *curious* and *generous* changed when *-ity* was added. *The u in the final syllable of each base word was dropped.*



Teacher Tip

SYLLABICATION Note that the suffixes *-able* and *-ity* add two new syllables to a base word. Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>ac/cep/ta/ble</i>	<i>re/spect/a/ble</i>	<i>for/get/ta/ble</i>
<i>hug/ga/ble</i>	<i>e/ra/sa/ble</i>	<i>val/u/a/ble</i>
<i>mov/a/ble</i>	<i>a/dor/a/ble</i>	<i>re/al/i/ty</i>
<i>sim/i/lar/i/ty</i>	<i>cu/ri/os/i/ty</i>	<i>gen/er/os/i/ty</i>
<i>rar/i/ty</i>	<i>cre/a/tiv/i/ty</i>	<i>ac/tiv/i/ty</i>
<i>sin/cer/i/ty</i>		



Teacher Tip

SUFFIX *-ity* Tell students that when adding the suffix *-ity* to a word ending in the *-le* spelling, you drop the *-le* and add *-ility*. Point to words like *able/ability, possible/possibility, and visible/visibility* as examples of the spelling change.

ePresentation

Decoding

Words

1	acceptable	respectable	forgettable	huggable
2	erasable	valuable	movable	adorable
3	reality	similarity	curiosity	generosity
4	rarity	creativity	activity	sincerity

Decoding

Sentences

- 1 The soft teddy bear was huggable and squeezable.
- 2 Lightning is a natural form of electricity and has the ability to start forest fires.



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.
- OL** Have students identify the number of syllables in each word on the lines. Remind them that each syllable has a separate vowel sound.
- BL** Have students create an instructional worksheet or poster that teaches how to change the spellings of some base words when suffixes such as *-able* and *-ity* are added.

- 4 The Latin Suffix -ity** Ask students to identify each base word. *rare, create, act, sincere* Then ask them to identify the part of speech of each base word. *rare—adjective; create—verb; act—verb; sincere—adjective* Point out that *create* and *act* both need the suffix *-ive* added to change the verbs to adjectives. Then the suffix *-ity* is added to change the adjectives to nouns. Explain that more than one suffix can be added to a base word.

About the Sentences

- 1-2 The Latin Suffixes -able and -ity** Have students identify the words with the Latin suffixes *-able* and *-ity* in the sentences. *huggable, squeezable; electricity, ability* Have students use the definitions of the suffixes to explain the meanings of the words. Tell students to note the spelling change that the base word *able* goes through when the suffix *-ity* is added.

Developing Oral Language

HAVE a volunteer choose one of the words from the lines and use its base word in a complete sentence. Then have another student use the original form of the word in another complete sentence. Continue until students demonstrate that they understand how the suffixes change the meanings of the base words and they can use the words correctly.

Have students think of things that the words on the word lines describe, or are the opposite of, for example, *a pillow is huggable, a cactus is not huggable*. Have students say the things they come up with and as a class, discuss what word describes it or is the opposite of it. *soccer, an activity; video games, not reality; a pencil, erasable; snow in the spring, a rarity*

Guided Practice

ASSIGN pages III–II2 from *Skills Practice* for students to work with words with the Latin suffixes *-able* and *-ity*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work, consulting reference materials as necessary. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *acceptable, respectable, valuable, movable, adorable, reality, similarity, curiosity, generosity, rarity, creativity, activity, sincerity* (Spanish: *acceptable, respetable, valioso, movable, adorable, realidad, similitud, curiosidad, generosidad, rareza, creatividad, actividad, sinceridad*). Note that, while at times prefixes and suffixes are spelled the same, they are not pronounced the same (*-able* is pronounced something like /ablā/ in Spanish). Moreover, the schwa does not exist in other languages. If necessary, have students sound out the suffix.

ePresentation

Dictation and Spelling

Words

1	fixable	readable	likable
2	notable	wearable	curable
3	purity	ability	density

Challenge Words

4	suitable	majority	electricity
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Dictation and Spelling

Sentence

- 1 Maria hopes her new dress is washable.

Resources:
Skills Practice, pp. 113–114

Objectives: Students will

- build oral language skills.
- practice using words with the Latin suffixes *-able* and *-ity*.
- build fluency.

Word Analysis

Latin Suffixes *-able* and *-ity*

Developing Oral Language

GIVE students the following base words: *wash, pure, break, equal, collect, odd, describe, possible, enjoy*. Have them generate new words by adding either the suffix *-able* or *-ity* and then determine the new word's meaning. Then have them use each word in a sentence. *Purity means "the state of being pure." The purity of the mountain stream made it possible to drink the water.*

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- This blender has the *ability* to crush ice.
- The car has broken down, but Mom says the problem is *fixable*.
- Mrs. Lopez thought the movie wasn't *suitable* for children our age.
- The skiers were amazed by the *purity* of the newly fallen snow.
- In Mark's town, *electricity* is created by windmills.
- The print on this tag is so small that it is barely *readable*.
- Linh is so *likable*; she is always smiling and offering to help.
- The sweater has shrunk so much that it is no longer *wearable*.

Fluency

REMINDE students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 113–114 of *Skills Practice* for students to practice fluent reading.

Have students partner read the passage, focusing on identifying words correctly. Tell students that to read accurately, readers sometimes read words or passages more than once to understand each word enough to gain accuracy. Accurate readers also pay careful attention to punctuation in a text. Accuracy is especially important when reading informational text because accuracy helps readers understand what the text is trying to teach them.

Teacher Tip

DICTIONATION WORDS Point out the dictation word *electricity*. Tell students that the base word is *electric*. Discuss the change in pronunciation that occurred with the final *c* when the suffix *-ity* was added.

Teacher Tip

FLUENCY Monitor students' fluency as they partner read the fluency passage. Note those individuals having problems and work with them in pairs or small groups.

ePresentation

Decoding

Words

1	acceptable	respectable	forgettable	huggable
2	erasable	valuable	movable	adorable
3	reality	similarity	curiosity	generosity
4	rarity	creativity	activity	sincerity

Decoding

Sentences

- 1 The soft teddy bear was huggable and squeezable.
- 2 Lightning is a natural form of electricity and has the ability to start forest fires.

Dictation and Spelling

ability	This blender has the _____ to crush ice.
wearable	The car has broken down, but Mom says the problem is _____.
suitable	Mrs. Lopez thought the movie wasn't _____ for children our age.
fixable	The skiers were amazed by the _____ of the newly fallen snow.
purity	In Mark's town, _____ is created by windmills.
electricity	The print on this tag is so small that it is barely _____.
readable	Linh is so _____; she is always smiling and offering to help.
likable	The sweater has shrunk so much that it is no longer _____.

Resources:

- *Skills Practice*, pp. 113–114
- *Assessment*, pp. 57–58

Objectives: Students will

- understand words with the suffixes *-ful* and *-less*.
- understand words with the Latin suffixes *-able* and *-ity*.
- build oral language skills.
- build fluency.

Review

Suffixes *-ful* and *-less*

Decoding

REVIEW that derivational suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. The suffix *-ful* means “full of something” and changes nouns and verbs to adjectives. The suffix *-less* means “without” or “lacking” and changes nouns to adjectives.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Latin Suffixes *-able* and *-ity*

Decoding

REVIEW that many suffixes are derived from Latin. The Latin suffix *-able* means “can be” and changes verbs to adjectives. The Latin suffix *-ity* means “state of being” and changes adjectives to nouns. Remind students that knowing the meanings of these suffixes will help them figure out the meanings of unfamiliar words.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two teams. Read the base word from a word on the word lines to one team. Have one student say the word with the appropriate suffix, another student name the part of speech of the word with the suffix, and a third student use the word in a complete sentence. If all responses are correct, give the team a point. Continue with the other team. Note that the base words might correctly take on suffixes that were not associated with them on the word lines, as in the case of *-ful* and *-less*. Accept all correct responses.

Fluency

HAVE students reread the fluency passage on pages 113–114 of *Skills Practice* to practice reading with accuracy. If students struggle, work with them in small groups to practice recognizing words quickly and reading them smoothly in order to develop a natural sound to their reading.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 57–58 to assess students’ understanding of the skills taught in this lesson.

ePresentation

Decoding

Words

1	careful	thankful	cheerful	colorful
2	delightful	thoughtful	beautiful	merciful
3	endless	worthless	flawless	fearless
4	powerless	speechless	penniless	merciless

Decoding

Sentences

- 1 During the storm, it was helpful that Julia was there to comfort the fearful child.
- 2 The tireless author spent another sleepless night at his desk instead of in bed.

Decoding

Words

1	acceptable	respectable	forgettable	huggable
2	erasable	valuable	movable	adorable
3	reality	similarity	curiosity	generosity
4	rarity	creativity	activity	sincerity

Decoding

Sentences

- 1 The soft teddy bear was huggable and squeezable.
- 2 Lightning is a natural form of electricity and has the ability to start forest fires.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 115–116

Objectives: Students will

- understand words with the Latin suffixes *-ion/-tion/-sion* and *-al*.
- spell dictated words with the Latin suffixes *-ion/-tion/-sion* and *-al* correctly.
- build oral language skills.

Word Analysis

Latin Suffixes *-ion/-tion/-sion* and *-al*

Decoding ROUTINE 10

REVIEW with students that suffixes are word parts added to the ends of base words that change the base words' meanings and parts of speech. Adding suffixes such as *-ion/-tion/-sion* and *-al* will sometimes require a change in the spelling of the base word as well. Remind students that suffixes have their own meanings and origins, and that many suffixes are derived from the Latin language.

USE Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- The Latin Suffix *-ion*** Ask students to identify the base word for each word on the line. *act, predict, protect, suggest* Tell students that the suffix *-ion* means “action” or “process” and is an irregular spelling that is pronounced like the word *shun*. Then ask them to identify the part of speech of each word. Explain that the suffix *-ion* changes a base verb into a noun.
- The Latin Suffix *-ion*** Ask students to identify the base word for each word on the line. *operate, educate, imitate, punctuate* Have them identify the spelling change that occurs when the suffix *-ion* is added to the base words. *The final silent e is dropped before the suffix is added.*
- The Latin Suffix *-tion/-sion*** Ask students to identify the base word for each word on the line. *introduce, produce, decide, collide* Explain that the Latin suffixes *-tion* and *-sion* have the same meaning as *-ion*. Base words and roots take on one of these three suffixes based on their final spellings. Examine with students how the base words changed before *-tion* and *-sion* were added. *Before the suffix -tion is added, the final silent e is dropped. Before the suffix -sion is added, the final consonant and silent e are dropped.*

ePresentation

Decoding

Words

1	action	prediction	protection	suggestion
2	operation	education	imitation	punctuation
3	introduction	production	decision	collision
4	musical	tropical	universal	natural

Decoding

Sentences

- 1 In math class, addition and subtraction are two of the first things you learn.
- 2 The movie had a comical plot but was also surprisingly emotional.

Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>ac/tion</i>	<i>pre/dic/tion</i>	<i>pro/tec/tion</i>
<i>sug/ges/tion</i>	<i>op/er/a/tion</i>	<i>ed/u/ca/tion</i>
<i>im/i/ta/tion</i>	<i>punc/tu/a/tion</i>	<i>in/tro/duc/tion</i>
<i>pro/duc/tion</i>	<i>de/ci/sion</i>	<i>col/li/sion</i>
<i>mu/si/cal</i>	<i>trop/i/cal</i>	<i>u/ni/ver/sal</i>
<i>na/tu/ral</i>		

Differentiated Instruction: Word Lines

AL Review the original meanings of the base words with students to help them understand how adding the suffixes creates new words.

OL Have students think of additional words with the Latin suffix *-ion/-tion/-sion* and examine the spelling changes each base word goes through.

BL Have students look in dictionaries and thesauruses for other words with the suffixes *-tion* and *-sion*. Explain that they should note any patterns in which kinds of words take *-sion* and which ones take *-tion*. Have them report any findings to the class.

- 4 The Latin Suffix -al** Ask students to identify the base word for each word on the line. *music, tropic, universe, nature* Tell students that the Latin suffix *-al* means “of” or “relating to.” Have students identify the spelling change that occurs when *-al* is added to the base words *universe* and *nature*. *The final silent e is dropped.* Ask students for the part of speech of each word with the suffix *-al*. *Adding the suffix -al changes nouns into adjectives.*

About the Sentences

- 1-2 The Latin Suffixes -ion/-tion/-sion and -al** Have students identify the words with the Latin suffixes *-ion/-tion/-sion* and *-al* in the sentences. *addition, subtraction; comical, emotional* Ask them to identify the part of speech and the meaning of each word. Then discuss how the spelling of the base word *add* in Sentence 1 changed when the suffix was added. *Before the adding the suffix -tion, an i is added to the base word add.*

Developing Oral Language

POINT to the words on the lines and have students use the meaning of the suffix to give a definition of the word. Tell students to use complete sentences in their responses. *The word suggestion means “the act of suggesting.”* After the definition is given, ask the class whether the definition is accurate. Have volunteers modify the definitions as necessary.

HAVE students work with a partner to use a base word from the words on the lines in a sentence. Then have them use that base with the suffix *-ion/-tion/-sion* or *-al* in another sentence. *I enjoy walking around observing nature. Our class took a field trip to the natural science museum.*

Guided Practice

- ASSIGN** pages 115–116 from *Skills Practice* for students to work with words with the Latin suffixes *-ion/-tion/-sion* and *-al*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES All the words on the word lines are cognates in Romance languages. The following words are the Spanish translations for those cognates: *acción, predicción, protección, sugerencia, operación* (medicine), *educación, imitación, puntuación, introducción* (of a person), *producción* (manufacture), *decisión, colisión, musical, tropical, universal, natural*. Point out the similarities to students between the English words and the words in their language as you discuss the base words and suffixes.

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	reaction	correction	vacation
2	completion	division	seclusion
3	personal	national	fictional

Challenge Words

4	migration	explosion	seasonal
---	-----------	-----------	----------

Dictation and Spelling

Sentence

- 1** In a flood, going to a higher location improves your chance of survival.

Resources:
Word Cubes

Objectives: Students will

- build oral language skills.
- practice using words with the Latin suffixes *-ion/-tion/-sion* and *-al*.

Word Analysis

Latin Suffixes *-ion/-tion/-sion* and *-al*

Developing Oral Language

GIVE students the following verbs and have them decide whether the suffix *-ion/-tion/-sion* or *-al* can be added to generate a new word: *create, construct, arrive, dictate, globe, dispose, migrate, accident, confess, locate*. Have students determine the meaning of each word they generate, then use it in a sentence that demonstrates its meaning. *You can add the suffix *-al* to the base word *arrive* to create the word *arrival*, which means “relating to the time one reaches a destination”. James made his arrival just as the play was starting.*

HAVE student work in small groups to think of their own words that have the suffixes *-ion/-tion/-sion* or *-al* and use them in sentences. Have them share their sentences with the class and discuss the meaning of each new word.

USE the **Word Cubes** to do a word-building activity with students. Using the *form/act/struct* and *port/nat/connect* cubes, have students roll to generate words. After rolling, if students can generate a word from the base words and suffixes *-ion/-tion/-sion* or *-al*, have them say it aloud and provide its meaning, then have a volunteer use it in a sentence. Help students as necessary to come up with words like *structural, natural, nation, formation*, and so on.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- Our family *vacation* in the mountains will last two weeks.
- There was a small *explosion* of sparks when the power lines snapped.
- The best *fictional* characters can actually seem real.
- The bald eagle is a *national* symbol.
- After proofreading my paper, I found I only had one *correction* to make.
- Some fruits and vegetables are *seasonal* and not always available.
- Maggie’s *reaction* to the news was to jump for joy.
- Rock music is my dad’s *personal* favorite.



Teacher Tip

BASE WORDS Have students identify the base of each dictation word. Then have students identify the part of speech of the base word and of the word with the addition of the suffix.

ePresentation

Decoding

Words

1	action	prediction	protection	suggestion
2	operation	education	imitation	punctuation
3	introduction	production	decision	collision
4	musical	tropical	universal	natural

Decoding

Sentences

- 1 In math class, addition and subtraction are two of the first things you learn.
- 2 The movie had a comical plot but was also surprisingly emotional.

Dictation and Spelling

seasonal	Our family _____ in the mountains will last two weeks.
explosion	There was a small _____ of sparks when the power lines snapped.
national	The best _____ characters can actually seem real.
personal	The bald eagle is a _____ symbol.
vacation	After proofreading my paper, I found I only had one _____ to make.
reaction	Some fruits and vegetables are _____ and not always available.
correction	Maggie’s _____ to the news was to jump for joy.
fictional	Rock music is my dad’s _____ favorite.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. I17–I18

Objectives: Students will

- understand multiple-meaning words.
- spell dictated multiple-meaning words correctly.
- build oral language skills.

Word Analysis

Multiple-Meaning Words

Decoding

REVIEW the difference between homographs and multiple-meaning words. *Homographs are words that are spelled the same way but have different meanings, different origins, and possibly different pronunciations. Multiple-meaning words are similar to homographs, except all the meanings can be traced to the same origin.*

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

1-4 Multiple-Meaning Words Have students read the words aloud and discuss the different meanings and parts of speech of each multiple-meaning word. Have students explain the meanings for each word. *Change can mean “to make something different” or “coins”. Handle can mean “something that is held by your hand” or “to take care of something.”*

About the Sentences

1-2 Multiple-Meaning Words Have students identify the multiple-meaning words that are used twice in the sentences and explain the meaning of each usage. *Space is used to mean “an area” and “the region beyond Earth.” Second is used to mean “a short amount of time; 1/60th of a minute” and “next after the first in rank.”* Have them use context to confirm their understanding of the meaning of *credit* that is being used in Sentence 1.

Developing Oral Language

HAVE students create categories for the words on the word lines. Encourage them to come up with unique or creative categories, along with standard categories like part of speech. Remind them to consider all the meanings of a word. *Verbs: change, charge, spring, faint, block, monitor, handle, mold* Could be made of metal: *change, spring, handle* Related to money: *change, charge, credit* If students question a word’s placement in a category, have the student who placed it there explain why it belongs.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

- | | | |
|------------------|-----------------|------------------|
| <i>fig/ure</i> | <i>pu/pil</i> | <i>com/pa/ny</i> |
| <i>mon/i/tor</i> | <i>cur/rent</i> | <i>han/dle</i> |
| <i>cred/it</i> | <i>or/gan</i> | <i>sec/ond</i> |



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, stop and have them blend the word using Routine 2, the Whole-Word Blending Routine.

OL Have students create flash cards to practice defining the multiple-meaning words. The cards should have the word on one side and at least two definitions on the other.

BL Have students create a glossary page that gives definitions, pronunciations, and parts of speech for the multiple-meaning words on the lines. Remind students to list the words in alphabetical order as well. Encourage them to consult existing classroom glossaries as guides.

ePresentation

Decoding

Words

1	change	space	figure	charge
2	spring	faint	block	pupil
3	company	monitor	current	handle
4	mold	credit	organ	second

Decoding

Sentences

- Juanita needed a lot of space to display the model of the planets in outer space that she made for extra credit.
- Emily lost to Serena by a full second, but she was still proud to have come in second.

ASK students to use each multiple-meaning word in different sentences that illustrate its different meanings. *After the flood, mold was growing behind the walls. Sam used a mold to form the cake he was baking. This year, our class was lucky enough to get new, current textbooks because the old ones were ten years old. An electrical current can be very dangerous and cause harm to people.* Continue with several examples until students demonstrate an understanding of each word's different meanings.

Guided Practice

ASSIGN pages I17–I18 from *Skills Practice* for students to work with multiple-meaning words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for additional words with the Latin suffixes *-ion/-tion/-sion* and *-al*, as well as multiple-meaning words. Have students sort them into the appropriate category and share examples with the class.

EL

English Learner

COGNATES Although the following words are cognates in Romance languages, they do not necessarily have the same multiple meanings as they do in English: *space*, *figure*, *block*, *company*, *credit*, *organ*, and *second* (Spanish: *espacio* (room, on printed form, period of time, outer space), *figura* (body shape; a person, such as a political figure), *bloque* (of ice, building)/*bloquear* (block someone's way), *compañía* (companionship, commercial, army unit, theater group), *crédito* (financial, belief, recognition), *órgano* (anatomy, newspaper, instrument), *segundo* (time, serial, motion).

ePresentation

Dictation and Spelling

Words

1	marker	stamp	crane
2	trace	dust	range
3	tackle	coach	clip

Challenge Words

4	buckle	channel	reserved
---	--------	---------	----------

Dictation and Spelling

Sentence

- 1 Andre was nervous to meet his favorite movie star.
-

Resources:
Skills Practice, pp. 119–120

Objectives: Students will

- build oral language skills.
- practice using multiple-meaning words.
- build fluency.

Word Analysis

Multiple-Meaning Words

Developing Oral Language

EL HAVE students create sentence starters using the words from the word lines. Have volunteers explain what meaning is being used, then extend the sentence to demonstrate the meaning.
I grabbed the handle . . . Handle is used to mean “the part of something designed to be held.”
I grabbed the handle and pulled open the door.

Dictation and Spelling

DISPLAY the word clues for students to see. Tell them to match the dictation words with the clues. Ask volunteers to read their answers.

- Something you need to mail a letter: *stamp*
- To take on a big project: *tackle*
- How far a car can go on one tank of gas: *range*
- Someone who trains athletes: *coach*
- A mark left by something: *trace*
- A bird with long legs and a long neck: *crane*
- To cut something: *clip*
- A type of pen that makes wide lines: *marker*
- To collapse at the knees: *buckle*
- Shy or restrained: *reserved*

Fluency

REMINDE students that reading at the appropriate rate is essential to fluency. Assign the fluency checklist and poem on pages 119–120 of *Skills Practice* for students to practice fluent reading. Review the fluency checklist on page 119 to make sure students understand each item on the list.

HAVE students read the poem silently, pausing at punctuation as necessary. Remind them to pause slightly longer at periods than they do for commas. Review that they should not pause just because a line ends. Have students read the poem aloud, paying attention to reading at a rate that sounds like natural speech.

TELL students to use the context of the poem to confirm or self-correct their recognition and understanding of the intended meaning of words like *spring*, *bright*, and *winds* as they reread.

EL English Learner

SCAFFOLDING Allow students at Levels 1 and 2 of language proficiency to use gestures, point to objects, make simple illustrations, or give single words instead of sentence starters.

ePresentation

Decoding

Words

1	change	space	figure	charge
2	spring	faint	block	pupil
3	company	monitor	current	handle
4	mold	credit	organ	second

Decoding

Sentences

- 1 Juanita needed a lot of space to display the model of the planets in outer space that she made for extra credit.
- 2 Emily lost to Serena by a full second, but she was still proud to have come in second.

Dictation and Spelling

range	Something you need to mail a letter: _____
trace	To take on a big project: _____
coach	How far a car can go on one tank of gas: _____
clip	Someone who trains athletes: _____
stamp	A mark left by something: _____
tackle	A bird with long legs and a long neck: _____
reserved	To cut something: _____
buckle	A type of pen that makes wide lines: _____
crane	To collapse at the knees: _____
marker	Shy or restrained: _____

Foundational Skills

Resources:

- *Skills Practice*, pp. 119–120
- *Assessment*, pp. 59–60

Objectives: Students will

- understand words with the Latin suffixes *-ion/-tion/-sion* and *-al*.
- understand multiple-meaning words.
- build oral language skills.
- build fluency

Review

Latin Suffixes *-ion/-tion/-sion* and *-al*

Decoding

REVIEW that suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. Have students explain that the suffix *-ion/-tion/-sion* means “action” or “process” and changes verbs to nouns. Have them explain that the suffix *-al* means “of” or “relating to” and changes nouns to adjectives.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Multiple-Meaning Words

Decoding

REVIEW that multiple-meaning words are different from homographs because the different meanings come from the same origin.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into small groups. Have each group write a short paragraph or story about a celebration that contains as many words from the word lines as possible. As each group presents their writing to the class, tell students to note which words from the lines they hear. Establish which group used the most words from the word lines.

Fluency

HAVE students reread the fluency checklist and poem on pages 119–120 of *Skills Practice* to practice reading poetry at the appropriate rate. If students have difficulty reading at the appropriate rate, work with them in small groups to practice use punctuation to recognize pauses, instead of line breaks. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

FORMAL ASSESSMENT Use *Assessment* pages 59–60 to assess students’ understanding of the skills taught in this lesson.

ePresentation

Decoding

Words

1	action	prediction	protection	suggestion
2	operation	education	imitation	punctuation
3	introduction	production	decision	collision
4	musical	tropical	universal	natural

Decoding

Sentences

- 1 In math class, addition and subtraction are two of the first things you learn.
- 2 The movie had a comical plot but was also surprisingly emotional.

Decoding

Words

1	change	space	figure	charge
2	spring	faint	block	pupil
3	company	monitor	current	handle
4	mold	credit	organ	second

Decoding

Sentences

- 1 Juanita needed a lot of space to display the model of the planets in outer space that she made for extra credit.
- 2 Emily lost to Serena by a full second, but she was still proud to have come in second.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 121-122

Objectives: Students will

- understand words with the suffixes *-ness* and *-er*.
- spell dictated words with the suffixes *-ness* and *-er* correctly.
- build oral language skills.


Word Analysis

Suffixes *-ness* and *-er*

Decoding ROUTINE 10

REVIEW with students that derivational suffixes are word parts added to the ends of base words that change the base words' meanings and parts of speech. Adding suffixes such as *-ness* and *-er* will sometimes necessitate a change in the spelling of the base word as well. Explain that suffixes, like words, are derived from roots and carry meanings of their own.

USE Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

 **DISPLAY** the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

 **EL**

About the Words

- 1 The Suffix *-ness*** Ask students to identify the base word for each word on the line. *sad, sweet, kind, dark* Tell students that the suffix *-ness* means "state of being." Then ask them to identify the meaning and part of speech of each word. Explain that adding the suffix *-ness* to a base adjective creates a noun.
- 2 The Suffix *-ness*** Ask students to identify the base word for each word on the line. *happy, tidy, silly, lazy* Then have them identify the part of speech of each word. Have them use the meaning of the suffix to define the words. Ask them to describe how the spelling of the base words change when *-ness* is added. *The final y is changed to i.*
- 3 The Suffix *-er*** Ask students to identify the base word for each word on the line. *farm, teach, work, listen* Tell students that the suffix *-er* means "someone or something who." Then ask them to identify the meaning and part of speech of each word. Explain that adding the suffix *-er* to a base verb creates a noun.
- 4 The Suffix *-er*** Ask students to identify the base word for each word on the line. *bat, jog, admire, compute* Then have them identify the part of speech of each word. Have them use the meaning of the suffix to define the words. Ask them to describe how the spelling of the base words change when *-er* is added. *For words that end with a short vowel sound and consonant, the final consonant is doubled. For words that end with a silent e, the silent e is dropped.*

ePresentation

Decoding

Words

1	sadness	sweetness	kindness	darkness
2	happiness	tidiness	silliness	laziness
3	farmer	teacher	worker	listener
4	batter	jogger	admirer	computer

Decoding

Sentences

- 1 As we were leaving the darkness of the cave, we were blinded by the brightness of the sun.
- 2 Our employer suggested we hire a new programmer for this project.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>sad/ness</i>	<i>sweet/ness</i>	<i>kind/ness</i>	<i>dark/ness</i>
<i>hap/pi/ness</i>	<i>ti/di/ness</i>	<i>sil/li/ness</i>	<i>la/zi/ness</i>
<i>farm/er</i>	<i>teach/er</i>	<i>work/er</i>	<i>lis/ten/er</i>
<i>bat/ter</i>	<i>jog/ger</i>	<i>ad/mi/ter</i>	<i>com/pu/ter</i>



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.

OL Have students work in pairs to review the suffixes *-ness* and *-er* and discuss the meanings of the words on the lines.

BL Have students examine the difference between words with the suffix *-er* and comparative adjectives and adverbs that end in *-er*. Have them come up with rules for how to tell them apart using context and their parts of speech.

About the Sentences

1-2 The Suffixes *-ness* and *-er* Have students identify the words with the suffixes *-ness* and *-er* in the sentences. *darkness, brightness; employer, programmer* Ask them to identify the part of speech and the meaning of each word. Then discuss the spelling change that the base word *program* went through when the suffix *-er* was added. *the final consonant m was doubled* Discuss how the word *program* would sound if the final consonant was not doubled before the suffix *-er* was added. *it would be programer, with a long a sound*

Developing Oral Language

HAVE students use a word with the suffix *-ness* and a word with the suffix *-er* in a sentence, using the sentence frame *The farmer experienced sadness when . . .* Have them replace the words *farmer* and *sadness* with words from the word lines, and then finish the sentence to demonstrate the meanings of the words. *The teacher experienced happiness when all of his students studied hard and passed the test.*

ASK students to think of other base words to which the suffixes *-ness* and *-er* could be added. Have students determine the meaning of each new word and how the spelling and part of speech of the base word will change with the addition of the suffix.

Guided Practice

ASSIGN pages I21-I22 from *Skills Practice* for students to work with words with the suffixes *-ness* and *-er*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *admirer* and *computer* (Spanish: *admirador, computadora*) and *farmer* (French: *fermier*).



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	illness	greatness	fitness
2	craziness	emptiness	borrower
3	commuter	miner	clapper

Challenge Words

4	loneliness	wilderness	believer
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Dictation and Spelling

Sentence

1 The baker did not add too much sweetness to the pie.

Resources:
Word Cubes

Objectives: Students will

- build oral language skills.
- practice using words with the suffixes *-ness* and *-er*.

Word Analysis

Suffixes *-ness* and *-er*

Developing Oral Language

ASK students which pairs of words in Lines 1 and 2 are antonyms. *sadness/happiness* Give students the words *mean* and *serious*. Then have students identify which words in Lines 1 and 2 are antonyms of these words. Have students add *-ness* to *serious* and *mean* and use these words in complete sentences that demonstrate their meanings.

HAVE students use their knowledge of the base word and the meaning of the suffixes to give a definition of each word on the word lines. Tell students to use complete sentences in their responses. *The word computer means "something that computes."* Then have students use the words in sentences that demonstrate their meaning. *I use a computer to help me with my math homework.*

USE the *Word Cubes* to do a word-building activity with students using the suffix cubes *-able/-er* and *-ness/-ly*, and the base-word cubes *read/pay/view*, *heat/use/pack*, and *happy/fair/kind*. Have students roll one of the base-word cubes and both of the suffix cubes. If the cubes can be used to form a word with the suffixes *-ness* or *-er*, have students say the word and use it in a sentence. If the cubes can be used to form a word with the suffixes *-able* or *-ly*, remind students they have learned about these suffixes and have them provide the meaning of the word. Remind students to note the difference between a word with the suffix *-er* and a comparative ending with *-er*.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- Banks lend money to *borrowers* who want to buy a house.
- The lucky *miner* found a large deposit of gold.
- Could you survive all alone in the *wilderness*?
- Physical *fitness* is important if you want to be healthy.
- The *commuter* read the newspaper on the subway ride to work.
- Robby is a big *believer* in keeping a positive attitude.
- She hoped to achieve *greatness* as a best-selling author.
- Logan is finally back to school after suffering a long *illness*.

ePresentation

Decoding

Words

1	sadness	sweetness	kindness	darkness
2	happiness	tidiness	silliness	laziness
3	farmer	teacher	worker	listener
4	batter	jogger	admirer	computer

Decoding

Sentences

- 1 As we were leaving the darkness of the cave, we were blinded by the brightness of the sun.
- 2 Our employer suggested we hire a new programmer for this project.

Dictation and Spelling

illness	Banks lend money to _____ who want to buy a house.
miner	The lucky _____ found a large deposit of gold.
believer	Could you survive all alone in the _____?
borrowers	Physical _____ is important if you want to be healthy.
greatness	The _____ read the newspaper on the subway ride to work.
wilderness	Robby is a big _____ in keeping a positive attitude.
fitness	She hoped to achieve _____ as a best-selling author.
commuter	Logan is finally back to school after suffering a long _____.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 123–124

Objectives: Students will

- understand content words and words with the same base.
- spell dictated content words and words with the same base correctly.
- build oral language skills.

Word Analysis

Content Words and Words with the Same Base

Decoding ROUTINE 10

REVIEW that all areas of study, including branches of science and social studies, have special words that are used to write and speak about that area of study. These are called domain-specific content words, and knowing the meanings of these words will help a reader understand science and social studies texts. Also, remind students that base words can take on a number of inflectional endings and affixes, and that all of the resulting words are related.

USE Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- Content Words** Have students pronounce each word again as you point to it. Briefly discuss the meaning of each word. Ask students how all the words are related and whether they have encountered these words before. What were they studying? How did the words help them understand the content?
- Content Words** Have students pronounce each word again as you point to it. Briefly discuss the meaning of each word. Ask students how all the words are related and whether they have encountered these words before. Explain that while the words on Line 1 are related to weather, the words on this line are related to weather's impact on humans.
- Words with the Same Base** Ask students what the words on the line have in common. *the base word celebrate* Then have students identify the different suffixes and inflectional endings added to the base word. Discuss the part of speech and meaning for each word.
- Words with the Same Base** Ask students what the words on the line have in common. *the base word protect* Then have students identify the different suffixes and inflectional endings added to the base word. Discuss the part of speech and meaning for each word.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>hu/mid</i>	<i>bliz/zard</i>	<i>hur/ri/cane</i>
<i>tem/per/a/ture</i>	<i>e/rode</i>	<i>land/slide</i>
<i>cel/e/brate</i>	<i>cel/e/bra/ted</i>	<i>cel/e/bra/ting</i>
<i>cel/e/bra/tion</i>	<i>pro/tec</i>	<i>pro/tec/tion</i>
<i>pro/tec/ed</i>	<i>pro/tec/tive</i>	



Differentiated Instruction: Word Lines

AL If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words in the word lines.

OL Have students create flash cards to practice defining the content words. The cards should have the word on one side and a definition on the other.

ePresentation

Decoding

Words

1	humid	blizzard	hurricane	temperature
2	flood	erode	drought	landslide
3	celebrate	celebrated	celebrating	celebration
4	protect	protection	protected	protective

Decoding

Sentences

- Once the lightning had cleared, Dr. Kim used a special gauge to measure the rainfall.
- Sunrise is when the sun appears, and sunset is when it disappears.

About the Sentences

1-2 Content Words and Words with the Same Base Have students identify any content words related to studying weather in Sentence 1. *lightning, gauge, rainfall* Make sure students can pronounce and understand the meaning of the irregular word *gauge*. Then have students identify the words with the same base in Sentence 2. *appears, disappears* Have students discuss the meaning of the prefix *dis-* based on what they know about the base word *appear*.

Developing Oral Language

HAVE students use the content words from the word lines in complete sentences. Have volunteers expand each sentence by adding more details or another content word if possible. Reinforce the meanings of the content words with students if necessary.

HAVE students think of synonyms, antonyms, examples, or related words to describe each of the words on the word lines. Have them share what they come up with and have volunteers decide what word they are describing. *An antonym for flood is . . . drought. Something locked in a bank vault is . . . protected. You might get over six inches of snow in a . . . blizzard. At the party going on inside, everyone is . . . celebrating.*

Guided Practice

ASSIGN pages 123–124 from *Skills Practice* for students to work with content words and words with the same base. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for words with the suffixes *-ness* and *-er*, along with weather-related content words and words with the same base. Have students sort them into the appropriate category and share examples with the class.

ePresentation

Dictation and Spelling

Words

1	tornado	sleet	clouds
2	imagine	imagination	imagining
3	build	building	builder

Challenge Words

4	typhoon	pressure	climate
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Dictation and Spelling

Sentence

1 The wind picked up, and then we heard the thunder.

Teacher Tip

CONTENT WORDS Encourage students to consult a dictionary to confirm the meanings of the content words on the word lines. Students should also look for these words in their science textbooks to explore context and see how these words convey meaning.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *humid, hurricane, temperature, erode, celebrate, celebrated, celebrating, celebration, protect, protection, protected, protective, measure, appear, and disappear* (Spanish: *húmedo, huracán, temperatura, erosionar, celebrar, celebrado* (past participle), *celebrando, celebración, proteger, protección, protegido* (past participle), *protector, aparecer, desaparecer*; French: *mesurer*).

Resources:*Skills Practice*, pp. 125–126**Objectives:** Students will

- build oral language skills.
- practice using content words and words with the same base.
- build fluency.

Word Analysis

Content Words and Words with the Same Base

Developing Oral Language

EL TELL students to work in small groups to discuss what they know about what meteorologists and climate scientists do. Groups should then share what they have learned with the class. Encourage students to use words from the word lines and other domain-specific content words in their discussions.

HAVE students think of other base words that can be used to generate new words by adding suffixes and inflectional endings. Have students discuss the meaning of each new word and how it relates to the meaning of the base word. Have them also discuss how the part of speech changes.

Dictation and Spelling

DISPLAY the word clues for students to see. Tell them to match the dictation words with the clues. Ask volunteers to read their answers.

- Average weather conditions of a place: *climate*
- Sometimes called a twister: *tornado*
- Someone who puts things together: *builder*
- Picturing things in your mind: *imagining*
- A storm similar to a hurricane that occurs in the Pacific Ocean: *typhoon*
- An icy rain: *sleet*

Fluency

REMINd students that reading with expression is essential to fluency. Assign the fluency passage on pages 125–126 of *Skills Practice* for students to practice fluent reading.

HAVE students read the passage, focusing on identifying the emotions of the story, ranging from worry to fear to relief. Students can get emotional cues from the dialogue, the speaker tags, punctuation marks, and the text itself. Have them practice changing their intonation to reflect the changing emotions of the story. By reading with proper expression, students can increase their comprehension of the action taking place. As students read, have them stop periodically and ask what emotions the characters are going through. This will help them understand the tone of the story to improve their fluent reading.

EL English Learner

SENTENCE FRAMES To help English learners make sentences of their own, write out and read the following sentence frames, and then explain the meanings of the verbs. “_____ study _____, _____ observe _____, _____ forecast _____, _____ report _____, _____ look at _____ to predict _____.” If students are at Level 1 or 2 of language proficiency, allow them to pantomime, illustrate, or say a phrase about an action using one of the words, and then reframe their idea and have them repeat the complete sentence.

ePresentation

Decoding

Words

1	humid	blizzard	hurricane	temperature
2	flood	erode	drought	landslide
3	celebrate	celebrated	celebrating	celebration
4	protect	protection	protected	protective

Decoding

Sentences

- 1 Once the lightning had cleared, Dr. Kim used a special gauge to measure the rainfall.
- 2 Sunrise is when the sun appears, and sunset is when it disappears.

Dictation and Spelling

typhoon	Average weather conditions of a place: _____
climate	Sometimes called a twister: _____
builder	Someone who puts things together: _____
tornado	Picturing things in your mind: _____
sleet	A storm similar to a hurricane that occurs in the Pacific Ocean: _____
imagining	An icy rain: _____

Resources:

- *Skills Practice*, pp. 125–126
- *Assessment*, pp. 61–62

Objectives: Students will

- understand words with the suffixes *-ness* and *-er*.
- understand content words and words with the same base.
- build oral language skills.
- build fluency.

Review

Suffixes *-ness* and *-er*

Decoding

REVIEW that suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. The suffix *-ness* means “state of being” and changes a base adjective to a noun. The suffix *-er* means “someone or something who” and changes a base verb to a noun.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Content Words and Words with the Same Base

Decoding

REVIEW that all fields of study have specific content words that are used to write and talk about them. Understanding these words will help students understand informational texts. Also remind students that many different words can be created by adding affixes to base words.

EL HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed their sentences, have them exchange with the other group. Have each group extend the sentences they have been given, demonstrating the meaning of the word from the word lines by adding detail or providing additional information. Have each group read back their extended sentences.

Fluency

HAVE students reread the fluency passage on pages 125–126 of *Skills Practice* to practice reading with appropriate expression. If students have difficulty reading with expression, work with them in small groups to practice identifying the emotion of the story. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

FORMAL ASSESSMENT Use *Assessment* pages 61–62 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

CONTENT WORDS Remind students that science is not the only field with domain-specific words. Special terms are used in social studies, art, literature, music, and so on. Challenge students to list content words related to these disciplines as well.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognate: *programmer* (Spanish: *programador*).

ePresentation

Decoding

Word Lines

1	sadness	sweetness	kindness	darkness
2	happiness	tidiness	silliness	laziness
3	farmer	teacher	worker	listener
4	batter	jogger	admirer	computer

Decoding

Sentences

- 1 As we were leaving the darkness of the cave, we were blinded by the brightness of the sun.
- 2 Our employer suggested we hire a new programmer for this project.

Decoding

Word Lines

1	humid	blizzard	hurricane	temperature
2	flood	erode	drought	landslide
3	celebrate	celebrated	celebrating	celebration
4	protect	protection	protected	protective

Decoding

Sentences

- 1 Once the lightning had cleared, Dr. Kim used a special gauge to measure the rainfall.
- 2 Sunrise is when the sun appears, and sunset is when it disappears.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. I27-I28

Objectives: Students will

- understand words with the Greek roots *ast*, *graph*, *log*, and *scop*.
- spell dictated words with the Greek roots *ast*, *graph*, *log*, and *scop*.
- build oral language skills.

Word Analysis

Greek Roots *ast*, *graph*, *log*, and *scop*

Decoding

REVIEW with students that many English words are derived from root words from other languages, including ancient Greek and Latin. When students know the meanings of common Greek and Latin roots and can recognize them in unfamiliar words, they can use this knowledge to define the words.

- DISPLAY** the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- The Greek Root *ast*** Explain that all the words on this line have a common Greek root, and ask students to identify it. Tell them that the Greek root *ast* means “star.” Discuss each word’s meaning and how that meaning is related to “star.” Students may know how *astronaut* and *astronomy* are related. Display an *asterisk*, or point it out on a computer keyboard, and talk about how it looks like a star. Then explain that the word *disaster* comes from the ancient idea that the position of the stars could be used to predict bad events.
- The Greek Root *graph*** Ask students to identify the common root in all the words on the line. Explain that the Greek root *graph* means “write.” Have students define the words in relation to the meaning of the root. Explain that the root *auto* means “self.” Explain that the root *photo* means “light” and a *photograph* involves recording or writing the light given off by an object. Tell students that the root *tele* means “far,” and that the *telegraph* was the first method for quickly sending a written message over a long distance.
- The Greek Root *log*** Ask students to identify the common root in all the words on the line. Explain that the Greek root *log* means “word” or “study.” Have students define the words in relation to the meaning of the root. Explain that *logic* is the study of using words to explain events in a reasonable way. Tell students that the root *tech* means “skill,” and that *technology* is developed from the use of study and skill to make improvements in areas of knowledge.

ePresentation

Decoding

Words

1	astronaut	astronomy	asterisk	disaster
2	autograph	paragraph	photograph	telegraph
3	logic	dialogue	apology	technology
4	scope	microscope	periscope	telescope

Decoding

Sentences

- 1 Astronomers study the solar system while astronauts travel through it.
- 2 Technology makes it possible to take a photograph through a telescope.

Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>as/tro/naut</i>	<i>as/tron/o/my</i>	<i>as/ter/isk</i>
<i>di/sas/ter</i>	<i>au/to/graph</i>	<i>par/a/graph</i>
<i>pho/to/graph</i>	<i>tel/e/graph</i>	<i>lo/gic</i>
<i>di/a/logue</i>	<i>a/pol/o/gy</i>	<i>tech/nol/o/gy</i>
<i>mi/cro/scope</i>	<i>per/i/scope</i>	<i>tel/e/scope</i>

Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.
- OL** Have students work in pairs to review the definitions of the Greek roots and discuss the meanings of the words on the lines.

BL Have students use digital dictionaries or other online sources to locate more words with the Greek roots *ast*, *graph*, *log*, and *scop*. Students should record the words along with their meanings.

4 The Greek Root *scop* Ask students to identify the common root in all the words on the line. Explain that the Greek root *scop* means “see.” Have students define the words in relation to the meaning of the root. Tell them that the Greek root *micro* means “very small.” Also, explain that a *periscope* is a tool that uses mirrors to let people see over or around different objects.

About the Sentences

1-2 The Greek Roots *ast*, *graph*, *log*, and *scop* Have students identify the words with the Greek roots *ast*, *graph*, *log*, and *scop* in the sentences. *Astronomers, astronauts; Technology, photograph, telescope* Review the meanings of the words.

Developing Oral Language

ASK students to use two words from the word lines in a complete sentence, using dictionaries as necessary to understand their meanings. Provide them with word pairs, such as *telescope/ astronomy, dialogue/paragraph, photograph/microscope, or disaster/telegraph*, that are good matches for creating meaningful sentences.

HAVE students think of sentences using words from the word lines. Ask them to share their sentences with the class, leaving out the word line word. Have students identify the missing word and repeat the sentence. *The two main characters had a lot of _____ in the last chapter of my book. dialogue.* If students suggest a different word than was intended, discuss whether or not that word makes sense as well.

Guided Practice

ASSIGN pages 127–128 from *Skills Practice* for students to work with words with the Greek roots *ast*, *graph*, *log*, and *scop*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

GREEK ROOTS Depending on your class, you may find it necessary to preteach the words in the lines before having students read them aloud.



English Learner

COGNATES All but *apology* and *scope* are cognates in Romance languages. The following words are the Spanish translations for those cognates: *astronauta, astronomía, asterisco, desastre, autógrafo, párrafo, fotografía, telégrafo, lógica, diálogo, tecnología, microscopio, periscopio, telescopio, astrónomo.*

ePresentation

Dictation and Spelling

Words

1	astronomer	asteroid	graphic
2	homograph	logo	biology
3	catalog	apology	telephone

Challenge Words

4	stethoscope	biography	monologue
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Dictation and Spelling

Sentence

1 The prologue of a book is what comes first.

Objectives: Students will

- build oral language skills.
- practice using words with the Greek roots *ast*, *graph*, *log*, and *scop*.

Word Analysis

Greek Roots *ast*, *graph*, *log*, and *scop*

Developing Oral Language

EL ORGANIZE students into pairs and have them start and maintain a discussion based on Sentences 1–2. Students should use domain-specific vocabulary as they share what they know about the subjects being discussed.

ASK students to share what they know about the words on the word lines. Where might they see or experience these words? How are they similar and how are they different? Encourage students to use complete sentences in their responses.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- A list of related things: *catalog*
- A device for speaking over long distances: *telephone*
- A book written about someone’s life: *biography*
- One who studies the stars: *astronomer*
- A rocky object found in space: *asteroid*
- Having to do with handwriting: *graphic*
- A speech delivered by one person: *monologue*
- A symbol, design, or trademark that stands for a company: *logo*
- The study of living things: *biology*



Teacher Tip

GREEK ROOTS Suggest that students use a print or digital dictionary to research the roots of various words. Show them where in the dictionary they can find out whether the words have Greek roots.



English Learner

SENTENCE FRAMES To help English learners make sentences of their own, write out and read the following sentence frames, and then explain the meanings of the verbs. “_____ study _____ and _____ study _____ to _____.”
 _____ observe _____. _____ have discovered _____.
 _____ are trained to _____. _____ fly _____.
 _____ work in/on _____.” If students are at Level 1 or 2 of language proficiency, allow them to pantomime, illustrate, or say a phrase about an action using one of the words, and then reframe their idea and have them repeat the complete sentence.

ePresentation

Decoding

Words

1	astronaut	astronomy	asterisk	disaster
2	autograph	paragraph	photograph	telegraph
3	logic	dialogue	apology	technology
4	scope	microscope	periscope	telescope

Decoding

Sentences

- 1 Astronomers study the solar system while astronauts travel through it.
- 2 Technology makes it possible to take a photograph through a telescope.

Dictation and Spelling

logo	A list of related things: _____
graphic	A device for speaking over long distances: _____
catalog	A book written about someone’s life: _____
telephone	One who studies the stars: _____
biology	A rocky object found in space: _____
monologue	Having to do with handwriting: _____
biography	A speech delivered by one person: _____
asteroid	A symbol, design, or trademark that stands for a company: _____
astronomer	The study of living things: _____

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 129–130

Objectives: Students will


- understand words with the Latin roots *grat*, *mar*, *miss*, and *port*.
- spell dictated words with the Latin roots *grat*, *mar*, *miss*, and *port*.
- build oral language skills.

Word Analysis

Latin Roots *grat*, *mar*, *miss*, and *port*

Decoding

REVIEW that many English words are derived from root words from other languages, such as ancient Greek and Latin. When students know the meanings of common Greek and Latin roots and can recognize them in unfamiliar words, they can use their knowledge of the root to define the words.

-  **DISPLAY** the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1 The Latin Root *grat*** Explain that all the words on this line have a common Latin root, and ask students to identify it. Tell them that the Latin root *grat* means “pleasing.” Discuss each word’s meaning and how that meaning is related to “pleasing.” If necessary, explain that *gratify* means “to please someone” and *congratulate* means “to express pleasure about someone’s accomplishments.”
- 2 The Latin Root *mar*** Ask students to identify the common root in all the words on the line. Explain that the Latin root *mar* means “sea.” Have students define the words in relation to the meaning of the root. If necessary, explain that a *marina* is a place near the water where people dock boats and that a *mariner* is someone who sails or navigates a boat. Explain that the prefix *sub-* means “under,” and ask students how the prefix relates to the meaning of *submarine*.
- 3 The Latin Root *miss*** Ask students to identify the common root in all the words on the line. Explain that the Latin root *miss* means “send.” Have students define the words in relation to the meaning of the root. If necessary, explain that a *missionary* is a person sent by a church to another country.

ePresentation

Decoding

Words

1	grateful	gratify	gratitude	congratulate
2	Marine	marina	mariner	submarine
3	mission	dismiss	permission	missionary
4	support	import	export	portable

Decoding

Sentences

- 1** The Marines have the duty to support the country’s missions at sea.
- 2** Different countries have to get permission to import and export goods.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>grate/ful</i>	<i>grat/i/fy</i>
<i>grat/i/tude</i>	<i>con/grat/u/late</i>
<i>Mar/ine</i>	<i>mar/in/a</i>
<i>mar/in/er</i>	<i>sub/mar/ine</i>
<i>mis/sion</i>	<i>dis/miss</i>
<i>per/mis/sion</i>	<i>mis/sion/ar/y</i>
<i>sup/port</i>	<i>im/port</i>
<i>ex/port</i>	<i>por/ta/ble</i>



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.
- OL** Have students work in pairs to review the definitions of the Latin roots and discuss the meanings of the words on the lines.

BL Have students use digital dictionaries or other online sources to locate more words with the Latin roots *grat*, *mar*, *miss*, and *port*. Students should record the words along with their meanings.

- 4 The Latin Root *port*** Ask students to identify the common root in all the words on the line. Explain that the Latin root *port* means “carry.” Have students define the words in relation to the meaning of the root. If necessary, explain that *import* and *export* are antonyms. *Import* means “to bring things in,” and *export* means “to send things out.” Ask students to recall the meaning of the suffix *-able* and explain how it helps them know the meaning of *portable*.

About the Sentences

- 1-2 The Latin Roots *grat*, *mar*, *miss*, and *port*** Have students identify the words with the Latin roots *grat*, *mar*, *miss*, and *port* in the sentences. *Marines, support, missions; permission, import, export* Review the meanings of the words.

Developing Oral Language

ASK students to use two words from the word lines in a complete sentence, using dictionaries as necessary to understand their meanings. Provide them with word pairs, such as *gratitude/support*, *Marine/mission*, *grateful/permission*, and *portable/submarine*, that are good matches for creating meaningful sentences.

HAVE students think of sentences using words from the word lines. Ask them to share their sentences with the class, leaving out the word line word. Have students identify the missing word and repeat the sentence. *The _____ was full of expensive sailboats and yachts. marina* If students suggest a different word than was intended, discuss whether or not that word makes sense as well.

Guided Practice

ASSIGN pages 129–130 from *Skills Practice* for students to work with words with the Latin roots *grat*, *mar*, *miss*, and *port*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

USE Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

AFTER each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for words with the Greek and Latin roots they have studied. Have students sort them into the appropriate category and share examples with the class.

EL English Learner

COGNATES All but *congratulate*, *Marine*, *dismiss*, and *support* are cognates in Romance languages. The following words are the Spanish translations for those cognates: *agradecido*, *gratificar*, *gratitud*, *marina*, *marinero*, *submarino*, *misión*, *permiso*, *misionero(o)*, *importación*, *exportación*, *portátil*.

ePresentation

Dictation and Spelling

Words

1	ingrate	marsh	deport
2	missile	porter	submission
3	maritime	report	admission

Challenge Words

4	transport	aquamarine	transmission
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Dictation and Spelling

Sentence

- 1 Jim is grateful for the support of his family.

Resources:
Skills Practice, pp. I31–I32

Objectives: Students will

- build oral language skills.
- practice using words with the Latin roots *grat*, *mar*, *miss*, and *port*.
- build fluency.

Word Analysis

Latin Roots *grat*, *mar*, *miss*, and *port*

Developing Oral Language

ORGANIZE students into pairs and have them start and maintain a discussion based on Sentences 1–2. Students should use domain-specific vocabulary as they share what they know about the subjects being discussed.

ASK students to share what they know about the words on the word lines. Who uses the objects and where are they used? Where might they see or experience these words? How are they similar and how are they different? Encourage students to use complete sentences in their responses.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- The hotel *porter* helped us with our bags.
- We will *transport* the bikes in Mr. May’s truck.
- We canoed through the *marsh* towards the sea.
- Hannah will now *report* about her trip to the White House.
- Her ticket was for one *admission* to the show.
- Joey left a thank-you note so nobody would think he was an *ingrate*.
- Ray read his *submission* to the poetry contest.
- The shell had a beautiful *aquamarine* color.

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages I31–I32 of *Skills Practice* for students to practice fluent reading.

BEFORE students read the poem aloud, tell them that some lines are meant to flow together and some lines have a pause at the end. Have students read through the poem a couple of times silently, thinking about which lines should flow together and where they should pause. Then have students reread the poem aloud with accuracy, appropriate rate, and expression. Knowing how to read the poem naturally, without unnecessary pauses at line breaks, will help students focus on an accurate, fluent reading on each successive reading.

ePresentation

Decoding

Words

1	grateful	gratify	gratitude	congratulate
2	Marine	marina	mariner	submarine
3	mission	dismiss	permission	missionary
4	support	import	export	portable

Decoding

Sentences

- 1 The Marines have the duty to support the country’s missions at sea.
- 2 Different countries have to get permission to import and export goods.

Dictation and Spelling

submission	The hotel _____ helped us with our bags.
porter	We will _____ the bikes in Mr. May’s truck.
admission	We canoed through the _____ towards the sea.
ingrate	Hannah will now _____ about her trip to the White House.
transport	Her ticket was for one _____ to the show.
aquamarine	Joey left a thank-you note so nobody would think he was an _____.
report	Ray read his _____ to the poetry contest.
marsh	The shell had a beautiful _____ color.

Foundational Skills

Resources:

- *Skills Practice*, pp. 131–132
- *Assessment*, pp. 63–64

Objectives: Students will

- understand words with the Greek roots *ast*, *graph*, *log*, and *scop*.
- understand words with the Latin roots *grat*, *mar*, *miss*, and *port*.
- build oral language skills.
- build fluency.

Review

Greek Roots *ast*, *graph*, *log*, and *scop*

Decoding

- REVIEW** that many English words are derived from Greek root words. When students know the meanings of common Greek roots and can recognize them in unfamiliar words, they can use this knowledge to define the words. Ask students to define the roots *ast*, *graph*, *log*, and *scop*.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Latin Roots *grat*, *mar*, *miss*, and *port*

Decoding

- REVIEW** that many English words are derived from Latin root words. When students know the meanings of common Latin roots and can recognize them in unfamiliar words, they can use this knowledge to define the words. Ask students to define the roots *grat*, *mar*, *miss*, and *port*.

HAVE students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have each group write simple sentences using words from the word lines. After they have completed their sentences, have them exchange with the other group. Have each group extend the sentences they have been given, demonstrating the meaning of the word from the word lines by adding detail or providing additional information. Have each group read back their extended sentences.

Fluency

HAVE students reread the fluency passage on pages 131–132 of *Skills Practice* to practice reading poetry with accuracy. If students have difficulty reading with accuracy, work with them in small groups to practice identifying the pauses and natural rhythms of the poem. If students need additional support, refer to the Intervention activities in the *Teacher Resource Book*.

- FORMAL ASSESSMENT** Use *Assessment* pages 63–64 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

GREEK AND LATIN ROOTS Encourage students to make a set of flash cards to help them remember the Greek and Latin roots they've been studying. The cards should have the root and origin on one side and a definition and example words on the other.

ePresentation

Decoding

Words

1	astronaut	astronomy	asterisk	disaster
2	autograph	paragraph	photograph	telegraph
3	logic	dialogue	apology	technology
4	scope	microscope	periscope	telescope

Decoding

Sentences

- 1 Astronomers study the solar system while astronauts travel through it.
- 2 Technology makes it possible to take a photograph through a telescope.

Decoding

Words

1	grateful	gratify	gratitude	congratulate
2	Marine	marina	mariner	submarine
3	mission	dismiss	permission	missionary
4	support	import	export	portable

Decoding

Sentences

- 1 The Marines have the duty to support the country's missions at sea.
- 2 Different countries have to get permission to import and export goods.

Resources:
Skills Practice, pp. I33–I34

Objectives: Students will

- review words with the suffixes *-y* and *-ly* and the Latin suffixes *-ment* and *-ive*.
- build writing skills.
- build fluency.

Review

Suffixes *-y* and *-ly*

Decoding

REVIEW that suffixes are word parts added to the ends of base words that change their meanings and often their parts of speech. Have students review the meaning of each and explain that the suffix *-y* changes nouns to adjectives and the suffix *-ly* changes adjectives to adverbs.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Latin Suffixes *-ment* and *-ive*

Decoding

REVIEW that many suffixes are derived from Latin. Have students review that the Latin suffix *-ment* means “action” or “process,” and the Latin suffix *-ive* means “inclined to” or “likely to.” Remind students that knowing the meanings of these suffixes will help them figure out the meanings of unfamiliar words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Encourage students to include more than two words in their sentences if they can, but remind them that their sentences must make sense. *My puppy is constantly active and noisy but I love her boundless energy.*

Fluency

REMIND students that reading with the appropriate intonation is essential to fluency. Assign the fluency passage on pages I33–I34 of *Skills Practice* for students to practice fluent reading.

REVIEW with students the following punctuation marks: comma, period, question mark, exclamation point. Explain that each of these marks signals a pause and sometimes a particular intonation. End punctuation marks a longer pause than internal punctuation such as a comma. The reader raises his or her voice at the end of a question and uses more expression when reading an exclamation. Read the first two paragraphs of the passage aloud. Have students raise their hands when they hear you pause. Discuss the difference between your pause for a comma and your pause for end punctuation. Then have students practice reading the paragraphs aloud with a partner.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Decoding

Words

1	cloudy	tricky	filthy	rocky
2	noisy	shady	foggy	sunny
3	directly	quickly	constantly	slightly
4	simply	possibly	easily	readily

Decoding

Sentences

- 1 The Sun broke through the cloudy sky and made it sunny again.
- 2 Earth slowly orbits the Sun, which constantly provides heat and energy.

Decoding

Words

1	movement	payment	punishment	placement
2	treatment	agreement	development	government
3	active	inventive	destructive	selective
4	expensive	repulsive	exclusive	explosive

Decoding

Sentences

- 1 Mario had an agreement to make one payment on his bike each week.
- 2 Olive is an active girl with loads of energy and an inventive mind.

Resources:*Skills Practice*, pp. I33–I34**Objectives:** Students will

- review words with the suffixes *-ful* and *-less* and the Latin suffixes *-able* and *-ity*.
- build writing skills.
- build fluency.

Review

Suffixes *-ful* and *-less*

Decoding

HAVE students review that the suffix *-ful* means “full of something” and changes nouns and verbs to adjectives, and the suffix *-less* means “without” or “lacking” and changes nouns to adjectives.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Latin Suffixes *-able* and *-ity*

Decoding

HAVE students review that the Latin suffix *-able* means “can be” and changes verbs to adjectives, and the Latin suffix *-ity* means “state of being” and changes adjectives to nouns. Remind students that knowing the meanings of these suffixes will help them figure out the meanings of unfamiliar words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students create a chart featuring the words from the word lines. Students should divide the words and write the word parts under the headings *Base Words* and *Suffixes*. **Base Words:** *care, thank, cheer, color, delight, thought, beauty, mercy, end, worth, flaw, fear, power, speech, penny, mercy, accept, respect, forget, hug, erase, value, move, adore, real, similar, curious, generous, rare, create, act, sincere*; **Suffixes:** *-ful, -less, -able, -ity, -ive*

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages I33–I34 of *Skills Practice* for students to practice fluent reading.

READ aloud the first paragraph of the fluency passage and point out how you read the lines without long, awkward pauses and in a way that sounded like natural speech. Tell students that accuracy, or the number of words identified correctly, allows readers to focus their attention on understanding what they are reading. Have students read the passage, rereading as necessary to produce a fluent and accurate reading that sounds like their normal speech. Tell students to use context to confirm or self-correct their word recognition as they reread the passage.

ePresentation

Decoding

Words

1	careful	thankful	cheerful	colorful
2	delightful	thoughtful	beautiful	merciful
3	endless	worthless	flawless	fearless
4	powerless	speechless	penniless	merciless

Decoding

Sentences

- 1 During the storm, it was helpful that Julia was there to comfort the fearful child.
- 2 The tireless author spent another sleepless night at his desk instead of in bed.

Decoding

Words

1	acceptable	respectable	forgettable	huggable
2	erasable	valuable	movable	adorable
3	reality	similarity	curiosity	generosity
4	rarity	creativity	activity	sincerity

Decoding

Sentences

- 1 The soft teddy bear was huggable and squeezable.
- 2 Lightning is a natural form of electricity and has the ability to start forest fires.

Resources:
Skills Practice, pp. I35–I36

Objectives: Students will

- review words with the Latin suffixes *-ion/-tion/-sion* and *-al*, as well as multiple-meaning words.
- build writing skills.
- build fluency.

Review

Suffixes *-ion/-tion/-sion* and *-al*

Decoding

HAVE students review that the suffix *-ion/-tion/-sion* means “action” or “process” and changes verbs to nouns, and the suffix *-al* means “of” or “relating to” and changes nouns to adjectives.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Multiple-Meaning Words

Decoding

HAVE students review that multiple-meaning words are different from homographs because the different meanings come from the same origin.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

EL **HAVE** students write riddles for ten of the words from the word lines. Have them exchange pages with a partner, answer each riddle, and then share them with the class. For multiple-meaning words, have students create a pair of riddles that reflect two different meanings for each word.

This is a musical instrument with many pipes. This is what you would call your heart. Organ

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages I35–I36 of *Skills Practice* for students to practice fluent reading.

READ aloud the first paragraph of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Explain to students that reading too quickly makes the text difficult for the listener to understand. Likewise, reading too slowly interferes with reading comprehension. Tell students that fluent readers use commas in the text to help them control the pace of their reading. Commas indicate pauses before and after phrases and clauses, and between items in a series. Emphasize that pauses at commas should be slight and should not completely stop the sentence. Then have students practice reading the passage at an appropriate rate.

EL English Learner

RIDDLES Have students at Level 3 or 4 work with a partner or with you. Work with students at Level 1 or 2. Allow them to provide you with a word or phrase, then reframe their answer. Have them copy what you dictate, or write down the sentence and have them copy it.

AI Differentiated Instruction

AL **MULTIPLE-MEANING WORDS** Help students determine the multiple meanings for any words that cause difficulty. Have them use print or digital dictionaries as necessary to look up definitions.

ePresentation

Decoding

Words

1	action	prediction	protection	suggestion
2	operation	education	imitation	punctuation
3	introduction	production	decision	collision
4	musical	tropical	universal	natural

Decoding

Sentences

- 1 In math class, addition and subtraction are two of the first things you learn.
- 2 The movie had a comical plot but was also surprisingly emotional.

Decoding

Words

1	change	space	figure	charge
2	spring	faint	block	pupil
3	company	monitor	current	handle
4	mold	credit	organ	second

Decoding

Sentences

- 1 Juanita needed a lot of space to display the model of the planets in outer space that she made for extra credit.
- 2 Emily lost to Serena by a full second, but she was still proud to have come in second.

Resources:*Skills Practice*, pp. I35–I36**Objectives:** Students will

- review words with the suffixes *-ness* and *-er*, as well as content words and words with the same base.
- build writing skills.
- build fluency.

Review

Suffixes *-ness* and *-er*

Decoding

HAVE students review that the suffix *-ness* means “state of being” and changes a base adjective to a noun, and the suffix *-er* means “someone or something who” and changes a base verb to a noun.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Content Words and Words with the Same Base

Decoding

REVIEW that all fields of study have specific content words that are used to write and talk about them. Understanding these words will help students understand informational texts. Also, remind students that many different words can be created by adding inflectional endings and affixes to base words.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Tell students to use one word from each set of lines. *The darkness was lit up with fireworks at the Fourth of July celebration.*

Fluency

REMIND students that reading with proper phrasing is essential to fluency. Assign the fluency passage on pages I35–I36 of *Skills Practice* for students to practice fluent reading.

- EL** **CHOOSE** a sentence or two from the passage and read it aloud. Introduce unnatural pauses into the sentence that do not fall at the ends of clauses or phrases. Then read the sentence aloud with proper phrasing. Discuss with students why the phrasing of the first reading sounds incorrect. Explain that students should look for phrases, clauses, and other groups of related words in sentences and read them as whole units. Then have students work with a partner to practice reading sentences to each other with proper phrasing.

EL English Learner

UNNATURAL PAUSES Have students mark up their fluency passage with slashes to indicate the unnatural pauses. Work with students, correcting them as needed as they go along.

ePresentation

Decoding

Words

1	sadness	sweetness	kindness	darkness
2	happiness	tidiness	silliness	laziness
3	farmer	teacher	worker	listener
4	batter	jogger	admirer	computer

Decoding

Sentences

- 1 As we were leaving the darkness of the cave, we were blinded by the brightness of the sun.
- 2 Our employer suggested we hire a new programmer for this project.

Decoding

Words

1	humid	blizzard	hurricane	temperature
2	flood	erode	drought	landslide
3	celebrate	celebrated	celebrating	celebration
4	protect	protection	protected	protective

Decoding

Sentences

- 1 Once the lightning had cleared, Dr. Kim used a special gauge to measure the rainfall.
- 2 Sunrise is when the Sun appears, and sunset is when it disappears.

Resources:
Assessment, pp. 65–70

Objectives: Students will

- review words with the Greek roots *ast*, *graph*, *log*, and *scop* and the Latin roots *grat*, *mar*, *miss*, and *port*.
- build writing skills.

Review

Greek Roots *ast*, *graph*, *log*, and *scop*

Decoding

REVIEW that many English words are derived from Greek root words. When students know the meanings of common Greek roots and can recognize them in unfamiliar words, they can use this knowledge to define the words. Ask students to define the roots *ast*, *graph*, *log*, and *scop*, and then use the meaning of the roots to define the words on the word lines.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Latin Roots *grat*, *mar*, *miss*, and *port*

Decoding

REVIEW that many English words are derived from Latin root words. When students know the meanings of common Latin roots and can recognize them in unfamiliar words, they can use this knowledge to define the words. Ask students to define the roots *grat*, *mar*, *miss*, and *port*, and then use the meaning of the roots to define the words on the word lines.

DISPLAY the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write definitions for ten of the words from the word lines that include the meaning of the Greek or Latin root featured in each word. *Astronomy is the study of heavenly bodies, such as stars, moons, and planets.*

Unit Assessment

FORMAL ASSESSMENT Use *Assessment* pages 65–70 to assess students’ understanding of the skills taught in this unit.

ePresentation

Decoding

Words

1	astronaut	astronomy	asterisk	disaster
2	autograph	paragraph	photograph	telegraph
3	logic	dialogue	apology	technology
4	scope	microscope	periscope	telescope

Decoding

Sentences

- 1 Astronomers study the solar system while astronauts travel through it.
- 2 Technology makes it possible to take a photograph through a telescope.

Decoding

Words

1	grateful	gratify	gratitude	congratulate
2	Marine	marina	mariner	submarine
3	mission	dismiss	permission	missionary
4	support	import	export	portable

Decoding

Sentences

- 1 The Marines have the duty to support the country’s missions at sea.
- 2 Different countries have to get permission to import and export goods.



Differentiated Instruction

AL GREEK AND LATIN ROOTS Have students work in pairs to review the definitions of the Greek and Latin roots and discuss the meanings of the words in the lines.

LESSON 1

Day	Word Analysis	Student Practice	Assessment
1	Prefixes <i>re-</i> , <i>pre-</i> , <i>mis-</i> , <i>un-</i>	<i>Skills Practice</i> , pp. 137-138	
2	Prefixes <i>re-</i> , <i>pre-</i> , <i>mis-</i> , <i>un-</i>		
3	Prefixes <i>con-</i> , <i>in-/im-</i>	<i>Skills Practice</i> , pp. 139-140	
4	Prefixes <i>con-</i> , <i>in-/im-</i>	<i>Skills Practice</i> , pp. 141-142	
5	Prefixes <i>re-</i> , <i>pre-</i> , <i>mis-</i> , <i>un-</i> Prefixes <i>con-</i> , <i>in-/im-</i>	<i>Skills Practice</i> , pp. 141-142	<i>Assessment</i> , pp. 71-72

LESSON 2

Day	Word Analysis	Student Practice	Assessment
1	Prefixes <i>ex-</i> , <i>en-/em-</i>	<i>Skills Practice</i> , pp. 143-144	
2	Prefixes <i>ex-</i> , <i>en-/em-</i>		
3	Prefixes <i>dis-</i> , <i>auto-</i>	<i>Skills Practice</i> , pp. 145-146	
4	Prefixes <i>dis-</i> , <i>auto-</i>	<i>Skills Practice</i> , pp. 147-148	
5	Prefixes <i>ex-</i> , <i>en-/em-</i> Prefixes <i>dis-</i> , <i>auto-</i>	<i>Skills Practice</i> , pp. 147-148	<i>Assessment</i> , pp. 73-74

LESSON 3

Day	Word Analysis	Student Practice	Assessment
1	Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i>	<i>Skills Practice</i> , pp. 149-150	
2	Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i>		
3	Location Prefixes <i>mid-</i> , <i>sub-</i> , <i>trans-</i> , <i>inter-</i>	<i>Skills Practice</i> , pp. 151-152	
4	Location Prefixes <i>mid-</i> , <i>sub-</i> , <i>trans-</i> , <i>inter-</i>	<i>Skills Practice</i> , pp. 153-154	
5	Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i> Location Prefixes <i>mid-</i> , <i>sub-</i> , <i>trans-</i> , <i>inter-</i>	<i>Skills Practice</i> , pp. 153-154	<i>Assessment</i> , pp. 75-76

LESSON 4

Day	Word Analysis	Student Practice	Assessment
1	Words with the Same Base	<i>Skills Practice</i> , pp. 155-156	
2	Words with the Same Base		
3	Shades of Meaning	<i>Skills Practice</i> , pp. 157-158	
4	Shades of Meaning	<i>Skills Practice</i> , pp. 159-160	
5	Words with the Same Base and Shades of Meaning	<i>Skills Practice</i> , pp. 159-160	<i>Assessment</i> , pp. 77-78

LESSON 5

Day	Word Analysis	Student Practice	Assessment
1	Prefixes and Suffixes	<i>Skills Practice</i> , pp. 161-162	
2	Prefixes and Suffixes		
3	Prefixes and Suffixes	<i>Skills Practice</i> , pp. 163-164	
4	Prefixes and Suffixes	<i>Skills Practice</i> , pp. 165-166	
5	Prefixes and Suffixes	<i>Skills Practice</i> , pp. 165-166	<i>Assessment</i> , pp. 79-80

LESSON 6

Day	Word Analysis	Student Practice	Assessment
1	Review Unit 5 Lesson 1	<i>Skills Practice</i> , pp. 167-168	
2	Review Unit 5 Lesson 2	<i>Skills Practice</i> , pp. 167-168	
3	Review Unit 5 Lesson 3	<i>Skills Practice</i> , pp. 169-170	
4	Review Unit 5 Lesson 4	<i>Skills Practice</i> , pp. 169-170	
5	Review Unit 5 Lesson 5		<i>Assessment</i> , pp. 81-86

Foundational Skills

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 137–138

Objectives: Students will

- understand words with the prefixes *re-*, *pre-*, *mis-*, and *un-*.
- spell dictated words with the prefixes *re-*, *pre-*, *mis-*, and *un-* correctly.
- build oral language skills.

Word Analysis

Prefixes *re-*, *pre-*, *mis-*, and *un-*

Decoding ROUTINE 10

REVIEW with students that a prefix is a word part added to the beginning of a base word that changes the word’s meaning. A prefix, unlike many suffixes, will not change the spelling of a base word. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Prefix *re-*** Have students identify the prefix and the base words on this line. Explain that the prefix *re-* means “again” and that *re-* is added to the beginnings of verbs. Discuss the meaning of each word. Ask students whether adding *re-* to a base word adds a syllable and how they know. *Yes, because it adds a vowel sound and spelling.*
- The Prefix *pre-*** Have students identify the prefix and the base words. Explain that the prefix *pre-* means “before.” Have students use this knowledge to explain the meaning of each word. Point out that adding the prefix *pre-* also adds a syllable to a base word.
- The Prefix *mis-*** Have students identify the prefix and the base words. Explain that the prefix *mis-* means “wrongly” or “badly” and that *mis-* is added to the beginnings of verbs. Have students use this knowledge to explain the meaning of each word. Ask students whether adding *mis-* to a base word adds a syllable and how they know. *Yes, because it adds a vowel sound and spelling.*



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

re/make re/play re/read
re/start pre/pay pre/heat
pre/view pre/school mis/place
mis/treat mis/spell mis/pro/nounce
un/tie un/wrap un/hap/py
un/safe



Differentiated Instruction: Word Lines

AL If students have trouble identifying and remembering the meanings of the prefixes, match them with inappropriate base words (*rehappy, unplay, mispay*) and ask them to explain whether the resulting words make sense.

OL Have students search textbooks and other texts to find words with the prefixes *re-*, *pre-*, *mis-*, and *un-*. Students should then organize their words in a graphic organizer such as a word web.

BL Challenge students to use as many of the words from one line as possible in a single sentence.

ePresentation

Decoding

Words

1	remake	replay	reread	restart
2	prepay	preheat	preview	preschool
3	misplace	mistreat	misspell	mispronounce
4	untie	unwrap	unhappy	unsafe

Decoding

Sentences

- 1 The referee will review the replay and then restart the game clock.
- 2 If you mispronounce a word, you might also misspell it when writing.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *prepay*, *mispronounce* (Spanish: *pronunciar mal*; French: *prépayer*).

- 4 The Prefix *un-*** Have students identify the prefix and the base words. Then ask them to name the part of speech of each word. *The first two are verbs, and the final two are adjectives.* Explain that the prefix *un-* means “the opposite of” when it is added to a verb. When *un-* is added to an adjective, it means “not.” Have students use this knowledge to explain the meaning of each word. Point out that adding the prefix *un-* also adds a syllable to a base word.

About the Sentences

- 1-2 The Prefixes *re-* and *mis-*** Have students identify the words with the prefixes *re-* and *mis-* in the sentences. *review, replay, restart; mispronounce, misspell* Review the meanings of the prefixes and the words.

Developing Oral Language

SAY a word from the word lines and have students identify the part of speech using complete sentences and academic language. Have students explain how words such as *remake, replay,* and *preview* can be both verbs and nouns. Then have volunteers use these words as both nouns and verbs in sentences. *According to the instant replay, the player was out of bounds. Do you mind if we replay that part of the film?* Have students explain the function of the words in each of their sentences to determine if they have used them as both nouns and verbs.

Have students use the words from the word lines in sentence starters, for example *In preschool, the students...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *In preschool, the students learn some of the things they'll need to know for elementary school.*

Guided Practice

- ASSIGN** pages I37–I38 from *Skills Practice* for students to work with words with the prefixes *re-*, *pre-*, *mis-*, and *un-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	recount	refund	prefix
2	prepay	mismatch	misprint
3	mislead	unload	unfair

Challenge Words

4	misfortune	prehistoric	unaware
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Dictation and Spelling

Sentence

- 1** If the text is unclear, reread it to understand.

Resource:
Word Cubes

Objectives: Students will

- build oral language skills.
- practice using words with the prefixes *re-*, *pre-*, *mis-*, and *un-*.

Word Analysis

Prefixes *re-*, *pre-*, *mis-*, and *un-*

Developing Oral Language

ORGANIZE students into groups and have them create clues for the words on the lines. *This is something you might do with an oven. (preheat) This is something you might do on your birthday. (unwrap)* Have groups read their clues to the rest of the class to solve.

Point to a word on the lines and have students use the word and its base word in the same sentence. *I know how to spell my friend's first name, but I misspell her last name every time. If you tie your shoelace into a double knot, it is very difficult to untie later.*

Ask students to think of other base words to which the prefixes *re-*, *pre-*, *mis-*, and *un-* could be added. Discuss the meaning of each prefix and the meaning of each word once the prefix has been added.

Use the **Word Cubes** to do a word-building activity with students. Divide students into 5 groups. Give Group 1 the cube *trust/count/judge*, Group 2 *read/pay/view*, Group 3 *heat/use/pack*, Group 4 *place/treat/agree*, and Group 5 *happy/fair/kind*. Have each group roll their cube, then tell them to raise their hand if they can generate a new word by adding the prefix *re-* to the base word they rolled. Have each group that raises their hands define the new word they can generate, then ask the same question for the prefixes *pre-*, *mis-*, and *un-*.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- An error in a text: *misprint*
- A word part at the beginning of a word: *prefix*
- Before recorded time: *prehistoric*
- Not just or right: *unfair*
- To give money beforehand: *prepay*
- Bad luck: *misfortune*
- Find a total number again: *recount*
- Not mindful of: *unaware*

Teacher Tip

DICTATION WORDS Have students use the words in the dictation lines in their own sentences that demonstrate the meanings of the words. Discuss the meanings and parts of speech beforehand if necessary.

Differentiated Instruction

AL DICTATION Have students identify the prefix and the base word for each of the dictation words. Review the meanings of the prefixes. Help students use the meanings of the prefixes to explain the meanings of the words.

ePresentation

Decoding

Words

1	remake	replay	reread	restart
2	prepay	preheat	preview	preschool
3	misplace	mistreat	misspell	mispronounce
4	untie	unwrap	unhappy	unsafe

Decoding

Sentences

- 1 The referee will review the replay and then restart the game clock.
- 2 If you mispronounce a word, you might also misspell it when writing.

Dictation and Spelling

recount	An error in a text: _____
prefix	A word part at the beginning of a word: _____
prepay	Before recorded time: _____
misprint	Not just or right: _____
unfair	To give money beforehand: _____
misfortune	Bad luck: _____
prehistoric	Find a total number again: _____
unaware	Not mindful of: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 139–140

Objectives: Students will

- understand words with the prefixes *con-* and *in-/im-*.
- spell dictated words with the prefixes *con-* and *in-/im-* correctly.
- build oral language skills.

Word Analysis

Prefixes *con-* and *in-/im-*

Decoding ^{ROUTINE} 10

REVIEW with students that a prefix is a word part added to the beginning of a base word or root that changes the word’s meaning. A prefix, unlike many suffixes, will not change the spelling of a base word. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1 The Prefix *con-*** Have students reread each word. Point out the prefix *con-* in each word. Explain that the prefix has been added to roots that do not stand alone as base words but still have meanings derived from languages, such as Latin and Greek. Then tell students that the prefix *con-* means “with” or “together.” Explain that the roots that make up the rest of the words on the line mean “bind,” “trust,” “counsel,” and “flock.” Have students use the meaning of the prefix and the root to explain the meaning of each word.
- 2 The Prefix *in-*** Have students identify the prefix in the words. Explain that the prefix *in-* can mean “not.” Have students use what they know about the meanings of the base words and the prefix *in-* to explain the meaning of each word.
- 3 The Prefix *im-*** Have students identify the prefix in the words. Explain that the prefix *im-* has the same meaning as *in-* but is used with base words with different beginning letters, such as *b*, *m*, and *p*. Have students use what they know about the meanings of the base words and the prefix *im-* to explain the meaning of each word.

ePresentation

Decoding

Words

1	connect	confide	consult	congregate
2	inactive	incapable	insensitive	infrequent
3	impossible	impatient	impractical	immature
4	contain	concur	imperfect	inedible

Decoding

Sentences

- 1 I concur with the teacher that you should consult several sources for your research paper.
- 2 It will be impossible to include one more person on the guest list.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

- | | | |
|-----------------------|-----------------------|----------------------|
| <i>con/nect</i> | <i>con/fide</i> | <i>con/sult</i> |
| <i>con/gre/gate</i> | <i>in/ac/tive</i> | <i>in/ca/pa/ble</i> |
| <i>in/sen/si/tive</i> | <i>in/fre/quent</i> | <i>im/pos/si/ble</i> |
| <i>im/pa/tient</i> | <i>im/prac/ti/cal</i> | <i>im/ma/ture</i> |
| <i>con/tain</i> | <i>con/cur</i> | <i>im/per/fect</i> |
| <i>in/ed/i/ble</i> | | |



Differentiated Instruction: Word Lines

- AL** Reinforce the meanings of the words on the lines for students by using them in sentences. Have students identify the word with the prefix and explain the meaning.
- OL** Have student pairs use a dictionary to find other words with the prefixes *con-* and *in-/im-*. Tell students to note the dictionary definitions and discuss with their partners how these compare with the meanings they have constructed with their knowledge of the affixes and roots.
- BL** Tell students to investigate the origins of some of the words in a dictionary. What languages do the roots and affixes come from? What are the roots? Students can report their findings to the class.



English Learner

COGNATES All but *concur* and *inedible* are cognates in Romance languages. The following are the Spanish translations: *conectar, confiar, consultar, congregarse, inactivo, incapaz, insensible, infrecuente, imposible, impaciente, impráctico, inmaduro, contener, imperfecto.*

- 4** The Prefixes *con-* and *in-/im-* Have students identify the prefix in each word. Have students use what they know about the meanings of the base words and the prefixes *con-* and *in-/im-* to explain the meaning of each word.

About the Sentences

- 1-2** The Prefixes *con-* and *in-/im-* Have students identify the words with the prefixes *con-* and *in-/im-* in the sentences. *concur, consult; impossible, include* Review the meanings of the prefixes and the words.

Developing Oral Language

SAY a word from the word lines and have students identify the part of speech and meaning using complete sentences and academic language. Then have them use the words in sentences that demonstrate their meanings. *Confide is a verb that means “to share a secret with someone.” I had to confide in my best friend about the surprise party I was planning.* Have students explain the function of the words in each of their sentences to determine if they have used them correctly.

Have students use the words from the word lines in sentence starters, for example *It is immature to...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *It is immature to get angry about losing at a board game.*

Guided Practice

ASSIGN pages 139–140 from *Skills Practice* for students to work with words with the prefixes *con-* and *in-/im-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for additional words with the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, and *in-/im-*. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words based on students' knowledge of the roots and affixes.

ePresentation

Dictation and Spelling

Words

1	concert	construct	contact
2	insecure	indirect	incorrect
3	imbalance	impolite	improper

Challenge Words

4	confidence	inflexible	immortal
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Dictation and Spelling

Sentence

- 1 The giant rock blocking the road was immovable.

Resources:

- *Skills Practice*, pp. 141–142
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using words with the prefixes *con-* and *in-/im-*.
- build fluency.

Word Analysis

Prefixes *con-* and *in-/im-*

Developing Oral Language

HAVE a volunteer choose a word from the word lines, say it, and use it in a simple sentence. *It was clear she was impatient.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *It was clear she was impatient because she drummed her fingers on the table.*

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- It is *impolite* to not say *please* or *thank-you*.
- The builder will *construct* the garage out of bricks.
- Kayla's *confidence* grew when she received the highest grade.
- Hitting the rock caused an *imbalance* in Sara's bike wheel.
- Circle every *incorrect* answer so you can fix it later.

EL Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that adjusting their reading rate is an important part of fluency. Assign the fluency passage on pages 141–142 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you adjust your reading rate by reading groups of related words together and by pausing at punctuation. After modeling fluency for students, have them practice fluency by reading the passage on their own. Tell students that as they develop proper pace, they will increase the number of words per minute they can comprehend. This will allow them to read faster with the same level of understanding and free them to concentrate on meaning.

ePresentation

Decoding

Words

1	connect	confide	consult	congregate
2	inactive	incapable	insensitive	infrequent
3	impossible	impatient	impractical	immature
4	contain	concur	imperfect	inedible

Decoding

Sentences

- 1 I concur with the teacher that you should consult several sources for your research paper.
- 2 It will be impossible to include one more person on the guest list.

Dictation and Spelling

construct	It is _____ to not say <i>please</i> or <i>thank-you</i> .
incorrect	The builder will _____ the garage out of bricks.
impolite	Kayla's _____ grew when she received the highest grade.
imbalance	Hitting the rock caused an _____ in Sara's bike wheel.
confidence	Circle every _____ answer so you can fix it later.

EL English Learner

SENTENCES Work with students to create fill-in-the-blank sentences. Have students say a word, phrase, or sentence, reframe it, and then help them write the sentences.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this portion of the lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 141–142
- *Assessment*, pp. 71–72

Objectives:

- understand words with the prefixes *re-*, *pre-*, *mis-*, and *un-*.
- understand words with the prefixes *con-* and *in-/im-*.
- build oral language skills.
- build fluency

Review

Prefixes *re-*, *pre-*, *mis-*, and *un-*

Decoding

HAVE students review the meanings of the prefixes *re-*, *pre-*, *mis-*, and *un-* and discuss how they change the meanings of base words.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Prefixes *con-* and *in-/im-*

Decoding

HAVE students review the meanings of the prefixes *con-* and *in-/im-*. Remind them that many of the words they encounter with these prefixes will also have a Greek or Latin root instead of a base word that stands alone. Ask students to recall what kinds of words or roots can add *in-* and what kinds of words or roots can add *im-*.

- EL** Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed their sentences, have them exchange with the other group. Have each group extend the sentences they have been given, demonstrating the meaning of the word from the word lines by adding detail or providing additional information. Have each group read back their extended sentences.

Fluency

HAVE students reread the fluency passage on pages 141–142 of *Skills Practice* to practice reading at the appropriate rate. If students have difficulty reading at the appropriate rate, work with them to practice reading in a natural manner that sounds like normal speech.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 71–72 to assess students' understanding of the skills taught in this lesson.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognate: *mistreat* (Spanish: *maltratar*).

ePresentation

Decoding

Words

1	remake	replay	reread	restart
2	prepay	preheat	preview	preschool
3	misplace	mistreat	misspell	mispronounce
4	untie	unwrap	unhappy	unsafe

Decoding

Sentences

- 1 The referee will review the replay and then restart the game clock.
- 2 If you mispronounce a word, you might also misspell it when writing.

Decoding

Words

1	connect	confide	consult	congregate
2	inactive	incapable	insensitive	infrequent
3	impossible	impatient	impractical	immature
4	contain	concur	imperfect	inedible

Decoding

Sentences

- 1 I concur with the teacher that you should consult several sources for your research paper.
- 2 It will be impossible to include one more person on the guest list.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 143-144

Objectives: Students will

- understand words with the prefixes *ex-* and *en-/em-*.
- spell dictated words with the prefixes *ex-* and *en-/em-* correctly.
- build oral language skills.

Word Analysis

Prefixes *ex-* and *en-/em-*

Decoding ROUTINE 10

REVIEW with students that a prefix is a word part added to the beginning of a base word or root that changes the word’s meaning. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1-2 The Prefix *ex-*** Have students reread each word. Point out the prefix *ex-* in each word. Tell students that the prefix *ex-* means “out.” Explain that the roots that make up the rest of the words on the line are not like base words because they cannot exist alone. Have students discuss the meaning of each word and how the prefix *ex-* figures into each meaning.
- 3 The Prefix *en-*** Have students reread each word. Point out the prefix *en-* in each word. Explain that the prefix has been added to base words and to roots. Then tell students that the prefix *en-* means “put into or onto” or “to cause to be.” Have students use the meaning of the prefix and what they know about each base word or root to explain the meaning of each word.
- 4 The Prefix *em-*** Have students identify the prefix in the words. Explain that the prefix *em-* has the same meaning as *en-* but is used with base words with different beginning letters, such as *b* and *p*. Have students use the meaning of the prefix and what they know about each base word or root to explain the meaning of each word.

About the Sentences

- 1-2 The Prefixes *ex-* and *en-/em-*** Have students identify the words with the prefixes *ex-* and *en-/em-* in the sentences *exhaust, exclaim; empowered, enforce*. Review the meanings of the prefixes and the words.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

- | | | |
|-------------------|-------------------|--------------------|
| <i>ex/pel</i> | <i>ex/hale</i> | <i>ex/ter/i/or</i> |
| <i>ex/pand</i> | <i>ex/tend</i> | <i>ex/claim</i> |
| <i>ex/clude</i> | <i>ex/it</i> | <i>en/close</i> |
| <i>en/a/ble</i> | <i>en/ve/lope</i> | <i>en/force</i> |
| <i>em/brace</i> | <i>em/blaze</i> | <i>em/pow/er</i> |
| <i>em/bed/ded</i> | | |



Differentiated Instruction: Word Lines

- AL** If students have trouble reading a word, use Routine 2, the Whole-Word Blending Routine, to read the words on the word lines.
- OL** Have students create flash cards to study the meanings of the words on the word lines. The cards should have the word on one side and a definition on the other. Encourage students to confirm meanings using a dictionary.
- BL** Challenge students to use as many of the words from one line as possible in a single sentence.

ePresentation

Decoding

Words

1	expel	exhale	exterior	expand
2	extend	exclaim	exclude	exit
3	enclose	enable	envelope	enforce
4	embrace	emblaze	empower	embedded

Decoding

Sentences

- 1 The smoky exhaust from the car ahead of Debbie caused her to exclaim angrily.
- 2 As the chief of police, Mae was empowered to enforce the laws of the town.



English Learner

COGNATES All words on Lines 1 and 2 are cognates in Romance languages. The following are the Spanish translations: *expeler, exhalar, exterior, expandir, extender, exclamar, excluir, extrovertido*.


Developing Oral Language

HAVE students use a print or digital thesaurus to look up synonyms and antonyms for a word on the word lines. Tell them to come up with complete sentences using their synonyms or antonyms and share them with the class. Have the class determine the word from the word line that they replaced with a synonym or antonym. *We tried to ban my little brother from my room, but he came in anyway. Ban is a synonym for exclude.*

Say a word from the lines and have students identify the part of speech using complete sentences and academic language. Have students explain how words such as *exhaust* and *embrace* can be both verbs and nouns. Then have volunteers use these words as both nouns and verbs in sentences. *The baby was comforted by his mother's embrace. I will embrace my friend when I see her.* Have students explain the function of the words in each of their sentences to determine if they have used them as both nouns and verbs.

Have students use the words from the word lines in sentence starters, for example *Pedro had to extend...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Guided Practice

-  **ASSIGN** pages I43–I44 from *Skills Practice* for students to work with words with the prefixes *ex-* and *en-/em-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	express	excite	extract
2	explode	embitter	embodies
3	enact	entrust	enchant

Challenge Words

4	extension	exhaust	engraving
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Dictation and Spelling

Sentence

- 1 The dentist had to extract my tooth.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Objectives: Students will

- build oral language skills.
- practice using words with the prefixes *ex-* and *en-/em-*.

Word Analysis

Prefixes *ex-* and *en-/em-*

Developing Oral Language

ORGANIZE students into groups and have them create clues for the words on the lines. *This is something you might do after you hold your breath. (exhale) This is a synonym for grow. (expand)* Have groups read their clues for the rest of the class to solve.

Have a volunteer choose a word from the word lines, say it aloud, and use it in a simple sentence. *Ian embraced his friend.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *Ian embraced his friend because he had not seen her in weeks.*

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- To remove or take out: *extract*
- To make into law: *enact*
- To say in a clear, direct way: *express*
- To cause to be bitter: *embitter*
- The art of cutting designs into surfaces: *engraving*
- To delight or charm; to draw in: *enchant*
- To break apart rapidly: *explode*
- To rely on a person for something: *entrust*

ePresentation

Decoding

Words

1	expel	exhale	exterior	expand
2	extend	exclaim	exclude	exit
3	enclose	enable	envelope	enforce
4	embrace	emblaze	empower	embedded

Decoding

Sentences

- 1 The smoky exhaust from the car ahead of Debbie caused her to exclaim angrily.
- 2 As the chief of police, Mae was empowered to enforce the laws of the town.

Dictation and Spelling

enact	To remove or take out: _____
enchant	To make into law: _____
embitter	To say in a clear, direct way: _____
extract	To cause to be bitter: _____
entrust	The art of cutting designs into surfaces: _____
engraving	To delight or charm; to draw in: _____
express	To break apart rapidly: _____
explode	To rely on a person for something: _____



Differentiated Instruction

AL DICTATION Have students identify the prefix for each of the dictation words. Review the meanings of the prefixes. Help students use the meanings of the prefixes to explain the meanings of the words.



Teacher Tip

DICTATION WORDS Have students use the words from the dictation lines in their own sentences that demonstrate the meanings of the words. Discuss the meanings and parts of speech beforehand if necessary.

Foundational Skills

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 145–146

Objectives: Students will

- understand words with the prefixes *dis-* and *auto-*.
- spell dictated words with the prefixes *dis-* and *auto-* correctly.
- build oral language skills.

Word Analysis

Prefixes *dis-* and *auto-*

Decoding ROUTINE 10

REVIEW with students that a prefix is a word part added to the beginning of a base word or root that changes the word's meaning. A prefix will not change the spelling of a base word. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- 1-3 The Prefix *dis-*** Have students reread the words on Lines 1–3. Have them identify the base words and use academic language to explain the difference between a base word and a prefix. Then have them identify the prefix *dis-*. Explain that *dis-* means “not” or “the opposite of.” Have students use the meanings of the prefix and base word to explain the meaning of each word.
- 4 The Prefix *auto-*** Have students identify the prefix and the base words. Explain that the prefix *auto-* is derived from Greek and means “self.” Ask students which word on the line contains another Greek root they have studied. *graph in autobiography means “write”* Have students explain the meaning of each word. Point out that adding the prefix *auto-* also adds two more syllables to a base word.

ePresentation

Decoding

Words

1	dislike	discover	disagree	disappear
2	disconnect	disapprove	discourage	disregard
3	disqualify	disrespect	discontinue	disinfect
4	automatic	autopilot	automobile	autobiography

Decoding

Sentences

- Nate decided to disregard my advice and disconnect his computer.
- Driving would be a lot easier if only we could put this automobile on autopilot!



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

dis/like
dis/a/gree
dis/con/nect
dis/cour/age
dis/qual/i/fy
dis/con/tin/ue
au/to/mat/tic
au/to/mo/bile

dis/cov/er
dis/ap/pear
dis/ap/prove
dis/re/gard
dis/re/spect
dis/in/fect
au/to/pi/lot
au/to/bi/o/gra/phy



Differentiated Instruction: Word Lines

- AL** Reinforce the meanings of the words on the lines for students by using them in sentences. Have students identify the word with the prefix and explain the meaning.
- OL** Have student pairs use a dictionary to find other words with the prefixes *dis-* and *auto-*. Tell students to note the dictionary definitions and discuss with their partners how these compare with the meanings they constructed using their knowledge of the affixes and roots.

- BL** Challenge students to use some of the words on the lines in a short autobiographical paragraph. Students may write about themselves in general or about a particular event in their lives.

About the Sentences

1-2 The Prefixes *dis-* and *auto-* Have students identify the words with the prefixes *dis-* and *auto-* in the sentences. *disregard, disconnect; automobile, autopilot* Review the meanings of the prefixes and the words.

Developing Oral Language

SAY a word from Lines 1-3 and have a student use that word in a sentence that demonstrates its meaning. Then have another student use only the base word in a sentence. *The magician made the rabbit disappear. Then he made the rabbit appear again, but in his hat.* Note that the two words have opposite meanings. Ask students to identify the term for words with opposite meanings. *antonyms* Have students repeat with other words from the word lines.

Have students use the words from the word lines in sentence starters, for example *Most people disapprove of . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. Have students practice producing compound and complex sentences and identifying them with their answer. *Most people disapprove of pollution being dumped into the river, so laws were passed to prevent it. compound sentence*

Guided Practice

ASSIGN pages 145-146 from *Skills Practice* for students to work with words with the prefixes *dis-* and *auto-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for additional words with the prefixes *ex-*, *en-/em-*, *dis-*, and *auto-*. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words based on students' knowledge of the roots and affixes.

ePresentation

Dictation and Spelling

Words

1	disown	disorder	dishonest
2	disable	displease	dislodge
3	autograph	automate	automobile

Challenge Words

4	dismantle	disobey	autobiographical
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Dictation and Spelling

Sentence

- 1 It is dishonest to fake an autograph.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *discover, disappear, disrespect, discontinue, disinfect, automatic, autopilot, automobile, and autobiography* (Spanish: *descubrir, desaparecer, irrespeto, discontinuar/discontinuar, desinfectar, automático, piloto automático, automóvil, autobiografía*).

Foundational Skills

Resources:

- *Skills Practice*, pp. 147–148
- *eGames*

Objectives: Students will

- build oral language skills.
- practice spelling words with the prefixes *dis-* and *auto-*.
- build fluency.

Word Analysis

Prefixes *dis-* and *auto-*

Developing Oral Language

- EL HAVE** a student give the meaning of the Greek root *graph*. *write* Remind students of the meaning of the Greek root *bio*. *life* Have a volunteer explain the meaning of the word *biography*. *a story written about someone’s life* Then have another volunteer explain the difference between a *biography* and an *autobiography*. *An autobiography is a story you write about your own life.* Invite students to use both words in sentences.

Organize students into groups and have them brainstorm synonyms for some of the words in the lines. Invite groups to share their words with the class.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- If you fail to finish your homework, you will *displease* Mr. Garcia.
- My lazy dog Rex will *disobey* my commands every time.
- The family sped by in their shiny new *automobile*.
- My dad joked that he would *disown* me if I cheered for the rival team.
- Danielle got an *autograph* from her favorite singer.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 147–148 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that when reading, it is important to pay attention to end punctuation and internal punctuation such as commas. After modeling fluency for students, have them practice fluency by reading the passage aloud. Tell students they should read with appropriate rate by pausing as needed at punctuation.

EL English Learner

SENTENCE FRAMES To help English learners with their definitions, write out and read the following sentence frame: “_____ is a _____ written/you write about _____.” Allow students at Levels 1 and 2 of language proficiency to repeat the answers after another student.

ePresentation

Decoding

Words

1	dislike	discover	disagree	disappear
2	disconnect	disapprove	discourage	disregard
3	disqualify	disrespect	discontinue	disinfect
4	automatic	autopilot	automobile	autobiography

Decoding

Sentences

- 1 Nate decided to disregard my advice and disconnect his computer.
- 2 Driving would be a lot easier if only we could put this automobile on autopilot!

Dictation and Spelling

disown	If you fail to finish your homework, you will _____ Mr. Garcia.
displease	My lazy dog Rex will _____ my commands every time.
autograph	The family sped by in their shiny new _____
automobile	My dad joked that he would _____ me if I cheered for the rival team.
disobey	Danielle got an _____ from her favorite singer.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Resources:

- *Skills Practice*, pp. 147–148
- *Assessment*, pp. 73–74

Objectives: Students will

- understand words with the prefixes *ex-* and *en-/em-*.
- understand words with the prefixes *dis-* and *auto-*.
- build oral language skills.
- build fluency.

Review

Prefixes *ex-* and *en-/em-*

Decoding

- HAVE** students review the meanings of the prefixes *ex-* and *en-/em-*. Remind them that many of the words they encounter with these prefixes will be attached to a root instead of a base word that stands alone. Ask students to recall how the base or root word’s spelling affects whether you add *en-* or add *em-*.

Have students read each word on the word lines. Then have students read each sentence.

Prefixes *dis-* and *auto-*

Decoding

- HAVE** students review the meanings of the prefixes *dis-* and *auto-* and discuss how they change the meanings of base or root words.

Have students read each word on the word lines. Then have students read each sentence.

Developing Oral Language

ORGANIZE the class into groups. Have each group write sentences for at least ten words from the word lines. Have groups take turns reading their sentences to the class and omitting the word-line word. Students should then identify the word that best completes the sentence. Tell students to add inflectional endings to the words as necessary to make them sound more natural.

Fluency

HAVE students reread the fluency passage on pages 147–148 of *Skills Practice* to practice reading at the appropriate rate. If students have difficulty reading with proper pacing, work with them in small groups to practice identifying pauses signaled by punctuation.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 73–74 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

WORDS WITH PREFIXES Encourage students to keep track of words with prefixes and their meanings by creating a glossary that includes definitions, parts of speech, and syllable breaks for each word. Remind students to list the words in alphabetical order.

ePresentation

Decoding

Words

1	expel	exhale	exterior	expand
2	extend	exclaim	exclude	exit
3	enclose	enable	envelope	enforce
4	embrace	emblaze	empower	embedded

Decoding

Sentences

- 1 The smoky exhaust from the car ahead of Debbie caused her to exclaim angrily.
- 2 As the chief of police, Mae was empowered to enforce the laws of the town.

Decoding

Words

1	dislike	discover	disagree	disappear
2	disconnect	disapprove	discourage	disregard
3	disqualify	disrespect	discontinue	disinfect
4	automatic	autopilot	automobile	autobiography

Decoding

Sentences

- 1 Nate decided to disregard my advice and disconnect his computer.
- 2 Driving would be a lot easier if only we could put this automobile on autopilot!

Foundational Skills

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 149–150

Objectives: Students will

- understand words with the number prefixes *uni-*, *bi-*, *tri-*, and *multi-*.
- spell dictated words with the number prefixes *uni-*, *bi-*, *tri-*, and *multi-* correctly.
- build oral language skills.

Word Analysis

Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Decoding ROUTINE 10

REVIEW with students that a prefix is a word part added to the beginning of a base word that changes the word’s meaning. A prefix, unlike many suffixes, will not change the spelling of a base word. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words. Explain that today’s prefixes all express numbers or amounts.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Number Prefix *uni-*** Have students reread each word and identify the prefix *uni-*. Explain that the prefix has been added to some roots that do not stand alone as base words but still have meanings derived from languages such as Latin and Greek. Then tell students that the prefix *uni-* means “one.” Help students explain the meaning of each word by using the word *one*.
- The Number Prefix *bi-*** Have students reread each word and identify the prefix *bi-*. Explain that the prefix has been added to some roots that do not stand alone as base words but still have meanings derived from languages such as Latin and Greek. Then tell students that the prefix *bi-* means “two.” Help students explain the meaning of each word by using the word *two*.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

<i>u/ni/form</i>	<i>u/ni/fy</i>
<i>u/ni/verse</i>	<i>u/ni/son</i>
<i>bi/cy/cle</i>	<i>bi/sect</i>
<i>bi/fo/cals</i>	<i>bi/noc/u/lars</i>
<i>tri/an/gle</i>	<i>trip/let</i>
<i>tri/pod</i>	<i>tri/ath/lon</i>
<i>mul/ti/ply</i>	<i>mul/ti/col/ored</i>
<i>mul/ti/me/di/a</i>	<i>mul/ti/na/tion/al</i>



Differentiated Instruction: Word Lines

AL Help students draw or find pictures that illustrate the meanings of the words on the lines. Have students write the word, underline the prefix, and write a definition that includes the word *one*, *two*, *three*, or *many* next to the picture.

OL Have students brainstorm other words with the prefixes *uni-*, *bi-*, *tri-*, and *multi-*. Students should confirm their words in a dictionary and then report their findings to the class.

BL Challenge students to investigate other number prefixes, such as *quad-*, *pent-*, *hex-*, *oct-*, *dec-*, and *cent-*. Have students create a chart that includes the meaning of each prefix and example words.

ePresentation

Decoding

Words

1	uniform	unify	universe	unison
2	bicycle	bisect	bifocals	binoculars
3	triangle	triplet	tripod	triathlon
4	multiply	multicolored	multimedia	multinational

Decoding

Sentences

- The athlete wore a multicolored uniform in the triathlon.
- It takes more than a pair of binoculars to study the universe.



English Learner

COGNATES All words but *triplet* are Romance-language cognates. The following are translations. Spanish: *uniforme*, *unificar*, *universo*, *bicicleta*, *bisecar* (cut into two pieces), *bifocales*, *binoculares*, *triángulo*, *tripode*, *triatlón*, *multiplicar*, *multicolor*, *multimedia*, *multinacional*; French: *unisson*.

- 3 The Number Prefix *tri-*** Have students reread each word and identify the prefix *tri-*. Explain that the prefix has been added to some roots that do not stand alone as base words but still have meanings derived from languages such as Latin and Greek. Then tell students that the prefix *tri-* means “three.” Help students explain the meaning of each word by using the word *three*.
- 4 The Number Prefix *multi-*** Have students reread each word and identify the base words and the prefix *multi-*. Explain that the prefix can be added to roots and to base words, as is demonstrated in the line. Then tell students that the prefix *multi-* means “many.” Help students explain the meaning of each word by using the word *many*.

About the Sentences

- 1-2 The Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*** Have students identify the words with the prefixes *uni-*, *bi-*, *tri-*, and *multi-* in the sentences. *multicolored, uniform, triathlon; binoculars, universe* Review the meanings of the prefixes and the words.

Developing Oral Language

SAY a word from the word lines and have students define the prefix by saying *one, two, three, or many*. Then have a volunteer determine the part of speech of the word and use it in a simple sentence that demonstrates its meaning. Have another student expand the sentence by adding details. Tell students to build on the simple sentences to form compound and complex sentences.

Organize students into groups and have them create clues for the words on the word lines.
This object has three legs. (tripod) Wearing this makes everyone look the same. (uniform)
Have groups read their clues to the rest of the class to solve.

Guided Practice

- ASSIGN** pages 149–150 from *Skills Practice* for students to work with words with the prefixes *uni-*, *bi-*, *tri-*, and *multi-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Dictation and Spelling

Words

1	union	unity	unicorn
2	biplane	bisect	tricycle
3	triple	multiple	multiply

Challenge Words

4	universal	bicentennial	multitude
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Dictation and Spelling

Sentence

- 1 The groups worked together and showed unity.

Foundational Skills

Objectives: Students will

- build oral language skills.
- practice using words with the number prefixes *uni-*, *bi-*, *tri-*, and *multi-*.

Word Analysis

Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Developing Oral Language

- HAVE** students use the words from the word lines in sentence starters, for example *A triangle is...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Have volunteers identify base words and roots on the lines that could take on different number prefixes, and have them say the new words. *multiform*, *trisect*, *tricycle*, *trifocal*, *biathlon*, *tricolored* After each word is suggested, discuss its validity as a class. Confirm words with a dictionary if necessary.

Dictation and Spelling

- EL DISPLAY** the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- A 200th anniversary: *bicentennial*
- A great number of something: *multitude*
- To increase by three: *triple*
- A vehicle with two sets of wings: *biplane*
- A mythical animal with one horn: *unicorn*
- Something that is the same everywhere: *universal*
- A vehicle with three wheels: *tricycle*
- Something formed when things join together: *union*



Teacher Tip

NUMBER PREFIXES Make sure students understand that not all words beginning with the letters *uni*, *bi*, and *tri* contain the prefixes *uni-*, *bi-*, and *tri-*. Words such as *unintended*, *bitter*, *biology*, *tricky*, and *trimming* either have different prefixes or do not begin with prefixes. Students should carefully examine and dissect words and consider their meanings before identifying number prefixes.



English Learner

SCAFFOLDING Provide students with further clues for the definitions, such as demonstrations. For example, write 200 on the board for *bicentennial*, spread out your arms for *multitude*, and act out flying for *biplane*.

ePresentation

Decoding

Words

1	uniform	unify	universe	unison
2	bicycle	bisect	bifocals	binoculars
3	triangle	triplet	tripod	triathlon
4	multiply	multicolored	multimedia	multinational

Decoding

Sentences

- 1 The athlete wore a multicolored uniform in the triathlon.
- 2 It takes more than a pair of binoculars to study the universe.

Dictation and Spelling

union	A 200 th anniversary: _____
biplane	A great number of something: _____
tricycle	To increase by three: _____
bicentennial	A vehicle with two sets of wings: _____
triple	A mythical animal with one horn: _____
multitude	Something that is the same everywhere: _____
universal	A vehicle with three wheels: _____
unicorn	Something formed when things join together: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 151-152

Objectives: Students will

- understand words with the location prefixes *mid-*, *sub-*, *trans-*, and *inter-*.
- spell dictated words with the location prefixes *mid-*, *sub-*, *trans-*, and *inter-* correctly.
- build oral language skills.

Word Analysis

Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*

Decoding ROUTINE 10

REVIEW with students that a prefix is a word part added to the beginning of a base word or root that changes the word’s meaning. A prefix, unlike many suffixes, will not change the spelling of a base word. Remind students that knowing the meanings of prefixes will help them understand unfamiliar words. Explain that today’s prefixes indicate different locations.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1 The Location Prefix *mid-*** Have students identify the prefix and the base words on this line. Explain that the prefix *mid-* means “middle.” Have students use the definition of the prefix to explain the meaning of each word.
- 2 The Location Prefix *sub-*** Have students reread each word and identify the base words and the prefix *sub-*. Explain that the prefix can be added to roots and to base words, as demonstrated on the line. Then tell students that the prefix *sub-* means “under.” Help students use their knowledge of the prefix to explain the meaning of each word.
- 3 The Location Prefix *trans-*** Have students reread each word and identify the prefix *trans-*. Explain that the prefix has been added to some roots that do not stand alone as base words but still have meanings derived from languages such as Latin and Greek. Then tell students that the prefix *trans-* means “across.” Have students use the meaning of the prefix to explain the meaning of each word.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

- | | |
|----------------------|------------------------|
| <i>mid/night</i> | <i>mid/point</i> |
| <i>mid/stream</i> | <i>mid/sum/mer</i> |
| <i>sub/mar/ine</i> | <i>sub/merge</i> |
| <i>sub/stan/dard</i> | <i>sub/ti/tle</i> |
| <i>trans/fer</i> | <i>trans/late</i> |
| <i>trans/mit</i> | <i>trans/plant</i> |
| <i>in/ter/rupt</i> | <i>in/ter/vene</i> |
| <i>in/ter/view</i> | <i>in/ter/mis/sion</i> |



Differentiated Instruction: Word Lines

- AL** Reinforce the meanings of the words on the lines for students by using them in sentences. Have students identify the word with the prefix and explain the meaning.
- OL** Have student pairs use a dictionary to find other words with the prefixes *mid-*, *sub-*, *trans-*, and *inter-*. Tell students to note the dictionary definitions and discuss with their partners how these compare with the meanings they constructed using their knowledge of the affixes and roots.
- BL** Challenge students to use as many of the words from each line as possible in a single sentence.

ePresentation

Decoding

Words

1	midnight	midpoint	midstream	midsummer
2	submarine	submerge	substandard	subtitle
3	transfer	translate	transmit	transplant
4	interrupt	intervene	interview	intermission

Decoding

Sentences

- 1** It was midnight before the submarine surfaced in the bay.
- 2** Don’t interrupt Pablo while he translates the letter from Spanish.



English Learner

COGNATES All but the words *midstream*, *midsummer*, *substandard*, *translate*, and *intermission* are cognates in Romance languages. The following are translations: Spanish: *medianoche*, *punto medio*, *submarino*, *sumergir*, *subtítulo*, *transmitir*, *trasplante/trasplantar*, *interrumpir*, *intervenir*, *entrevista*; French: *transférer*.

- 4 The Location Prefix *inter-*** Have students reread each word and identify the common prefix *inter-*. Explain that the prefix has been added to some roots that do not stand alone as base words but still have meanings derived from languages such as Latin and Greek. Then tell students that the prefix *inter-* means “among” or “between.” Have students use the meaning of the prefix to explain the meaning of each word.

About the Sentences

- 1-2 The Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*** Have students identify the words with the prefixes *mid-*, *sub-*, *trans-*, and *inter-* in the sentences. *midnight, submarine; interrupt, translates* Review the meanings of the prefixes and the words.

Developing Oral Language

SAY a word from the lines and have students identify its part of speech and its function using complete sentences and academic language. Then have them use the words in sentences that demonstrate their meanings. *Transfer is a verb because it expresses an action. I need to transfer my music files from my old computer to my new one.*

Have students use the words from the word lines in sentence starters, for example *In midsummer, it is fun to...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *In midsummer, it is fun to play outside all day in the sun.*

Guided Practice

ASSIGN pages I51-I52 from *Skills Practice* for students to work with words with the prefixes *mid-*, *sub-*, *trans-*, and *inter-*. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to consult a dictionary or thesaurus for additional words with the prefixes *uni-*, *bi-*, *tri-*, *multi-*, *mid-*, *sub-*, *trans-*, and *inter-*. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words based on students’ knowledge of the roots and affixes.

ePresentation

Dictation and Spelling

Words

1	midyear	Midwest	subject
2	subway	transport	transform
3	transit	interact	interfere

Challenge Words

4	subscript	transcribe	international
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Dictation and Spelling

Sentence

- 1** The subway is a form of transit in many big cities.

Resources:

- *Skills Practice*, pp. 153–154
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using words with the location prefixes *mid-*, *sub-*, *trans-*, and *inter-*.
- build fluency

Word Analysis

Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*

Developing Oral Language

EL ORGANIZE students into groups and have them create clues for words on the lines. Each clue should contain the word *middle*, *under*, *across*, or *between*. *In the middle of a gentle current. (midstream)* Then have groups take turns reading their clues aloud for the class to solve.

Have a volunteer choose a word from the word lines, say it, and use it in a sentence. *The French movie had subtitles.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *The French movie we saw on Saturday afternoon had subtitles.*

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- It can be easier to *interact* with people your own age.
- This train will *transport* goods from city to city.
- Kim will now *transcribe* the notes she took at the meeting.
- My parents grew up in the *Midwest*.
- The *subway* tunnel runs beneath the road.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 153–154 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you read each sentence with careful attention to each word. Model rereading for students as well, and stress the fact that all readers sometimes have to read and reread in order to read with accuracy. Point out how you paused at the end of each sentence, after the end punctuation. Have students read the passage, focusing on reading with accuracy to aid in comprehending the text.

EL English Learner

POSITIONAL WORDS Review *middle*, *under*, *cross*, and *between* with your English learners before this activity by writing the words on the board and drawing simple illustrations of each word using shapes. For example, draw three squares for *middle*, and circle the square that is in the middle.

Teacher Tip

DICTATION WORDS Make sure students understand the meanings of the dictation words. Explain that the Latin root *scrib* in *subscript* and *transcribe* means “write.” Help students use this knowledge to figure out the meanings of the words. Examine the prefix, root, and suffixes in *international* and have students use these word parts to define the word. Explain that the Latin root *nat* means “born.”

ePresentation

Decoding

Words

1	midnight	midpoint	midstream	midsummer
2	submarine	submerge	substandard	subtitle
3	transfer	translate	transmit	transplant
4	interrupt	intervene	interview	intermission

Decoding

Sentences

- 1 It was midnight before the submarine surfaced in the bay.
- 2 Don't interrupt Pablo while he translates the letter from Spanish.

Dictation and Spelling

Midwest	It can be easier to _____ with people your own age.
subway	This train will _____ goods from city to city.
interact	Kim will now _____ the notes she took at the meeting.
transcribe	My parents grew up in the _____.
transport	The _____ tunnel runs beneath the road.

Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 153–154
- *Assessment*, pp. 75–76

Objectives:

- Students will understand words with the number prefixes *uni-*, *bi-*, *tri-*, and *multi-*.
- understand words with the location prefixes *mid-*, *sub-*, *trans-*, and *inter-*.
- build oral language skills.
- build fluency

Review

Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Decoding

- HAVE** students review the meanings of the number prefixes *uni-*, *bi-*, *tri-*, and *multi-* and discuss how they add to the meanings of base words and roots.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*

Decoding

HAVE students review the meanings of the location prefixes *mid-*, *sub-*, *trans-*, and *inter-* and discuss how they add to the meanings of base words and roots.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group use as many words from the word lines as possible in a short realistic fiction story with a setting and characters of their choosing. As groups read their stories aloud, tell the class to listen for any words with number or location prefixes. Discuss the meanings of these words as they are used in the stories.

Fluency

HAVE students reread the fluency passage on pages 153–154 of *Skills Practice* to practice reading accurately. If students have difficulty reading with accuracy, work with them in small groups to practice rereading difficult passages rather than moving past them without full comprehension.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 75–76 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

PREFIXES Suggest that students make flash cards to help them practice and remember the meanings of the various prefixes they have studied in this unit. The cards should have the prefix on one side and the meaning and an example word on the other.

ePresentation

Decoding

Words

1	uniform	unify	universe	unison
2	bicycle	bisect	bifocals	binoculars
3	triangle	triplet	tripod	triathlon
4	multiply	multicolored	multimedia	multinational

Decoding

Sentences

- 1 The athlete wore a multicolored uniform in the triathlon.
- 2 It takes more than a pair of binoculars to study the universe.

Decoding

Words

1	midnight	midpoint	midstream	midsummer
2	submarine	submerge	substandard	subtitle
3	transfer	translate	transmit	transplant
4	interrupt	intervene	interview	intermission

Decoding

Sentences

- 1 It was midnight before the submarine surfaced in the bay.
- 2 Don't interrupt Pablo while he translates the letter from Spanish.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 155-156

Objectives: Students will

- understand words with the same base.
- spell dictated words with the same base correctly.
- build oral language skills.

Word Analysis

Words with the Same Base

Decoding ROUTINE 10

REVIEW with students that a base word can take on various inflectional endings and affixes. These endings and affixes can change the base word’s meaning, its part of speech, its spelling, and its tense if it is a verb. Have students use academic language to explain what inflectional endings, prefixes, and suffixes are.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes and suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL About the Words

- 1 Words with the Same Base** Have students reread the words and identify the base word and its part of speech. Then have students identify any inflectional endings, prefixes, and suffixes added to *relate*. *-ing, un-, -ed, -ion* Ask students to recall what verb tense is formed by adding *-ing* and to explain the meaning of the suffix *-ion*. Then discuss the meanings of the words. Ask what changes in part of speech occurred when the suffix was added.
- 2 Words with the Same Base** Have students reread the words and identify the base word and its part of speech. Then have students identify any prefixes and suffixes added to *tolerate*. *-ance, -able, in-, -ant* Ask students to recall the meaning of the prefix *in-*. Explain that the suffix *-ance* means “state or quality of” and forms nouns, and that the suffix *-ant* means “inclined to” and forms adjectives. Then discuss the meanings of the words. Ask students what changes in part of speech occurred when the suffixes were added.

ePresentation

Decoding

Words

1	relate	relating	unrelated	relation
2	tolerate	tolerance	tolerable	intolerant
3	distinct	distinctive	indistinct	distinction
4	manage	mismanage	manager	management

Decoding

Sentences

- I can tolerate a little rain, but walking in this downpour is intolerable!
- The new manager has completely mismanaged this company.

Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

<i>re/late</i>	<i>re/la/ting</i>
<i>un/re/la/ted</i>	<i>re/la/tion</i>
<i>tol/er/ate</i>	<i>tol/er/ance</i>
<i>tol/er/able</i>	<i>in/tol/er/ant</i>
<i>dis/tinct</i>	<i>dis/tinc/tive</i>
<i>in/dis/tinct</i>	<i>dis/tinc/tion</i>
<i>man/age</i>	<i>mis/man/age</i>
<i>man/ag/er</i>	<i>man/age/ment</i>

Differentiated Instruction: Word Lines

AL Help students learn the differences in meaning and part of speech between the words on each line by helping them use the words in sentences.

OL Have students brainstorm ways of visually representing the base word families on the word lines, such as putting them in a chart, word web, or other graphic organizer. Then have them arrange the words in the visual aid of their choice and try to add other words by adding different affixes.

BL Challenge students to brainstorm other base words and add affixes to create new base word families. Students can then display their words or share them with the class.

EL English Learner

COGNATES All the words are Romance-language cognates. The following are Spanish translations: *relatar* (tell), *relatado*, *no relacionado*, *relación* (how something is connected); *tolerar*, *tolerancia*, *tolerable*, *intolerante*; *distinto*, *distintivo*, *indistinto*, *distinción*; *manejar*, *manejar mal*, *mánager* (sports coach), *manejo* (management of people).

- 3 Words with the Same Base** Have students reread the words and identify the base word and its part of speech. Then have students identify any prefixes and suffixes added to *distinct*. *-ive, in-, -tion* Ask students to recall the meanings of the prefixes and suffixes. Then discuss the meanings of the words. Ask students what changes in part of speech occurred when the suffixes were added.
- 4 Words with the Same Base** Have students reread the words and identify the base word and its part of speech. Then have students identify any prefixes and suffixes added to *manage*. *mis-, -er, -ment* Ask students to recall the meaning of the prefixes and suffixes. Then discuss the meanings of the words. Ask students what changes in part of speech occurred when the suffixes were added.

About the Sentences

- 1-2 Words with the Same Base** Have students identify the words in each sentence that have the same base word. *tolerate, intolerable; manager, mismanaged* Review the meanings of each base word and each base word with affixes added.

Developing Oral Language

SAY a word from the lines and have students identify the other words in the same base word family. Then have volunteers use the words in sentences that demonstrate their meanings. Challenge students to use more than one word from each base word family in one sentence.

Have students use the words from the word lines in sentence starters, for example *A person who is distinctive...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Give students other base words that can have affixes and inflectional endings added to generate new words, such as *rest, care, or happy*. Have students build new words in the base word family and use their knowledge of the different affixes and endings to explain the part of speech and meaning. Have students use the new words in sentences to demonstrate their meaning. *rest, restless, restful, unrest; restless is an adjective that means "without rest".*

Guided Practice

- ASSIGN** pages I55–I56 from *Skills Practice* for students to work with words with the same base. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

- USE** Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Teacher Tip

SPELLING CHANGES This is a good time to review with students the various base word spelling changes that are necessary when adding inflectional endings and suffixes, such as doubling the final consonant, changing *y* to *i*, and dropping the final *e* or final consonant.

ePresentation

Dictation and Spelling

Words

1	prepare	preparing	unprepared
2	select	preselect	selection
3	neglect	neglected	neglectful

Challenge Words

4	believe	believable	disbelieve
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Dictation and Spelling

Sentence

- 1 Beth is preparing to make her selection.

Resource:
Word Cubes

Objectives: Students will

- build oral language skills.
- practice using words with the same base.

Word Analysis

Words with the Same Base

Developing Oral Language

ORGANIZE students into groups and have them create clues for the words in the lines that include the part of speech. *This is a noun that stands for something you should have for other people. (tolerance) This adjective might describe something that is blurry. (indistinct)* Have groups read their clues to the rest of the class to guess.

Have volunteers explain how each base word in the lines changed its spelling when affixes were added. Make sure students use complete sentences and academic language.

Use the **Word Cubes** to do a word building activity with students. Divide students into 4 groups. Give Group 1 the prefix cubes, give Group 2 half of the base word cubes, give Group 3 the other half of the base word cubes, and give Group 4 the suffix cubes. Have each group roll one of their cubes at random, then write down the result of all four rolls. Have groups try to generate new words from the two base words and the affixes that were rolled. If a word can be generated, have groups also think of other words in that base word family. Have each group come up with their words separately, then share with the class to see which group came up with the most words.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- The restaurant has a large *selection* of healthy food.
- Nothing could *prepare* us for the shock we received.
- The dog had been *neglected* and was too skinny.
- I can't *believe* we got tickets to the concert!
- Because Amala is *unprepared*, she will likely not do well on the test.
- Most people thought the movie was very *believable*.
- Lance will always *select* me to be on his team.
- Shane has been so busy lately that he has been *neglectful* toward his friends.



Teacher Tip

DICTATION WORDS Make sure students understand the meanings of the words in the dictation lines and can identify the base words and affixes. Have students use the words in their own sentences as well.

ePresentation

Decoding

Words

1	relate	relating	unrelated	relation
2	tolerate	tolerance	tolerable	intolerant
3	distinct	distinctive	indistinct	distinction
4	manage	mismanage	manager	management

Decoding

Sentences

- 1 I can tolerate a little rain, but walking in this downpour is intolerable!
- 2 The new manager has completely mismanaged this company.

Dictation and Spelling

prepare	The restaurant has a large _____ of healthy food.
unprepared	Nothing could _____ us for the shock we received.
select	The dog had been _____ and was too skinny.
selection	I can't _____ we got tickets to the concert!
neglected	Because Amala is _____, she will likely not do well on the test.
neglectful	Most people thought the movie was very _____.
believe	Lance will always _____ me to be on his team.
believable	Shane has been so busy lately that he has been _____ toward his friends.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 157–158
- *eGames*

Objectives: Students will

- understand shades of meaning.
- spell dictated words with different shades of meaning correctly.
- build oral language skills.

Word Analysis

Shades of Meaning

Decoding

REVIEW with students that they have studied synonyms. Explain that some words have the same general meaning but are not exactly the same. The slight differences are called shades of meaning and can add context to sentences to give them more meaning.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

1-4 Shades of Meaning Explain to students that the words on each line are synonyms. Have students explain what synonyms are. *Synonyms are words with similar meanings.* Then explain that although the words are synonyms, they still have slight differences in meaning that students should be able to detect. Ask students to state the general meaning of the words on each line. *Line 1: happy; Line 2: sad; Line 3: to think or understand; Line 4: right or exact.* Have students discuss how the words describe the state of mind of being “happy” or “sad,” or the degrees of certainty of “to think” or “right or exact” in different ways. Clarify the meanings of any unfamiliar words for students, or have them consult a dictionary.

About the Sentences

1-2 Shades of Meaning Have students identify the synonyms with different shades of meaning in the sentences and read the sentences until they can do so fluently. *saddened, heartbroken; suspect, comprehend* Review the meanings of the words.

Developing Oral Language

SAY the following sentence: *When the family learned they had won a million dollars, they were happy.* Have students replace *happy* with a more specific word that fits into the context of the sentence. *When the family learned they had won a million dollars, they were elated.* Then have them explain why the new word is a better fit. Repeat with other words from the lines.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

<i>con/tent/ed</i>	<i>de/light/ed</i>
<i>up/beat</i>	<i>e/lat/ed</i>
<i>sad/dened</i>	<i>trou/bled</i>
<i>gloom/y</i>	<i>heart/bro/ken</i>
<i>com/pre/hend</i>	<i>de/ter/mine</i>
<i>sus/pect</i>	<i>ac/cu/rate</i>
<i>pre/cise</i>	<i>cor/rect</i>
<i>per/fect</i>	



Teacher Tip

SHADES OF MEANING Have students consult a dictionary to confirm the different shades of meaning on the word lines. Students should look for these words as they are reading to explore context and see how these words convey specific meanings.

ePresentation

Decoding

Words

1	contented	delighted	upbeat	elated
2	saddened	troubled	gloomy	heartbroken
3	know	comprehend	determine	suspect
4	accurate	precise	correct	perfect

Decoding

Sentences

- I was saddened after we lost the game, but Jake was completely heartbroken.
- I suspect my older sister’s science book will be difficult to comprehend.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Have students use the words from the word lines in sentence starters, for example *Hector was troubled when . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. Discuss how the meaning of the sentence would change if other words with a similar definition, but differing shades of meaning, were used instead.

Guided Practice

ASSIGN pages I57–I58 from *Skills Practice* for students to work with shades of meaning. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for words with the same base and synonyms that have different shades of meaning. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words based on students' knowledge of the roots and affixes and the context in which they were found.

ePresentation

Dictation and Spelling

Words

1	friendly	thoughtful	loving
2	annoyed	enraged	angry
3	drowsy	tired	weary

Challenge Words

4	recite	narrate	depict
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Dictation and Spelling

Sentence

1 We were weary after a day of hiking.



Differentiated Instruction: Word Lines

AL If students have trouble understanding the concept of shades of meaning, use words that have a larger gap between their meaning, such as *down* and *grief-stricken*, to show that although they both are related to sadness, they have very different uses.

OL Have students search textbooks and other texts to find words that are related to the ones on the word lines, but have different shades of meaning. Students should then organize their words in a graphic organizer such as a word web.

BL Challenge students to write a short paragraph using the words from the lines that have differing shades of meaning.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *contented*, *comprehend*, *determine*, *suspect*, *precise*, *correct*, and *perfect* (Spanish: *contento*, *comprender*, *determinar*, *sospechar*, *preciso*, *correcto*, *perfecto*).

Foundational Skills

Resource:
Skills Practice, pp. 159–160

Objectives: Students will

- build oral language skills.
- practice using words with different shades of meaning.
- build fluency.

Word Analysis

Shades of Meaning

Developing Oral Language

- TELL** students to work in small groups to brainstorm word pairs that are related but have different shades of meaning. Groups should then write sentences demonstrating the specific meanings of the words and share them with the class. *The air was slightly chilly when the wind picked up. Icebergs floated in the frigid Arctic waters.*

Have small groups of students create clues for the words on the lines. *This word means “without error.” (perfect); You do this when you think that someone has done something. (suspect)* Read the clues to the class and have them guess the words. Discuss how well the clues convey the specific meanings of the words.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- It was so *thoughtful* of Yoshi to send flowers.
- Seth was so *enraged* when he lost that he turned bright red.
- We asked Heather to *recite* the poem at the assembly.
- I started feeling *drowsy* after class, but not tired enough to fall asleep.
- Sasha was always very *friendly* to new kids in school.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that reading with expression is essential to fluency. Assign the fluency passage on pages 159–160 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage. Model reading with expression by emphasizing certain words and pausing for effect. Tell students that when they read they should pay attention to the most important words in the sentences and stress those words. They should also try to convey the emotions of the story in their voices. Have students read the passage with a partner to practice reading the story with emotion and feelings using expression.



Teacher Tip

SHADES OF MEANING Reinforce the meanings of the words on the lines for students. As a class, make a list of specific nouns that can be described with each adjective students have learned. For verbs on the lines, list situations in which the specific actions would be carried out. *An optimistic person might be upbeat. A doctor needs to determine which treatment is best for a patient.*

ePresentation

Decoding

Words

1	contented	delighted	upbeat	elated
2	saddened	troubled	gloomy	heartbroken
3	know	comprehend	determine	suspect
4	accurate	precise	correct	perfect

Decoding

Sentences

- 1 I was saddened after we lost the game, but Jake was completely heartbroken.
- 2 I suspect my older sister's science book will be difficult to comprehend.

Dictation and Spelling

friendly	It was so _____ of Yoshi to send flowers.
thoughtful	Seth was so _____ when he lost that he turned bright red.
drowsy	We asked Heather to _____ the poem at the assembly.
recite	I started feeling _____ after class, but not tired enough to fall asleep.
enraged	Sasha was always very _____ to new kids in school.



English Learner

SHADES OF MEANING If possible, have students come up with words in their native language and then look up the words using a bilingual dictionary. You can also pair up students with ones that are highly proficient in English and have the latter explain the words he or she comes up with using demonstrations or illustrations.

Resources:

- *Skills Practice*, pp. 159–160
- *Assessment*, pp. 77–78

Objectives: Students will

- understand words with the same base.
- understand words with different shades of meaning.
- build oral language skills.
- build fluency.

Review

Words with the Same Base

Decoding

REVIEW with students that base words can take on a number of different inflectional endings, prefixes, and suffixes. These affixes can change the meaning, part of speech, tense, and spelling of the base word.

Have students read each word on the word lines and identify the meaning of the prefixes and suffixes, as well as the meaning of each new word formed with them. Then have students read each sentence with appropriate rate and expression.

Shades of Meaning

Decoding

REVIEW with students that synonyms have slightly different meanings. Writers must choose the word with the specific meaning that is most appropriate in the context in order for their readers to understand exactly what they are describing.

Have students read each word on the word lines. Then have students read each sentence.

Developing Oral Language

ORGANIZE the class into four groups. Have each group use one of the sentences that accompany the word lines as the initial sentence of a short story or paragraph. Students should also use as many words from the word lines as possible in their stories. Have groups share their stories. As a class, keep track of all the words from the word lines that are used.

Fluency

HAVE students reread the fluency passage on pages 159–160 of *Skills Practice* to practice reading with expression. If students have difficulty reading with expression, work with them in small groups to practice reading important words and phrases with the appropriate stress to highlight them.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 77–78 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

WORD MEANINGS Suggest that students make flash cards to help them practice and remember the meanings of the various words they have studied in this lesson. The cards should have the word on one side and the meaning and an example sentence on the other.

ePresentation

Decoding

Words

1	relate	relating	unrelated	relation
2	tolerate	tolerance	tolerable	intolerant
3	distinct	distinctive	indistinct	distinction
4	manage	mismanage	manager	management

Decoding

Sentences

- 1 I can tolerate a little rain, but walking in this downpour is intolerable!
- 2 The new manager has completely mismanaged this company.

Decoding

Words

1	contented	delighted	upbeat	elated
2	saddened	troubled	gloomy	heartbroken
3	know	comprehend	determine	suspect
4	accurate	precise	correct	perfect

Decoding

Sentences

- 1 I was saddened after we lost the game, but Jake was completely heartbroken.
- 2 I suspect my older sister’s science book will be difficult to comprehend.

Foundational Skills

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 161-162

Objectives: Students will

- understand words with prefixes and suffixes.
- spell dictated words with prefixes and suffixes correctly.
- build oral language skills.

Word Analysis

Prefixes and Suffixes

Decoding ROUTINE 10

REVIEW with students that when encountering an unfamiliar word, it is useful to examine its parts. Prefixes, roots, and suffixes all have meanings, many derived from Greek and Latin. If students know the meanings of its parts, they can begin to figure out the meaning of a word.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes and suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- 1 The Prefixes *oct-* and *cent-*** Have students reread the words and identify the prefixes. Ask students whether they recognize or know the meanings of either of the prefixes. Then explain that *oct-* means “eight” and *cent-* means “one hundred.” Have students use their knowledge of the prefix and root meanings to explain the meanings of the words.
- 2 The Prefixes *semi-* and *para-*** Have students reread the words and identify the prefixes. Ask students whether they recognize or know the meanings of either of the prefixes. Then explain that *semi-* means “half” and *para-* means “beside.” Have students use their knowledge of the prefix and root meanings to explain the meanings of the words.
- 3 The Suffixes *-dom* and *-ship*** Have students reread the words and identify the base words and suffixes. Ask students whether they recognize or know the meanings of the suffixes. Explain that the suffixes on this line mean “state or quality of” and create nouns when they are added to base words. Then have students use their knowledge of the suffix and root meanings to explain the meanings of the words.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

<i>oc/ta/gon</i>	<i>oc/to/pus</i>
<i>cen/tur/y</i>	<i>cen/ti/pede</i>
<i>sem/i/cir/cle</i>	<i>sem/i/co/lon</i>
<i>par/a/graph</i>	<i>par/a/phrase</i>
<i>bore/dom</i>	<i>free/dom</i>
<i>friend/ship</i>	<i>cit/i/zen/ship</i>
<i>de/pen/dent</i>	<i>ab/sor/bent</i>
<i>glor/i/ous</i>	<i>joy/ous</i>



Differentiated Instruction: Word Lines

AL Reinforce the strategy of breaking words into their parts and considering the meanings of roots and affixes when decoding words. Draw a slash to separate each base or root on the lines from its prefix or suffix. Discuss the meaning of each part.

OL Have students create flash cards for practice with various prefixes and suffixes. Students should write the affix on one side and the meaning and example words on the other.

ePresentation

Decoding

Words

1	octagon	octopus	century	centipede
2	semicircle	semicolon	paragraph	paraphrase
3	boredom	freedom	friendship	citizenship
4	dependent	absorbent	glorious	joyous

Decoding

Sentences

- 1** In the last century, many people have gained citizenship in this country.
- 2** We had to paraphrase the text when we wrote our summary.

4 The Suffixes -ent and -ous Have students reread the words and identify the suffixes. Explain that the suffixes on this line create adjectives when they are added to base words or roots. Ask students whether they recognize or know the meanings of the suffixes. Explain that *-ent* means “inclined to” and *-ous* means “full of.” Then have students use their knowledge of the suffix and root meanings to explain the meanings of the words.

About the Sentences

1-2 Words with Prefixes and Suffixes Have students identify the words in each sentence that have prefixes and suffixes from the word lines. *century, citizenship; joyous, paraphrase*
Review the meanings and parts of speech of the words.

Developing Oral Language

HAVE students create clues for the words on the lines that include the meaning of the prefix or suffix, such as *This word has a prefix that means “one hundred” and names an insect with many legs.* Have volunteers solve each clue.

Have students use the words from the word lines in sentence starters, for example *Someone who shows boredom might . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Tell students to generate new words that contain the prefixes and suffixes from the word lines, using print and digital dictionaries as necessary. Have students use the new words in sentences to demonstrate their meaning. *Membership in the club is easy to get. Membership means “the state of being a member.”*

Guided Practice

ASSIGN pages 161–162 from *Skills Practice* for students to work with words with new prefixes and suffixes. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	octet	centimeter	semifinal
2	famous	October	membership
3	parabola	different	nervous

Challenge Words

4	championship	semiannual	parallel
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Dictation and Spelling

Sentence

1 Our team is in the semifinal game.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *octagon, century, semicircle, paragraph, paraphrase, dependent, absorbent, and glorious* (Spanish: *octágono, centuria* (hundred years), *semicírculo, párrafo, parafrasear, dependiente, absorbente, glorioso*).

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Teacher Tip

DICTIONATION LINES Have students examine the words on the dictation lines carefully, identifying the root and the affix in each. Discuss how students can determine the meanings of the words by considering the meanings of their parts. Tell students that October was the eighth month of the year in early Roman calendars.

Objectives: Students will

- build oral language skills.
- practice using words with prefixes and suffixes.

Word Analysis

Prefixes and Suffixes

Developing Oral Language

EL INSTRUCT students to work in small groups to write clues for several of the words from the word lines. *This word describes something with eight sides. (octagon)* Then have groups take turns reading their clues aloud for the rest of the class to solve.

Have students create sentences that contain at least two words from the word lines. Provide them with word pairs, such as *century/freedom*, *joyous/citizenship*, or *boredom/dependent*, that are good matches for creating meaningful sentences. Encourage students to create fun or silly sentences to foster their engagement in the activity.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- Not inclined to be the same: *different*
- Happening twice a year: *semiannual*
- A group of eight people: *octet*
- Full of uneasy feelings: *nervous*
- A collection of sentences: *paragraph*
- A game that comes right before the last game: *semifinal*
- A unit of measure that is one one-hundredth of a meter: *centimeter*
- Being a part of a group or club: *membership*

EL English Learner

CLUES To help students participate in their groups, allow them to use gestures, illustrations, single words, and phrases as their clues. Check in on groups to make sure the English learners understand the meanings of the words they are working on.

AL Differentiated Instruction

AL DICTATION Have students identify the prefix for each of the dictation words. Review the meanings of the prefixes. Help students use the meanings of the prefixes to explain the meanings of the words.

ePresentation

Decoding

Words

1	octagon	octopus	century	centipede
2	semicircle	semicolon	paragraph	paraphrase
3	boredom	freedom	friendship	citizenship
4	dependent	absorbent	glorious	joyous

Decoding

Sentences

- 1 In the last century, many people have gained citizenship in this country.
- 2 We had to paraphrase the text when we wrote our summary.

Dictation and Spelling

semifinal	Not inclined to be the same: _____
different	Happening twice a year: _____
nervous	A group of eight people: _____
octet	Full of uneasy feelings: _____
membership	A collection of sentences: _____
semiannual	A game that comes right before the last game: _____
centimeter	A unit of measure that is one one-hundredth of a meter: _____
paragraph	Being a part of a group or club: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 163–164

Objectives: Students will

- understand words with prefixes and suffixes.
- spell dictated words with prefixes and suffixes correctly.
- build oral language skills.

Word Analysis

Prefixes and Suffixes

Decoding ROUTINE 10

REVIEW with students that when encountering an unfamiliar word, it is useful to examine its parts. Prefixes, roots, and suffixes all have meanings, many derived from the ancient Greek and Latin languages. If students know the meanings of its parts, they can begin to figure out the meaning of a word.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes and suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- 1 The Prefixes *post-* and *micro-*** Have students reread the words and identify the prefixes. Ask students whether they recognize or know the meanings of either of the prefixes. Then explain that *post-* means “after” and “*micro-* means small, short.” Have students use their knowledge of the prefix and root meanings to explain the meanings of the words.
- 2 The Prefixes *ir-* and *il-*** Have students reread the words and identify the prefixes. Ask students whether they recognize or know the meanings of either of the prefixes. Then explain that *ir-* and *il-* mean “not.” Have students use their knowledge of the prefix and root meanings to explain the meanings of the words.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks. Remind students that affixes are separate syllables as well.

post/pone
mi/cro/scope
ir/re/pon/si/ble
il/le/gal
ap/pear/ance
a/pol/o/gize
bi/cy/clist
fool/ish

post/date
mi/cro/wave
ir/reg/u/lar
il/log/i/cal
ex/cel/lence
stand/ard/ize
jour/nal/ist
child/ish



Differentiated Instruction: Word Lines

AL Reinforce the strategy of breaking words into their parts and considering the meanings of roots and affixes when decoding words. Draw a line to separate each base or root on the lines from its prefix or suffix. Discuss the meaning of each part.

OL Have students create flash cards for practice with various prefixes and suffixes. Students should write the affix on one side and the meaning and example words on the other.

BL Challenge students to investigate the origins of the prefixes and suffixes they have studied. Students should consult a dictionary to determine whether the affix is from Greek, Latin, Old English, or another language. Have students report some of their findings.

ePresentation

Decoding

Words

1	postpone	postdate	microscope	microwave
2	irresponsible	irregular	illegal	illogical
3	appearance	excellence	apologize	standardize
4	bicyclist	journalist	foolish	childish

Decoding

Sentences

- 1** Mom apologized because she had to postpone our trip to explore the desert.
- 2** The journalist saw that his story had spelling errors and felt foolish.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *microscope*, *irresponsible*, *irregular*, *illegal*, *illogical*, *appearance*, *excellence*, *standardize*, and *bicyclist* (Spanish: *posponer*, *microscopio*, *irresponsable*, *irregular*, *ilegal*, *ilógico*, *apariencia* (looks), *excelencia*, *estandarizar*, *ciclista*).

- 3 The Suffixes *-ance/-ence* and *-ize*** Have students reread the words and identify the base words and suffixes. Explain that the suffix *-ance/-ence* means “state or quality of” and forms nouns when added to base words. Tell students that *-ize* means “to make” and forms verbs. Then have students use their knowledge of the suffix and root meanings to explain the meanings of the words.
- 4 The Suffixes *-ist* and *-ish*** Have students reread the words and identify the suffixes. Ask students whether they recognize or know the meanings of either of the suffixes. Then explain that *-ist* means “one who practices” and changes base words to nouns. Tell students that *-ish* means “relating to” and forms adjectives. Have students use their knowledge of the affix and root meanings to explain the meanings of the words.

About the Sentences

- 1-2 Words with Prefixes and Suffixes** Have students identify the words in each sentence that have prefixes and suffixes from the word lines. *apologized, postpone; journalist, foolish*
Review the meanings and parts of speech of the words.

Developing Oral Language

SAY a clue for one of the words on the lines that includes the meaning of the prefix or suffix, such as *This word has a suffix that means “relating to” and might describe someone throwing a tantrum.* Have a volunteer solve the clue. Then give another clue.

Have students use the words from the word lines in sentence starters, for example *We use a microscope to look at ...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Guided Practice

ASSIGN pages 163–164 from *Skills Practice* for students to work with words with new prefixes and suffixes. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE
7ROUTINE
8

- USE** Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for words with the prefixes and suffixes they have learned this week. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words based on students’ knowledge of the roots and affixes.



Teacher Tip

DICTATION LINES Have students examine the words in the dictation lines carefully, identifying the root and the affix in each. Discuss how students can determine the meanings of the words by considering the meanings of their parts. Tell students that a *postscript* can be found at the end of a letter and is usually shortened to the initials *p.s.*

ePresentation

Dictation and Spelling

Words

1	disturbance	postscript	idolize
2	customize	selfish	illiterate
3	artist	microphone	confidence

Challenge Words

4	computerize	Spanish	irrational
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Dictation and Spelling

Sentence

- 1 Paul had great confidence in his talent for speaking French.

Resources:

- *Skills Practice*, pp. 165–166
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using words with prefixes and suffixes.
- build fluency.

Word Analysis

Prefixes and Suffixes

Developing Oral Language

INSTRUCT students to work in small groups to write silly or funny clues for several of the words from the word lines. *This word describes someone who probably pedals a lot. (bicyclist)* Then have groups take turns reading their clues aloud for the rest of the class to guess.

Have students create sentences that contain at least two words from the word lines. Provide them with word pairs, such as *journalist/apologize*, *bicyclist/irresponsible*, or *microscope/irregular*, that are good matches for creating meaningful sentences.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- It can take a lot of *confidence* to give a speech to a large group.
- My sister and her friends *idolize* that new band.
- Don't be *selfish* and take all the books for yourself.
- The *artist* was known for her paintings and sculptures.
- Andre added stickers to *customize* his skateboard.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMINDE students that reading poetry with proper expression is essential to fluency. Assign the fluency passage on pages 165–166 of *Skills Practice* for students to practice fluent reading.

Before students read the poem aloud, tell them that some lines are meant to flow together and some lines have a pause at the end. Have students read through the poem of couple of times silently, thinking about which lines should flow together and where they should pause. Then have students reread the poem aloud. Remind them to read with expression, changing the tone of their voice as appropriate to match the somber quality of the poem.

ePresentation

Decoding

Words

1	postpone	postdate	microscope	microwave
2	irresponsible	irregular	illegal	illogical
3	appearance	excellence	apologize	standardize
4	bicyclist	journalist	foolish	childish

Decoding

Sentences

- 1 Mom apologized because she had to postpone our trip to explore the desert.
- 2 The journalist saw that his story had spelling errors and felt foolish.

Dictation and Spelling

selfish	It can take a lot of _____ to give a speech to a large group.
customize	My sister and her friends _____ that new band.
artist	Don't be _____ and take all the books for yourself.
confidence	The _____ was known for her paintings and sculptures.
idolize	Andre added stickers to _____ his skateboard.



Teacher Tip

PREFIXES AND SUFFIXES As a class, brainstorm other words with the prefixes and suffixes students have learned. Break the words into parts, identify the meanings of the parts, and define the words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 165–166
- *Assessment*, pp. 79–80

Objectives: Students will

- understand words with prefixes and suffixes.
- build oral language skills.
- build fluency.

Review

Prefixes *oct-*, *cent-*, *semi-*, *para-*; Suffixes *-dom*, *-ship*, *-ent*, *-ous*

Decoding

REVIEW with students that breaking words into their parts will help them figure out their meanings. If students can define prefixes, suffixes, and/or roots and base words, they can begin to define the whole word. Have students recall the prefixes and suffixes from this lesson and explain their meanings.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Prefixes *post-*, *micro-*, *ir-*, *il-*; Suffixes *-ance/ -ence*, *-ize*, *-ist*, *-ish*

Decoding

HAVE students recall the prefixes and suffixes from this lesson and explain their meanings.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

- ORGANIZE** the class into groups. Have each group write sentences for at least ten words from the word lines. Have groups take turns reading their sentences to the class and omitting the word-line word. Students should then identify the word that best completes the sentence.

Fluency

HAVE students reread the fluency passage on pages 165–166 of *Skills Practice* to practice reading poetry with expression. If students have difficulty reading with expression, work with them in small groups to practice changing the tone of their voice as they read.

Monitor Progress

- FORMAL ASSESSMENT** Use *Assessment* pages 79–80 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

REVIEW End the week by discussing any word parts or concepts that students found particularly challenging. Ask students to sum up what they learned. Suggest how students might apply this knowledge when writing, speaking, and studying other subjects.

ePresentation

Decoding

Words

1	octagon	octopus	century	centipede
2	semicircle	semicolon	paragraph	paraphrase
3	boredom	freedom	friendship	citizenship
4	dependent	absorbent	glorious	joyous

Decoding

Sentences

- 1 In the last century, many people have gained citizenship in this country.
- 2 We had to paraphrase the text when we wrote our summary.

Decoding

Words

1	postpone	postdate	microscope	microwave
2	irresponsible	irregular	illegal	illogical
3	appearance	excellence	apologize	standardize
4	bicyclist	journalist	foolish	childish

Decoding

Sentences

- 1 Mom apologized because she had to postpone our trip to explore the desert.
- 2 The journalist saw that his story had spelling errors and felt foolish.


Resource:
Skills Practice, pp. 167–168

- Objectives:** Students will
- review words with the prefixes *re-*, *pre-*, *mis-*, and *un-*.
 - review words with the prefixes *con-* and *in-/im-*.
 - build writing skills.
 - build fluency.

Review

Prefixes *re-*, *pre-*, *mis-*, and *un-*

Decoding

-  **HAVE** students review the meanings of the prefixes *re-*, *pre-*, *mis-*, and *un-* and discuss how they change the meanings of base words.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Prefixes *con-* and *in-/im-*

Decoding

HAVE students review the meanings of the prefixes *con-* and *in-/im-*. Remind students that many of the words they encounter with these prefixes will also have a Greek or Latin root instead of a base word that stands alone. Ask students to recall what kinds of words or roots can add *in-* and what kinds of words or roots can add *im-*.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write sentence starters for ten words from the word lines. Then have them exchange pages with a partner and complete the sentences to demonstrate the meaning of the word. *I get really impatient when . . . I get really impatient when a song does not download right away.*

Fluency

REMIND students that reading with expression is essential to fluency. Assign the fluency passage on pages 167–168 of *Skills Practice* for students to practice fluent reading.

Read aloud the first few lines of the fluency passage, modeling appropriate expression by changing your tone depending on what is being said. Remind students that expression, or using tone of voice to show feelings and emotions, can be determined through punctuation, as well as the emotional language being used. Have students read the passage, and then have them reread it to express the hope and optimism described in the passage. Explain that expression adds meaning to what they are reading and makes a text easier to understand.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Decoding

Words

1	remake	replay	reread	restart
2	prepay	preheat	preview	preschool
3	misplace	mistreat	misspell	mispronounce
4	untie	unwrap	unhappy	unsafe

Decoding

Sentences

- 1 The referee will review the replay and then restart the game clock.
- 2 If you mispronounce a word, you might also misspell it when writing.

Decoding

Words

1	connect	confide	consult	congregate
2	inactive	incapable	insensitive	infrequent
3	impossible	impatient	impractical	immature
4	contain	concur	imperfect	inedible

Decoding

Sentences

- 1 I concur with the teacher that you should consult several sources for your research paper.
- 2 It will be impossible to include one more person on the guest list.

Resource:*Skills Practice*, pp. 167–168**Objectives:** Students will

- review words with the prefixes *ex-* and *en-/em-*.
- review words with the prefixes *dis-* and *auto-*.
- build writing skills.
- build fluency.

Review

Prefixes *ex-* and *en-/em-*

Decoding

REVIEW with students the meanings of the prefixes *ex-* and *en-/em-*. Remind students that many of the words they encounter with these prefixes will be attached to a root instead of a base word that stands alone. Ask students to recall how the base or root word's spelling affects whether you add *en-* or *em-*.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Prefixes *dis-* and *auto-*

Decoding

REVIEW the meanings of the prefixes *dis-* and *auto-* and discuss with students how they change the meanings of base words.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write sentence starters for ten words from the word lines. Then have them exchange pages with a partner and complete the sentences to demonstrate the meaning of each word. *Our teacher disapproves of . . . Our teacher disapproves of cheating on tests.*

Fluency

- EL REMIND** students that reading with proper pace is essential to fluency. Assign the fluency passage on pages 167–168 of *Skills Practice* for students to reread to practice fluent reading.

Read the first two paragraphs aloud, pausing at internal punctuation such as commas and end punctuation. Explain that reading too quickly makes it difficult for the reader and the listener to understand what is being read. Reading too slowly also makes understanding the text difficult. Tell students that fluent readers use commas in the text to help them control the pace of their reading. Remind students that commas indicate points where readers should pause. Have students identify where commas are used to separate items in a series. Tell them that a series of items should be read as a group of related phrases, rather than separate thoughts or ideas.

EL English Learner

PACE Help students place slashes in the places where they need to pause, and double slashes where they should pause a little longer. Create simple sentences for students at Level 1 or 2 to read. Remember to use key words found in the fluency passage and one or two sentence structures found in the passage.

ePresentation

Decoding

Words

1	expel	exhale	exterior	expand
2	extend	exclaim	exclude	exit
3	enclose	enable	envelope	enforce
4	embrace	emblaze	empower	embedded

Decoding

Sentences

- 1 The smoky exhaust from the car ahead of Debbie caused her to exclaim angrily.
- 2 As the chief of police, Mae was empowered to enforce the laws of the town.

Decoding

Words

1	dislike	discover	disagree	disappear
2	disconnect	disapprove	discourage	disregard
3	disqualify	disrespect	discontinue	disinfect
4	automatic	autopilot	automobile	autobiography

Decoding

Sentences

- 1 Nate decided to disregard my advice and disconnect his computer.
- 2 Driving would be a lot easier if only we could put this automobile on autopilot!



Differentiated Instruction

AL FLUENCY Pair students with a beyond-level partner for fluency practice. The beyond-level student can act as a mentor and model how to read with proper pace and accuracy.

Resource:
Skills Practice, pp. 169–170

- Objectives:** Students will
- review words with the number prefixes *uni-*, *bi-*, *tri-*, and *multi-*.
 - review words with the location prefixes *mid-*, *sub-*, *trans-*, and *inter-*.
 - build writing skills.
 - build fluency.

Review

Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Decoding

REVIEW the meanings of the number prefixes *uni-*, *bi-*, *tri-*, and *multi-* and discuss with students how they add to the meanings of base words and roots.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*

Decoding

REVIEW the meanings of the location prefixes *mid-*, *sub-*, *trans-*, and *inter-* and discuss with students how they add to the meanings of base words and roots.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

EL HAVE students write riddles for ten of the words from the word lines. Have them exchange pages with a partner, answer each riddle, and then share them with the class. *This is a short break in the middle of a concert. intermission*

Fluency

REMIND students that reading with expression is essential to fluency. Assign the fluency passage on pages 169–170 of *Skills Practice* for students to reread to practice fluent reading.

Read aloud the dialogue in the passage. Tell students to listen to how your voice rises and falls, and becomes louder and softer, as you read the words of the different characters. When you are finished, point out the speaker tags in the text and remind students that these offer clues for how to read dialogue. Then read the same text without any expression. Ask students to explain why this reading is inferior to the first one. Divide the class into small groups and have them practice reading the dialogue in the passage with proper expression.



Differentiated Instruction

AL WORD LINES Help students determine the meanings for any words that cause difficulty. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.



English Learner

RIDDLES Help students at Level 1 or 2 of language proficiency create their own riddles. Have them suggest one or two words for the riddle, then write down a complete sentence for them to copy using the words they suggested. Student suggests: concert break; Teacher writes: This is a short break in the middle of a concert. Intermission

ePresentation

Decoding

Words

1	uniform	unify	universe	unison
2	bicycle	bisect	bifocals	binoculars
3	triangle	triplet	tripod	triathlon
4	multiply	multicolored	multimedia	multinational

Decoding

Sentences

- 1 The athlete wore a multicolored uniform in the triathlon.
- 2 It takes more than a pair of binoculars to study the universe.

Decoding

Words

1	midnight	midpoint	midstream	midsummer
2	submarine	submerge	substandard	subtitle
3	transfer	translate	transmit	transplant
4	interrupt	intervene	interview	intermission

Decoding

Sentences

- 1 It was midnight before the submarine surfaced in the bay.
- 2 Don't interrupt Pablo while he translates the letter from Spanish.

Resource:*Skills Practice*, pp. 169–170**Objectives:** Students will

- review words with the same base.
- review words with different shades of meaning.
- build writing skills.
- build fluency.

Review

Words with the Same Base

Decoding

REVIEW with students that base words can take on a number of different inflectional endings, prefixes, and suffixes. These affixes can change the meaning, part of speech, tense, and spelling of the base word.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Shades of Meaning

Decoding

REVIEW with students that synonyms have slightly different meanings. Writers must choose the word with the specific meaning that is most appropriate for the context in order for their readers to understand exactly what they are describing.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Encourage students to include more than two words in their sentences if they can, but remind them that their sentences must still make sense. *Mr. Green's manager was delighted when he wrote an accurate report.*

Fluency

REMIND students that proper phrasing is an important part of fluency. Assign the fluency passage on pages 169–170 of *Skills Practice* for students to practice fluent reading.

Write the following sentence from the passage on the board, marking phrase boundaries with slashes: *Clara grinned broadly/ "Mom/ I have the best idea ever!"* Have students listen as you read the sentence, noticing how you paused at the slashes. Then have students read the sentence naturally, using the slashes as guides. Have students work in pairs to draw slashes at phrase boundaries in other sentences from the passage. Encourage them to reread the sentences to make sure their work is accurate.

ePresentation

Decoding

Words

1	relate	relating	unrelated	relation
2	tolerate	tolerance	tolerable	intolerant
3	distinct	distinctive	indistinct	distinction
4	manage	mismanage	manager	management

Decoding

Sentences

- 1 I can tolerate a little rain, but walking in this downpour is intolerable!
- 2 The new manager has completely mismanaged this company.

Decoding

Words

1	contented	delighted	upbeat	elated
2	saddened	troubled	gloomy	heartbroken
3	know	comprehend	determine	suspect
4	accurate	precise	correct	perfect

Decoding

Sentences

- 1 I was saddened after we lost the game, but Jake was completely heartbroken.
- 2 I suspect my older sister's science book will be difficult to comprehend.

Resource:
Assessment, pp. 81-86

- Objectives:** Students will
- review words with prefixes and suffixes.
 - build writing skills.

Review

Prefixes *oct-, cent-, semi-, para-*; Suffixes *-dom, -ship, -ent, -ous*

Decoding

REVIEW with students that breaking words into their parts will help them figure out their meanings. If students can define the prefixes, suffixes, and/or roots and base words, they can begin to define the whole word. Have students recall the prefixes and suffixes from this lesson and explain their meanings.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Prefixes *post-, micro-, ir-, il-*; Suffixes *-ance/-ence, -ize, -ist, -ish*

Decoding

HAVE students review the prefixes and suffixes from this lesson and explain their meanings.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least ten questions that include words from the word lines. Then have them exchange their questions with a partner and write complete sentences that answer the questions. When students are finished, call on volunteers to share some of their questions and answers. *How many arms does an octopus have? An octopus has eight arms.*

Unit Assessment

- ✓ **FORMAL ASSESSMENT** Use *Assessment* pages 81-86 to assess students' understanding of the skills taught in this unit.

ePresentation

Decoding

Words

1	octagon	octopus	century	centipede
2	semicircle	semicolon	paragraph	paraphrase
3	boredom	freedom	friendship	citizenship
4	dependent	absorbent	glorious	joyous

Decoding

Sentences

- 1 In the last century, many people have gained citizenship in this country.
- 2 We had to paraphrase the text when we wrote our summary.

Decoding

Words

1	postpone	postdate	microscope	microwave
2	irresponsible	irregular	illegal	illogical
3	appearance	excellence	apologize	standardize
4	bicyclist	journalist	foolish	childish

Decoding

Sentences

- 1 Mom apologized because she had to postpone our trip to explore the desert.
- 2 The journalist saw that his story had spelling errors and felt foolish.

LESSON 1

Day	Word Analysis	Student Practice	Assessment
1	Unit 1 Lesson 1 Review	<i>Skills Practice</i> , pp. 171-172	
2	Unit 1 Lesson 2 Review		
3	Unit 1 Lesson 3 Review	<i>Skills Practice</i> , pp. 173-174	
4	Unit 1 Lesson 4 Review	<i>Skills Practice</i> , pp. 175-176	
5	Unit 1 Lesson 5 Review	<i>Skills Practice</i> , pp. 175-176	<i>Assessment</i> , pp. 87-88

LESSON 2

Day	Word Analysis	Student Practice	Assessment
1	Unit 2 Lesson 1 Review	<i>Skills Practice</i> , pp. 177-178	
2	Unit 2 Lesson 2 Review		
3	Unit 2 Lesson 3 Review	<i>Skills Practice</i> , pp. 179-180	
4	Unit 2 Lesson 4 Review	<i>Skills Practice</i> , pp. 181-182	
5	Unit 2 Lesson 5 Review	<i>Skills Practice</i> , pp. 181-182	<i>Assessment</i> , pp. 89-91

LESSON 3

Day	Word Analysis	Student Practice	Assessment
1	Unit 3 Lesson 1 Review	<i>Skills Practice</i> , pp. 183-184	
2	Unit 3 Lesson 2 Review		
3	Unit 3 Lesson 3 Review	<i>Skills Practice</i> , pp. 185-186	
4	Unit 3 Lesson 4 Review	<i>Skills Practice</i> , pp. 187-188	
5	Unit 3 Lesson 5 Review	<i>Skills Practice</i> , pp. 187-188	<i>Assessment</i> , pp. 92-93

LESSON 4

Day	Word Analysis	Student Practice	Assessment
1	Unit 4 Lesson 1 Review	<i>Skills Practice</i> , pp. 189-190	
2	Unit 4 Lesson 2 Review		
3	Unit 4 Lesson 3 Review	<i>Skills Practice</i> , pp. 191-192	
4	Unit 4 Lesson 4 Review	<i>Skills Practice</i> , pp. 193-194	
5	Unit 4 Lesson 5 Review	<i>Skills Practice</i> , pp. 193-194	<i>Assessment</i> , pp. 94-96

LESSON 5

Day	Word Analysis	Student Practice	Assessment
1	Unit 5 Lesson 1 Review	<i>Skills Practice</i> , pp. 195-196	
2	Unit 5 Lesson 2 Review		
3	Unit 5 Lesson 3 Review	<i>Skills Practice</i> , pp. 197-198	
4	Unit 5 Lesson 4 Review	<i>Skills Practice</i> , pp. 199-200	
5	Unit 5 Lesson 5 Review	<i>Skills Practice</i> , pp. 199-200	<i>Assessment</i> , pp. 97-99

LESSON 6

Day	Word Analysis	Student Practice	Assessment
1	Review Unit 1	<i>Skills Practice</i> , pp. 201-202	
2	Review Unit 2	<i>Skills Practice</i> , pp. 201-202	
3	Review Unit 3	<i>Skills Practice</i> , pp. 203-204	
4	Review Unit 4	<i>Skills Practice</i> , pp. 203-204	
5	Review Unit 5		<i>Assessment</i> , pp. 100-105

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 171-172

Objectives: Students will

- review compound words, antonyms, and synonyms.
- spell dictated compound words, antonyms, and synonyms correctly.
- build oral language skills.

Word Analysis

Review: Compound Words, Antonyms, and Synonyms

Decoding

REVIEW with students what compound words, antonyms, and synonyms are. Make sure students use academic language and speak in complete sentences. *A compound word is a word made by joining two smaller words to form a new word. Antonyms are words with opposite meanings. Synonyms are words with the same or similar meanings.*

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

About the Words

- 1 Closed Compound Words** Have students identify the smaller words that make up each compound word on the line. Ask them to use the meanings of these words to define each compound word. *A waterfall is large drop in a river or stream where water falls off a ledge.*
- 2 Open Compound Words** Ask students whether the words on the line are compound words. Explain that some compound words are open and have a space between the component words. Have students identify the words that make up each compound and how they explain the meanings of the compounds. *A dinner table is a table used for eating dinner and other meals.*
- 3 Antonyms** Have students identify the word pairs on the line that are antonyms. Ask them to explain the meanings of the words and why they are opposites.
- 4 Synonyms** Have students identify the word pairs on the line that are synonyms. Ask them to explain the meanings of the words and why they are similar. Have students confirm word meanings in a dictionary if necessary.

ePresentation

Decoding

Words

1	birthday	seatbelt	waterfall	rattlesnake
2	full moon	living room	peanut butter	dinner table
3	problem	solution	awful	excellent
4	interesting	fascinating	discover	detect

Decoding

Sentences

- 1 Yesterday was awful, but today is my birthday and it has been excellent.
- 2 The massive river winds its way toward an enormous waterfall.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks. Remind students to divide compound words between the component words.

<i>birth/day</i>	<i>rat/tle/snake</i>
<i>wa/ter/fall</i>	<i>liv/ing room</i>
<i>pea/nut but/ter</i>	<i>din/ner ta/ble</i>
<i>prob/lem</i>	<i>so/lu/tion</i>
<i>aw/ful</i>	<i>ex/cel/lent</i>
<i>in/ter/es/ting</i>	<i>fas/ci/na/ting</i>
<i>dis/cov/er</i>	<i>de/tect</i>
<i>seat/belt</i>	



Differentiated Instruction: Word Lines

AL Have students use each pair of antonyms and synonyms in sentences that demonstrate their meanings. Discuss whether the words are used correctly in the sentences.

OL Have students brainstorm other examples of closed and open compound words and create an instructive poster for the classroom that features these words. Tell students to use a dictionary to check whether the compounds are open or closed.

BL Challenge student pairs to identify other synonyms for the words on Lines 3 and 4. Tell pairs to discuss the different shades of meaning for these synonyms.

About the Sentences

1-2 Compound Words, Antonyms, and Synonyms Have students identify the compound words, antonyms, and synonyms in the sentences. *birthday, awful, excellent; massive, enormous, waterfall* Review the meanings of the words.

Developing Oral Language

ASK students to think of other compound words that contain the one of the component words from the words on the lines, such as *daytime, snakebite, moonlight, butterfly, and picnic table*. Discuss the words' meanings. *Moonlight is the light coming from the moon at night.*

Have a student use at least two words from the word lines in a sentence. Then have another student build upon the sentence or think of a related sentence with another word from the lines. Repeat until students have used as many words as possible.

Organize students into groups and have them create clues for the words on the lines. **Possible Answers:** *This is a reptile you would not want to encounter. (rattlesnake) This is something that resolves a situation. (solution)* Have groups read their clues to the rest of the class to solve.

Guided Practice

ASSIGN pages I71-I72 from *Skills Practice* for students to work with compound words, antonyms, and synonyms. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine to dictate the following words for students to write.

Use Routine 8, the Sentence Dictation Routine to dictate the sentence. Remind students to use a capital letter at the beginning of the sentence and to use end punctuation.

After each line, display the words and sentence to the students. Have them proofread the dictated words and sentence. Tell them to circle any incorrect words and write them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *dinner, table, problem, solution, excellent, interesting, fascinating, discover, and detect* (Spanish: *problema, solución, excelente, interesante, fascinante, descubrir, detectar*; French: *dîner, table*).

Teacher Tip

DICTIONATION LINES Have students identify the closed and open compounds, antonyms, and synonyms from the dictation words and sentence. Discuss the meanings of the words.

ePresentation

Dictation and Spelling

Words

1	washcloth	crosswalk	swimming pool
2	bus driver	fragile	solid
3	seldom	scarcely	rarely

Challenge Words

4	storyteller	science fiction	occasionally
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Dictation and Spelling

Sentence

- 1 There is no horseplay or monkey business in school.

Objectives: Students will

- build oral language skills.
- practice using compound words, antonyms, and synonyms.

Word Analysis

Review: Compound Words, Antonyms, and Synonyms

Developing Oral Language

- ASK** students what part of speech the compound words on Lines 1 and 2 are. *nouns* Have students list the parts of speech for antonym or synonym pairs on Lines 3 and 4. *the antonyms problem/solution are nouns; the antonyms awful/excellent and the synonyms interesting/fascinating are adjectives; the synonyms discover/detect are verbs*

Have students use the words from the word lines in sentence starters, for example *I think it is fascinating . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *I think it is fascinating to see a performance of a play.*

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- The dried leaf was so *fragile* that it broke into many pieces.
- The friendly *bus driver* honked back when we waved.
- The *crosswalk* is clearly marked with lines and flashing lights.
- The word "*occasionally*" has five syllables.
- The house is built on a foundation of *solid* rock.
- Matt dove into the deepest part of the *swimming pool*.
- The *storyteller* knows many myths and legends by heart.
- Shelby's favorite books to read are *science fiction* novels.



Teacher Tip

SYNONYMS Remind students that synonyms are words that mean nearly the same thing. There are slight differences in meaning between these words that students should note. Encourage students to consider the specific context before choosing and interpreting synonyms when writing and reading.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Decoding

Words

1	birthday	seatbelt	waterfall	rattlesnake
2	full moon	living room	peanut butter	dinner table
3	problem	solution	awful	excellent
4	interesting	fascinating	discover	detect

Decoding

Sentences

- 1 Yesterday was awful, but today is my birthday and it has been excellent.
- 2 The massive river winds its way toward an enormous waterfall.

Dictation and Spelling

crosswalk	The dried leaf was so _____ that it broke into many pieces.
swimming pool	The friendly _____ honked back when we waved.
bus driver	The _____ is clearly marked with lines and flashing lights.
fragile	The word "_____" has five syllables.
solid	The house is built on a foundation of _____ rock.
storyteller	Matt dove into the deepest part of the _____.
science fiction	The _____ knows many myths and legends by heart.
occasionally	Shelby's favorite books to read are _____ novels.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 173–174
- *eGames*

Objectives: Students will


- review shades of meaning, regular plurals, and irregular plurals.
- spell dictated regular and irregular plurals and words with different shades of meaning correctly.
- build oral language skills.

Word Analysis

Review: Shades of Meaning, Regular and Irregular Plurals

Decoding

REVIEW with students that some words have the same general meaning but are not exactly the same. The slight differences are called shades of meaning and can add context to sentences to give them more meaning. Then have them recall the rules they have learned for forming the plural of a noun, including adding *-s* and *-es*, changing the final *y* to *i*, and changing final *f* or *fe* to *ves*. Ask students to explain what irregular plurals are and to give examples.

 Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1 Shades of Meaning** Explain to students that the words on the line are synonyms. Have students explain what synonyms are. *They are words with similar meanings.* Then explain that although the words are synonyms, they still have slight differences in meaning that students should be able to detect. Ask students to state the general meaning of the words on the line. *easy* Have students discuss how each word means “easy” in a different way. Have students consult a dictionary to clarify the meanings of any unfamiliar words. Ask students to identify and define the prefix *un-* and the suffix *-less*.
- 2 Regular Plurals** Have students explain what the words on the line have in common. Then have them identify and spell the singular forms of the nouns. Ask students how the plurals were formed. Have them recall what kinds of nouns are made plural by adding *-es*. *Nouns ending in s, z, x, ch, and sh.*
- 3 Regular Plurals** Have students explain what the words on the line have in common. Then have them identify and spell the singular forms of the nouns. Ask students how the plurals were formed. Remind them that the plural of a word ending in a consonant and *y* is formed by changing the *y* to *i* and adding *-es*. The plural of many words ending in *f* or *fe* is formed by changing the *f* or *fe* to *ves*.



Teacher Tip

SHADES OF MEANING Have students consult a dictionary to confirm the different shades of meaning of the words on the word line. Students should look for these words as they are reading to explore context and see how these words convey specific meanings.



Differentiated Instruction

AL Have students make flash cards for practice with forming regular and irregular plural nouns. The cards should have the singular forms of the words on one side and the plural forms on the other. Have students sort the cards according to the rule for forming the plural.

ePresentation

Decoding

Words

1	effortless	uncomplicated	painless	simple
2	carrots	fireworks	scratches	addresses
3	diaries	memories	wolves	knives
4	sheep	oxen	children	octopi

Decoding

Sentences

- 1** The oxen’s hooves pounding against the ground made a thunderous sound.
- 2** Our addresses are simple, so it was effortless for Greta to remember them.

OL Have students brainstorm other examples of singular nouns that follow the different rules for forming plurals. Students should list the singular and plural forms in a graphic organizer.

BL Challenge students to find other irregular plurals, such as *alumni*, *theses*, and *criteria*. Students should identify the singular forms and explain how the plurals were formed.

- 4 Irregular Plurals** Have students explain what the words on the line have in common. *They are irregular plurals.* Then have them identify and spell the singular forms of the nouns. Ask students how the plurals were formed. Explain that these plurals are irregular and are either formed by changing the spelling of the singular word or keeping it the same.

About the Sentences

- 1-2 Shades of Meaning and Plurals** Have students identify the plurals and the words that are synonyms for *easy* in the sentences. *oxen, hooves; addresses, simple, effortless* Have students explain how the plurals were formed.

Developing Oral Language

SAY the following sentence: *David was relieved to find that his visit to the doctor was really quite easy.* Have students replace *easy* with a more specific word that better fits into the context of the sentence. *David was relieved to find that his visit to the doctor was really quite painless.* Then have them explain why the new word is a better fit. Repeat with other words from the line.

Have students use the words from the word lines in sentence starters, for example *We usually see fireworks . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *We usually see fireworks at the 4th of July celebration.*

Guided Practice

- ASSIGN** pages 173–174 from *Skills Practice* for students to work with shades of meaning and regular and irregular plurals. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for compound words, plurals, synonyms, and antonyms. Have students sort them into the appropriate category and share examples with the class. Discuss the component words of the compounds, the spellings of the plurals, and the shades of meaning of the synonyms.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *effortless, uncomplicated, painless, simple, carrots, addresses,* and *memories* (Spanish: *sin esfuerzo, sin complicaciones, simple, memorias*; French: *sans peine* (easy), *carottes, adresses*).

Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>ef/fort/less</i>	<i>un/com/pli/ca/ted</i>
<i>pain/less</i>	<i>sim/ple</i>
<i>car/rots</i>	<i>fire/works</i>
<i>scratch/es</i>	<i>ad/dress/es</i>
<i>di/ar/ies</i>	<i>mem/or/ies</i>
<i>ox/en</i>	<i>chil/dren</i>
<i>oc/to/pi</i>	

ePresentation

Dictation and Spelling

Words

1	handsome	lovely	elegant
2	pictures	radishes	companies
3	loaves	shrimp	geese

Challenge Words

4	suffixes	bookshelves	stimuli
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Dictation and Spelling

Sentence

- 1 The leaves were bright red on a dazzling fall day.

Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Resource:
Skills Practice, pp. 175–176

- Objectives:** Students will
- build oral language skills.
 - practice using plurals and words with different shades of meaning.
 - build fluency.

Word Analysis

Review: Shades of Meaning, Regular and Irregular Plurals

Developing Oral Language

HAVE small groups of students create clues for the words on the lines. Encourage students to come up with vague clues at first, then make them more specific as the class narrows down the solution. Have groups read their clues and have the class guess the words. *This is a word for more than one vegetable. (carrots) This is something that could be dangerous. (fireworks, wolves, knives) They are useful for chopping up carrots though. (knives)*

Have a volunteer choose a word from the word lines, say it, and use it in a sentence. *Maddie and her sister write in their diaries.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *Maddie and her sister write in their diaries almost every single night.*

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- Several *companies* in the area are hiring new employees.
- The actress was wearing an *elegant* white gown.
- The *geese* will migrate when the weather turns cool.
- My dad looked very *handsome* in his tuxedo.
- Turnips and *radishes* are similar vegetables.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 175–176 of *Skills Practice* for students to practice fluent reading.

Read aloud the first paragraph of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that when reading, it is important to pay attention to end punctuation and internal punctuation such as commas. Have students follow along on their own, raising their hands every time you pause. After modeling fluency for students, have them practice by reading the passage aloud. Tell students they should read with appropriate rate by pausing as needed at punctuation.

ePresentation

Decoding

Words

1	effortless	uncomplicated	painless	simple
2	carrots	fireworks	scratches	addresses
3	diaries	memories	wolves	knives
4	sheep	oxen	children	octopi

Decoding

Sentences

- 1 The oxen's hooves pounding against the ground made a thunderous sound.
- 2 Our addresses are simple, so it was effortless for Greta to remember them.

Dictation and Spelling

radishes	Several _____ in the area are hiring new employees.
handsome	The actress was wearing an _____ white gown.
elegant	The _____ will migrate when the weather turns cool.
companies	My dad looked very _____ in his tuxedo.
geese	Turnips and _____ are similar vegetables.

Foundational Skills

Resources:

- *Skills Practice*, pp. 175–176
- *Assessment*, pp. 87–88

Objectives:

- Students will review compound words, antonyms, and synonyms.
- review shades of meaning and regular and irregular plurals.
- build oral language skills.
- build fluency.

Review

Compound Words, Antonyms, and Synonyms

Decoding

REVIEW with students the definitions for the terms *compound word*, *antonym*, and *synonym*. Have students explain the difference between open and closed compound words.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Shades of Meaning, Regular and Irregular Plurals

Decoding

REVIEW with students that synonyms have slightly different meanings. Writers must choose the word with the specific meaning that is most appropriate to the context in order for their readers to understand exactly what they are describing. Then have students explain the rules for forming regular plurals that they have learned and read the irregular plural nouns.

Have students read each word on the word lines. Then have students read each sentence.

Developing Oral Language

- **ORGANIZE** the class into four groups. Have each group use one of the sentences that accompany the word lines as the initial sentence of a short story or paragraph. Students should also use as many words from the word lines as possible in their writing. Invite groups to share their writing. As a class, keep track of all the words from the word lines that are used.

Fluency

HAVE students reread the fluency passage on pages 175–176 of *Skills Practice* to practice reading at the appropriate rate. If students have difficulty with their reading rate, work with them in small groups to use punctuation to control the pace of their reading.

Monitor Progress

- **FORMAL ASSESSMENT** Use *Assessment* pages 87–88 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

SHADES OF MEANING Take this opportunity to emphasize the importance of specific word choice in writing. Explain that writers must use the most precise nouns, verbs, adjectives, and adverbs to make their writing clear and interesting to read. Caution students against selecting random synonyms from a thesaurus when they want to vary word choice. Students should have an understanding of the exact meaning of a word before they use it.

ePresentation

Decoding

Words

1	birthday	seatbelt	waterfall	rattlesnake
2	full moon	living room	peanut butter	dinner table
3	problem	solution	awful	excellent
4	interesting	fascinating	discover	detect

Decoding

Sentences

- 1 Yesterday was awful, but today is my birthday and it has been excellent.
- 2 The massive river winds its way toward an enormous waterfall.

Decoding

Words

1	effortless	uncomplicated	painless	simple
2	carrots	fireworks	scratches	addresses
3	diaries	memories	wolves	knives
4	sheep	oxen	children	octopi

Decoding

Sentences

- 1 The oxen's hooves pounding against the ground made a thunderous sound.
- 2 Our addresses are simple, so it was effortless for Greta to remember them.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 177-178

Objectives: Students will

- review contractions, possessives, irregular verbs, and abstract nouns.
- spell dictated contractions, possessives, irregular verbs, and abstract nouns correctly.
- build oral language skills.

Word Analysis

Review: Contractions, Possessives, Irregular Verbs, and Abstract Nouns

Decoding

HAVE students explain what contractions and possessives are and how they are constructed. Make sure students note the difference between singular and plural possessives. Then ask students to explain what irregular verbs and abstract nouns are.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- 1 Contractions** Have students identify the words that were combined to make each contraction. *she will, you are, would have, they are* Then have them identify the letters that were removed from the second word. Point out that *you're* and *they're* are homophones of *your*, *there*, and *their*. Discuss the differences in meaning between these homophones.
- 2 Possessive Nouns** Have students identify the singular and plural possessives on the line.
- 3 Irregular Verbs** Explain that the verb forms on the line are irregular because *-ed* is not added to the present tense to form the past tense and the participle. Ask students to identify the present tense of *forgave* and describe how the past tense and participle were formed. Then ask them to explain how the past tense of *understand* was formed.
- 4 Abstract Nouns** Explain that the nouns on this line name feelings or concepts. They are things that cannot be seen, heard, touched, smelled, or tasted. Discuss the meaning of each word with students.

About the Sentences

- 1-2 Contractions, Possessives, Irregular Verbs, and Abstract Nouns** Have students identify the contractions, possessives, irregular verbs, and abstract nouns in the sentences. *She'll, authors'; compassion, forgave* Review the meanings of the words and how they were constructed.

ePresentation

Decoding

Words

1	she'll	you're	would've	they're
2	principal's	doctor's	authors'	parents'
3	forgave	forgiven	understand	understood
4	success	compassion	justice	sympathy

Decoding

Sentences

- 1** She'll attend the authors' presentation on writing short stories.
- 2** Mrs. Green showed compassion and forgave us for stepping on her flower bed.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

- | | |
|----------------------|---------------------|
| <i>prin/ci/pal's</i> | <i>doc/tor's</i> |
| <i>au/thors'</i> | <i>par/ents'</i> |
| <i>for/gave</i> | <i>for/giv/en</i> |
| <i>un/der/stand</i> | <i>un/der/stood</i> |
| <i>suc/cess</i> | <i>com/pas/sion</i> |
| <i>jus/tice</i> | <i>sym/pa/thy</i> |



Differentiated Instruction: Word Lines

- AL** Use the abstract nouns in sentences to convey their meanings to students. Talk about situations in which people have success, show compassion and sympathy, and call for justice.
- OL** Have students work in pairs to write definitions for the abstract nouns on the word lines. Students may consult print or online dictionaries if necessary.

- BL** Have students explore the meanings of the abstract nouns more deeply by creating word webs for each word. The webs should contain words, concepts, or examples that are related to the nouns.

Developing Oral Language

HAVE students select a word from the word lines, describe what it is, and use it in a sentence. *she'll; she'll is a contraction of she will; After dinner, she'll start working on her homework. parents'; parents' is a plural possessive; Victor always obeyed his parents' rule about making his bed in the morning.*

Ask students to use a dictionary or thesaurus to find antonyms for the words on Line 4, such as *failure* and *injustice*. Have volunteers report their findings. Discuss whether the antonyms are also abstract nouns.

Have a student use at least two words from the word lines in a sentence. Then have another student build upon that sentence by adding a related sentence using at least one word from the lines. Repeat until students have used as many words as possible.

Organize students into groups and have them create clues for the words on the lines. *This is a word that shows ownership for a medical professional. (doctor's) This is a word that means that someone comprehended something in the past. (understood)* Have groups read their clues to the rest of the class to solve.

Guided Practice

- ASSIGN** pages 177–178 from *Skills Practice* for students to work with contractions, possessives, irregular verbs, and abstract nouns. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

- USE** Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	it's	he'd	painting's
2	buildings'	choose	chose
3	chosen	liberty	progress

Challenge Words

4	women's	knelt	culture
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Dictation and Spelling

Sentence

- We were struck by the painting's bold colors.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *doctor*, *author*, *success*, and *justice* (Spanish: *doctor*, *autor*, *compasión*, *justicia*; French: *succès*).

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Teacher Tip

DICTATION LINES Have students explain the constructions of the contractions, possessives, and irregular verbs in the dictation lines. Discuss the meanings of the abstract nouns.

Objectives: Students will

- build oral language skills.
- practice using contractions, possessives, irregular verbs, and abstract nouns.

Word Analysis

Review: Contractions, Possessives, Irregular Verbs, and Abstract Nouns

Developing Oral Language

HAVE students use the words from the word lines in sentence starters, for example *The principal's office is . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *The principal's office is where you go if you get in trouble, so try to stay out of there.*

Say sentences in which the lesson's contractions are substituted with the full words, possessives are described in long form, or irregular verb tenses are incorrectly constructed. Examples: *If we had known it would rain, we would have brought an umbrella. The office of the doctor is not too far away. My friend has not forgiven me for teasing her.* Have students repeat the sentences with the proper contractions, possessives, or correct verb tenses.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- Fiona has *chosen* to wear her best dress.
- The gardener *knelt* in front of the rosebushes and began trimming them.
- Most of the *buildings'* roofs were damaged in the storm.
- I think *it's* the best book I've ever read!
- Hassan has shown a lot of *progress* after working with a tutor.
- Traveling to another country allows you to experience a new *culture*.
- How can you *choose* between all the wonderful options?
- All the *women's* luggage was still being loaded onto the plane.



Teacher Tip

CONTRACTIONS AND POSSESSIVES Explain that the word *it's* is a contraction that means *it is*. The word *its*, however, is the possessive form of *it*. Tell students to remember this distinction as they write.

ePresentation

Decoding

Words

1	she'll	you're	would've	they're
2	principal's	doctor's	authors'	parents'
3	forgave	forgiven	understand	understood
4	success	compassion	justice	sympathy

Decoding

Sentences

- 1 She'll attend the authors' presentation on writing short stories.
- 2 Mrs. Green showed compassion and forgave us for stepping on her flower bed.

Dictation and Spelling

it's	Fiona has _____ to wear her best dress.
buildings'	The gardener _____ in front of the rosebushes and began trimming them.
choose	Most of the _____ roofs were damaged in the storm.
chosen	I think _____ the best book I've ever read!
progress	Hassan has shown a lot of _____ after working with a tutor.
women's	Traveling to another country allows you to experience a new _____.
knelt	How can you _____ between all the wonderful options?
culture	All the _____ luggage was still being loaded onto the plane.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 179–180
- *eGames*

Objectives: Students will

- review homophones, homographs, and multiple-meaning words.
- spell dictated homophones, homographs, and multiple-meaning words correctly.
- build oral language skills.

Word Analysis

Review: Homophones, Homographs, and Multiple-Meaning Words

Decoding

REVIEW with students that homophones are words that sound the same but are spelled differently and have different meanings. Remind them that homographs are spelled the same but have different meanings and origins, and sometimes different pronunciations. Multiple-meaning words have more than one meaning, but the origin is the same for every use of the word.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- 1 Homophones** As you point to each pair of homophones, have students describe the differences in spelling. Then ask students what each word means. Have students answer with complete sentences that demonstrate the meaning of each word. *A muscle is a part of the body that helps you move. A mussel is an animal that looks like a clam.*
- 2 Homographs with Similar Pronunciations** As you point to the homographs, have students read them aloud. Discuss the different meanings and parts of speech of each homograph. For example, *lumber* could be a verb that means “move slowly” or a noun that describes wood used for building. *Maroon* could be an adjective or noun that describes a dark red color or a verb that means “to leave helpless.”
- 3 Homographs with Different Pronunciations** Explain that some homographs have different pronunciations depending on which meaning is intended. Read the words aloud, accentuating the different pronunciations. Discuss with students the meaning of each homograph and its part of speech for each of its pronunciations. If students are not familiar with any of the homographs, use them in different sentences that clearly show the different meanings of the words.
- 4 Multiple-Meaning Words** Explain that the words on the line have multiple meanings but each meaning has the same origin. Discuss several meanings for each word. Invite students to use example sentences to convey the different meanings.

ePresentation

Decoding

Words

1	lesson	lessen	muscle	mussel
2	rock	batter	lumber	maroon
3	compact	entrance	refuse	object
4	collect	hammer	degree	station

Decoding

Sentences

- 1 We could not move the giant rock, even when we tried to rock it back and forth.
- 2 You need a hammer, nails, and some muscle to build with lumber.



Teacher Tips

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>les/son</i>	<i>les/sen</i>
<i>mus/cle</i>	<i>mus/sel</i>
<i>bat/ter</i>	<i>lum/ber</i>
<i>ma/roon</i>	<i>com/pact</i>
<i>en/trance</i>	<i>re/fuse</i>
<i>ob/ject</i>	<i>col/lect</i>
<i>ham/mer</i>	<i>de/gree</i>
<i>sta/tion</i>	

HOMOGRAPHS AND MULTIPLE-MEANING WORDS

Reinforce the difference between homographs and multiple-meaning words by having students find the words from the lines in a dictionary. Or display different dictionary entries for the words. Point out that the homographs have more than one entry and each one corresponds to a different origin for the word. The multiple-meaning words have several definitions in one entry.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

About the Sentences

1-2 Homophones, Homographs, and Multiple-Meaning Words Have students identify the homophones, homographs, and multiple-meaning words in the sentences. *rock; hammer, nails, muscle, lumber* Have students explain the meaning of each word as it is used in the sentences.

Developing Oral Language

USE each homophone or homograph in a sentence that clearly conveys its meaning. Then have students give a definition for the homograph or a spelling for the homophone as it is used in the sentence.

Ask students to use each homograph and multiple-meaning word in different sentences that illustrate the different meanings. *There was a shiny object in the road. Mom didn't object when we stayed up past our bedtime.* Continue with several examples until students demonstrate an understanding of each word's different meanings.

Have students take turns using the homographs on Line 3 in sentences. Students can either pronounce the word correctly according to the way it is used in the sentence, or pronounce it incorrectly. If the word is pronounced correctly, the rest of the class should repeat the sentence. If it is not pronounced correctly, the class should say *incorrect* and pronounce it correctly.

Guided Practice

ASSIGN pages 179–180 from *Skills Practice* for students to work with homophones, homographs, and multiple-meaning words. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for contractions, possessives, irregular verbs, abstract nouns, homophones, homographs, and multiple-meaning words. Have students sort them into the appropriate category and share examples with the class. Discuss the component words of the contractions, the different forms of the verbs, and the various definitions for the homographs and multiple-meaning words.

ePresentation

Dictation and Spelling

Words

1	cereal	serial	flour
2	flower	hamper	recount
3	desert	display	corner

Challenge Words

4	symbol	cymbal	invalid
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Dictation and Spelling

Sentence

1 Don't desert us in the desert!



Differentiated Instruction: Word Lines

AL Make sure students understand the different meanings for the words on the lines. Use each word in sentences that convey the various meanings.

OL Have students work in pairs to create flash cards to practice the words on the word lines. The cards should have the homophone, homograph, or multiple-meaning word on one side and one or more definitions on the other.

BL Have students use a print or online dictionary to research the different origins of some of the homographs. Encourage them to report their findings to the class.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *lesson, rock, muscle, compact, entrance, refuse, object, collect, degree, and station* (Spanish: *lección, roca, músculo, compacto, entrada, rehusar, objeto, coleccionar, estación*; French: *degré*).

Resource:*Skills Practice*, pp. 181–182**Objectives:** Students will

- build oral language skills.
- practice using homophones, homographs, and multiple-meaning words.
- build fluency.

Word Analysis

Review: Homophones, Homographs, and Multiple-Meaning Words

Developing Oral Language

HAVE small groups of students create clues for the words in the lines. *This word describes a tool and a pounding action. (hammer)* Have the class guess the words for each group’s clues.

- EL** Have a volunteer choose a word from the word lines, say it, and use it in a sentence. *I could not find the entrance.* Then choose another student to extend the sentence by adding to the beginning or end of the sentence. *I could not find the entrance to the school gymnasium.*

Dictation and Spelling

- DISPLAY** the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- The pioneers ground their own *flour* to make bread.
- There were many shoes on *display* in the store window.
- The drum set is missing a *cymbal*.
- My uncle likes to *recount* tales from his childhood.
- Please put your dirty clothes in the *hamper*.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMINDE students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 181–182 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you read each sentence with careful attention to each word. Model rereading for students as well, and stress the fact that all readers sometimes have to read and reread in order to read with accuracy. Point out how you paused at the end of each sentence, after the end punctuation. Have students read the passage, focusing on reading with accuracy to ensure they are comprehending the text.

English Learner

SENTENCE FRAMES To help English learners make sentences of their own, write out and read the following sentence frames. The following sentence frames are for the words *lesson*, *muscle*, *rock*, *entrance*, and *hammer*: “This _____ is about _____. I have _____ in my _____. _____ throws _____ in _____. _____ walks through the _____ of the _____. I use a _____ for to _____.” If students are at Level 1 or 2 of language proficiency, allow them to pantomime, illustrate, or say a phrase about an action using one of the words, and then reframe their idea and have them repeat the complete sentence.

ePresentation

Decoding

Words

1	lesson	lessen	muscle	mussel
2	rock	batter	lumber	maroon
3	compact	entrance	refuse	object
4	collect	hammer	degree	station

Decoding

Sentences

- 1 We could not move the giant rock, even when we tried to rock it back and forth.
- 2 You need a hammer, nails, and some muscle to build with lumber.

Dictation and Spelling

recount	The pioneers ground their own _____ to make bread.
flour	There were many shoes on _____ in the store window.
hamper	The drum set is missing a _____.
display	My uncle likes to _____ tales from his childhood.
cymbal	Please put your dirty clothes in the _____.



Teacher Tip

HOMOGRAPHS WITH DIFFERENT PRONUNCIATIONS

Ask students whether any of their dictation words are homographs with different pronunciations. *Yes, desert has two pronunciations.* Have students explain which meaning matches each pronunciation.

Resources:

- *Skills Practice*, pp. 181–182
- *Assessment*, pp. 89–91

Objectives: Students will

- review contractions, possessives, irregular verbs, and abstract nouns.
- review homophones, homographs, and multiple-meaning words.
- build oral language skills.
- build fluency.

Review

Contractions, Possessives, Irregular Verbs, and Abstract Nouns

Decoding

REVIEW with students how to construct contractions and singular and plural possessives. Then review the terms *irregular verb* and *abstract noun*.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Homophones, Homographs, and Multiple-Meaning Words

Decoding

REVIEW with students the differences between homophones, homographs, and multiple-meaning words. Make sure students understand the difference between homographs and multiple-meaning words.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into four groups. Have each group use as many of the words from the lines as possible in a short play. Invite groups to perform their play for the class. As a class, keep track of all the words from the word lines that are used. Discuss the meanings of the abstract nouns, homophones, and homographs.

Fluency

HAVE students reread the fluency passage on pages 181–182 of *Skills Practice* to practice reading accurately. If students have difficulty reading accurately, work with them in small groups to practice rereading difficult words and phrases.

Monitor Progress

- ✓ **FORMAL ASSESSMENT** Use *Assessment* pages 89–91 to assess students’ understanding of the skills taught in this lesson.

ePresentation

Decoding

Words

1	she'll	you're	would've	they're
2	principal's	doctor's	authors'	parents'
3	forgave	forgiven	understand	understood
4	success	compassion	justice	sympathy

Decoding

Sentences

- 1 She'll attend the authors' presentation on writing short stories.
- 2 Mrs. Green showed compassion and forgave us for stepping on her flower bed.

Decoding

Words

1	lesson	lessen	muscle	mussel
2	rock	batter	lumber	maroon
3	compact	entrance	refuse	object
4	collect	hammer	degree	station

Decoding

Sentences

- 1 We could not move the giant rock, even when we tried to rock it back and forth.
- 2 You need a hammer, nails, and some muscle to build with lumber.

Resources:

- Routines 7 and 8
- *Skills Practice*, pp. 183-184

Objectives: Students will

- review inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives.
- spell dictated words with inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives correctly.
- build oral language skills.

Word Analysis

Review: Inflectional Endings *-ed* and *-ing* and Regular and Irregular Comparatives and Superlatives

Decoding

REVIEW with students by asking them to explain when to add the inflectional endings *-ed* and *-ing* to base words. Then have students explain what comparative and superlative adjectives and adverbs are and how they are formed. Ask students to give examples of irregular comparatives and superlatives.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Inflectional Endings *-ed* and *-ing*** Have students identify the tense of each verb on the line. Remind them that *-ed* is added to verbs to form the past tense and *-ing* is added to form the progressive tense. Then ask students to spell the present tense of each verb and explain how the spelling was changed to add the inflectional ending.
- Regular Comparatives and Superlatives** Ask students to identify each word as a comparative or superlative adjective or adverb. Then have students explain when each word would be used. Discuss the endings added and the spelling changes to the base words that were necessary.
- Regular Comparatives and Superlatives** Ask students to identify each word as a comparative or superlative adjective or adverb. Then have students explain when each word would be used. Discuss why these comparatives and superlatives use *more* and *most* instead of the endings *-er* and *-est*.
- Irregular Comparatives and Superlatives** Have students identify the comparatives and superlatives on the line. Then have them identify the base adjective for each pair. *good, bad* Have students explain why these comparatives and superlatives are irregular.

ePresentation

Decoding

Words

1	behaved	worried	splitting	scurrying
2	dirtier	dirtiest	earlier	earliest
3	more colorful	most colorful	more confidently	most confidently
4	better	best	worse	worst

Decoding

Sentences

- 1 The violinist would perform more confidently if she'd had a better night's sleep.
- 2 Mr. Chang promised that if we behaved well we could leave earlier than usual.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

<i>be/haved</i>	<i>wor/ried</i>
<i>split/ting</i>	<i>scur/ry/ing</i>
<i>dir/ti/er</i>	<i>dir/ti/est</i>
<i>ear/li/er</i>	<i>ear/li/est</i>
<i>col/or/ful</i>	<i>con/fi/dent/ly</i>
<i>bet/ter</i>	



Differentiated Instruction: Word Lines

- AL** Have students repeat the rules for forming comparatives and superlatives that they have learned, including adding *-er* and *-est* and adding *more* or *most* to longer words.
- OL** Have students work in pairs to create flash cards to practice the words on the word lines. The cards should have the adjective or adverb on one side and the comparative and superlative form on the other.
- BL** Have students make a list of more multisyllabic words that use *more* and *most* to form the comparative and superlative.

About the Sentences

1-2 Inflectional Endings, Comparatives, and Superlatives Have students identify the comparatives, superlatives, and words with the inflectional ending *-ed* in the sentences. *more confidently, better; promised, behaved, earlier* Briefly review the rules for forming the words.

Developing Oral Language

HAVE students think of base words that can have the inflectional endings added to them. Have students spell each base word with the inflectional ending *-ing* or *-ed* and point out any spelling changes that occur when the endings are added. Then have students use each new verb in a complete sentence.

Have one student describe something that is *dirty* in a complete sentence. Then have another student describe something that is *dirtier* than what was described in the first sentence. Next have another student describe what is *dirtiest* compared to what was described in the first sentence. Continue with *early, colorful, confident, good, or bad*.

Guided Practice

ASSIGN pages 183–184 from *Skills Practice* for students to work with inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

ePresentation

Dictation and Spelling

Words

1	believed	shining	studying
2	uglier	ugliest	most
3	least	most cheerfully	more cheerfully

Challenge Words

4	panicking	programmed	loveliest
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Dictation and Spelling

Sentence

1 As we worked in the garden, the sun got hotter.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *more, most, colorful, and confidently* (Spanish: *más, el más, colorido, con confianza*).

Teacher Tip

SCAFFOLDING If students are having difficulty adding inflectional endings, go over rules for adding inflectional endings to words in small groups. Have students write the word without the ending first, then work together to add the ending to the word.

Teacher Tip

DICTIONATION LINES Have students explain the constructions of the verbs, comparatives, and superlatives in the dictation lines. Ask which words are irregular. Then note how the base word *panic* changed when *-ing* was added.

Objectives: Students will

- build oral language skills.
- practice using words with inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives.

Word Analysis

Review: Inflectional Endings *-ed* and *-ing* and Regular and Irregular Comparatives and Superlatives

Developing Oral Language

- HAVE** students use the words from the word lines in sentence starters, for example *The person wearing the most colorful clothing is . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Organize students into small groups and have them come up with several comparative and superlative forms of words, deciding whether they are regular or irregular. Then have them use the words in sentences. Ask volunteers read the sentences to the class. When students read, they may say the correct form of the comparative or superlative, or the incorrect one. *Rory reads comics frequentlier than I do. Rory reads comics more frequently than I do.* The rest of the class should indicate whether the word is correct or incorrect and say the entire sentence correctly.

Dictation and Spelling

- DISPLAY** the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- Scott *programmed* the microwave to turn off after ten seconds.
- The grocer had the *most* customers he had seen all week.
- This is the *loveliest* sunset I've even seen!
- This foggy, rainy day is *uglier* than yesterday.
- Alicia was at her desk *studying* until very late.
- Sue behaves *more cheerfully* in the evening than she does in the morning.
- I started *panicking* when I thought I had lost my science book.
- We *believed* that hard work would help us achieve anything.



Teacher Tip

COMPARATIVES AND SUPERLATIVES If necessary, give students more examples of incorrect comparatives and superlatives to help them with the oral language activity: *more early, most early, colorfuller, colorfulest*, and so on.



Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Decoding

Words

1	behaved	worried	splitting	scurrying
2	dirtier	dirtiest	earlier	earliest
3	more colorful	most colorful	more confidently	most confidently
4	better	best	worse	worst

Decoding

Sentences

- 1 The violinist would perform more confidently if she'd had a better night's sleep.
- 2 Mr. Chang promised that if we behaved well we could leave earlier than usual.

Dictation and Spelling

believed	Scott _____ the microwave to turn off after ten seconds.
studying	The grocer had the _____ customers he had seen all week.
uglier	This is the _____ sunset I've even seen!
more cheerfully	This foggy, rainy day is _____ than yesterday.
most	Alicia was at her desk _____ until very late.
panicking	Sue behaves _____ in the evening than she does in the morning.
programmed	I started _____ when I thought I had lost my science book.
loveliest	We _____ that hard work would help us achieve anything.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 185-186

Objectives: Students will

- review content words, shades of meaning, and words with the same base.
- spell dictated content words, words with different shades of meaning, and words with the same base correctly.
- build oral language skills.

Word Analysis

Review: Content Words, Shades of Meaning, and Words with the Same Base

Decoding ROUTINE 10

REVIEW with students that all areas of study, including branches of science and social studies, have special words that are used to write and speak about that area of study. Remind them that synonyms have slight differences in meaning. Explain that students will also encounter words in this lesson that have the same base word but different affixes.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes and suffixes to understand words.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



EL

About the Words

- 1 Content Words** Have students pronounce each word again as you point to it. Briefly discuss the meaning of each word. Ask students how all the words are related and whether they have encountered these words before. What were they studying? How did the words help them understand the content?
- 2 Shades of Meaning** Discuss the meaning of each word. Have students describe things or settings that can be rugged, abrasive, jagged, and coarse. Discuss how the words are all synonyms for *rough*.
- 3 Words with the Same Base** Have students reread the words and identify the common base word and its part of speech. Then have students identify the inflectional endings, prefix, and suffix added to *accept*. *-ed, -ing, un-, -able* Ask students to explain what verb tenses are formed by adding *-ed* and *-ing* and to explain the meanings of the suffix *-able* and the prefix *un-*. Then discuss the meanings of the words. Ask students what change in part of speech occurred when the suffix was added.



Teacher Tips

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

- | | |
|--------------------|-------------------------|
| <i>re/bel/lyon</i> | <i>con/sti/tu/tion</i> |
| <i>sen/a/tor</i> | <i>cam/paign</i> |
| <i>rug/ged</i> | <i>a/bra/sive</i> |
| <i>jag/ged</i> | <i>ac/cept</i> |
| <i>ac/cep/ted</i> | <i>un/ac/cept/a/ble</i> |
| <i>ac/cep/ting</i> | <i>as/sure</i> |
| <i>re/as/sure</i> | <i>as/sured</i> |
| <i>as/sur/ance</i> | |

CONTENT WORDS Ask students whether they have heard the government-related content words in other contexts besides social studies class. Discuss government terms students hear and see every day on television and online.

ePresentation

Decoding

Words

1	rebellion	constitution	senator	campaign
2	rugged	abrasive	jagged	coarse
3	accept	accepted	unacceptable	accepting
4	assure	reassure	assured	assurance

Decoding

Sentences

- 1** The senator wanted assurance that his campaign speech was acceptable.
- 2** Our driver assured us that the truck could withstand the rugged landscape.



English Learner

COGNATES All but the words *rugged, jagged,* and *coarse* are cognates in Romance languages. The following are French and Spanish translations. Spanish: *rebelión, constitución, senador, campaña, abrasivo, aceptar* (accept), *aceptado* (past participle *accepted*), *inaceptable*; French: *acceptant* (adj. *accepting*), *assurer, reassure, assuré, assurance* (lack of doubt).

- 4 Words with the Same Base** Have students reread the words and identify the common base word and its part of speech. Then have students identify the inflectional ending, prefix, and suffix added to *assure*. *-ed, re-, -ance* Ask students to explain what verb tense is formed by adding *-ed* and to explain the meanings of the suffix *-ance* and the prefix *re-*. Then discuss the meanings of the words. Ask students what change in part of speech occurred when the suffix was added.

About the Sentences

- 1-2 Content Words, Shades of Meaning, and Words with the Same Base** Have students identify any content words related to the government and history of the United States, synonyms for *rough*, and words with the bases *accept* and *assure* in the sentences. *senator, assurance, campaign, acceptable; assured, rugged* Have students explain the meaning of each word.

Developing Oral Language

ORGANIZE students into groups and have them create clues for the words on the lines. *This is a word for something that is not good enough. (unacceptable) This word might describe the dangerous edge of broken glass. (jagged)* Have groups read their clues for the rest of the class to solve.

Have small groups brainstorm examples of things that are *rugged, abrasive, jagged* and *coarse*. Have them share their examples with the class and discuss the differing shades of meaning of each word. *A mountain range is rugged, sandpaper is abrasive, shark's teeth are jagged, and a goat's fur is coarse.*

Guided Practice

ASSIGN pages 185–186 from *Skills Practice* for students to work with content words, shades of meaning, and words with the same base. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search social studies texts for content words related to the history and government of the United States. Have students sort them into the appropriate category and share examples with the class. Discuss the meanings of the words and how they help students understand the information presented in the text.



Differentiated Instruction: Word Lines

AL Help students learn the differences in meaning and part of speech between the words on Lines 3 and 4 by using them in sentences.

OL Have students brainstorm ways of visually representing the base word families on the word lines, such as putting them in a chart, word web, or other graphic organizer. Then have them arrange the words in the visual aid of their choice and try to add other words by adding different affixes.

BL Challenge students to brainstorm other base words and add affixes to create new base word families. Students can then display their words or share them with the class.

ePresentation

Dictation and Spelling

Words

1	voters	congress	ballot
2	teacher	tutor	mentor
3	predict	predicted	prediction

Challenge Words

4	professor	legislate	unpredictable
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Dictation and Spelling

Sentence

- 1 It is tough to predict who the voters will elect to Congress.

Resources:

- *Skills Practice*, pp. 187–188
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using content words, words with different shades of meaning, and words with the same base.
- build fluency.

Word Analysis

Review: Content Words, Shades of Meaning, and Words with the Same Base

Developing Oral Language

HAVE students use the words from the word lines in sentence starters, for example *You might have to reassure someone when . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Say a word from the lines and have students identify the part of speech using complete sentences and academic language. Have students explain how the word *campaign* can be both a verb and a noun. Then have volunteers use the words in sentences.

Dictation and Spelling

DISPLAY the fill-in-the-blank sentences for students to see. Tell them to use the dictation words to complete the sentences. Ask volunteers to read each sentence filled in with the correct word.

- I have been studying with a *tutor* who is a high school student.
- There are a lot of important issues on the *ballot* this year.
- Elliot’s older brother has become a *mentor* he can look up to.
- Most elections are very *unpredictable*.
- Every politician needs the support of the *voters*.

Have students create their own fill-in-the-blank sentences with the remaining words and exchange them with a partner.

Fluency

REMIND students that reading poetry with the appropriate rate is essential to fluency. Assign the fluency passage on pages 187–188 of *Skills Practice* for students to practice fluent reading.

Have students read the poem silently, pausing at punctuation as necessary. Remind them to pause slightly longer at periods than they do for commas. Review that they should not pause just because a line ends. Have students reread the poem aloud, paying attention to reading the poem at a rate that sounds like natural speech.



Teacher Tip

DICTIONATION WORDS Make sure students understand the meanings of the words in the dictation lines. Discuss the subtle differences in meaning between *teacher*, *tutor*, *mentor*, and *professor*. Have students identify and define the affixes that have been added to *predict*.

ePresentation

Decoding

Words

1	rebellion	constitution	senator	campaign
2	rugged	abrasive	jagged	coarse
3	accept	accepted	unacceptable	accepting
4	assure	reassure	assured	assurance

Decoding

Sentences

- 1 The senator wanted assurance that his campaign speech was acceptable.
- 2 Our driver assured us that the truck could withstand the rugged landscape.

Dictation and Spelling

voters	I have been studying with a _____ who is a high school student.
tutor	There are a lot of important issues on the _____ this year.
mentor	Elliot’s older brother has become a _____ he can look up to.
unpredictable	Most elections are very _____
ballot	Every politician needs the support of the _____



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 187–188
- *Assessment*, pp. 92–93

Objectives:

- review inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives.
- review content words, shades of meaning, and words with the same base.
- build oral language skills.
- build fluency.

Review

Inflectional Endings *-ed* and *-ing* and Regular and Irregular Comparatives and Superlatives

Decoding

REVIEW with students how to form the past and progressive verb tenses, regular comparative and superlatives, and irregular comparatives and superlatives.

Have students read each word on the word lines. Then have students read each sentence.

Content Words, Shades of Meaning, and Words with the Same Base

Decoding

REVIEW with students what content words and words with different shades of meaning are. Then ask students to describe how a single base word can be transformed into many different but related words.

Have students read each word on the word lines. Then have students read each sentence.

Developing Oral Language

- **ORGANIZE** the class into two groups. Have one group write simple sentences using words from the word lines. After they have completed writing, have them exchange and write extensions for the other group's sentences. After each group has finished writing the extended sentences, have them read them back to the other group.

Fluency

HAVE students reread the fluency passage on pages 187–188 of *Skills Practice* to practice reading poetry at the appropriate rate. If students have difficulty reading at the proper rate, work with them in small groups to practice reading naturally, without unnecessary pauses.

Monitor Progress

- **FORMAL ASSESSMENT** Use *Assessment* pages 92–93 to assess students' understanding of the skills taught in this lesson.



Teacher Tip

CONTENT WORDS Remind students that all areas of study have special content words. Have students brainstorm content words related to other subjects, such as music, art, health, and language arts.

ePresentation

Decoding

Words

1	behaved	worried	splitting	scurrying
2	dirtier	dirtiest	earlier	earliest
3	more colorful	most colorful	more confidently	most confidently
4	better	best	worse	worst

Decoding

Sentences

- 1 The violinist would perform more confidently if she'd had a better night's sleep.
- 2 Mr. Chang promised that if we behaved well we could leave earlier than usual.

Decoding

Words

1	rebellion	constitution	senator	campaign
2	rugged	abrasive	jagged	coarse
3	accept	accepted	unacceptable	accepting
4	assure	reassure	assured	assurance

Decoding

Sentences

- 1 The senator wanted assurance that his campaign speech was acceptable.
- 2 Our driver assured us that the truck could withstand the rugged landscape.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 189-190

Objectives: Students will

- review the suffixes *-y*, *-ly*, *-ful*, *-less*, *-ion/-tion/-sion*, and *-al*, and the Latin suffixes *-ment*, *-ive*, *-ity*, and *-able*.
- spell dictated words with the suffixes *-y*, *-ly*, *-ful*, *-less*, *-tion/-sion*, and *-al*, and the Latin suffixes *-ment*, *-ive*, *-ity*, and *-able* correctly.
- build oral language skills.

Word Analysis

Review: Suffixes *-y*, *-ly*, *-ful*, *-less*, *-ion/-tion/-sion*, and *-al*, and Latin Suffixes *-ment*, *-ive*, *-ity*, and *-able*

Decoding ROUTINE 10

REVIEW with students that derivational suffixes are word parts added to the ends of base words that change their meaning, part of speech, and often spelling. Remind students that suffixes are derived from ancient languages such as Latin.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using suffixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Suffixes *-y*, *-ly*, *-ful*, and *-less*** Have students identify the base words and suffixes in each word on the line. Point out that one word has the prefix *dis-*. Remind students that *-ly* forms adverbs, *-y* and *-ful* mean “full of”, and *-less* means “without” or “lacking.” Have students use the meanings of the base words and suffixes to explain the meanings of the words.
- The Suffixes *-ion/-tion/-sion* and *-al*** Have students identify the base words and suffixes in each word on the line. Remind students that *-ion/-tion/-sion* means “state of being” and *-al* means “relating to.” Have students use the meanings of the base words and suffixes to explain the meanings of the words.
- The Latin Suffixes *-ment* and *-ive*** Have students identify the base words and suffixes in each word on the line. Remind students that *-ment* means “action” or “process” and *-ive* means “inclined to.” These suffixes are derived from Latin. Have students use the meanings of the base words and suffixes to explain the meanings of the words.

ePresentation

Decoding

Words

1	lofty	heavily	disgraceful	thoughtless
2	fascination	reduction	comprehension	global
3	amazement	amusement	expressive	impressive
4	necessity	complexity	understandable	adorable

Decoding

Sentences

- Katia's lofty goals were very impressive and inspired many of us.
- It is understandable that you would dislike rude and thoughtless people.



Teacher Tip

SYLLABICATION Help students apply what they've learned about open and closed syllables to identify the syllable breaks.

lof/ty	heav/i/ly
dis/grace/ful	thought/less
fas/cin/a/tion	re/duc/tion
com/pre/hen/sion	glo/bal
a/maze/ment	a/muse/ment
ex/pres/sive	im/pres/sive
ne/ces/si/ty	com/plex/i/ty
un/der/stand/a/ble	a/dor/a/ble



Differentiated Instruction: Word Lines

- AL** If students have difficulty understanding the suffixes, draw slashes between the base words and suffixes in the words. Review the meaning of each part. Then help students define the entire word.
- OL** Have students think of more examples of base words to which today's suffixes can be added. Students can use a print or digital dictionary to confirm their words.
- BL** Have students use one of the words from the lines to inspire a short reflective paragraph. For example, students could write about something they have a *fascination* for, something they find *disgraceful*, and so on.

- 4 The Latin Suffixes *-ity* and *-able*** Have students identify the base words and suffixes in each word on the line. Remind students that *-ity* means “state of being” and *-able* means “can be.” These suffixes are derived from Latin. Have students use the meanings of the base words and suffixes to explain the meanings of the words.

About the Sentences

- 1-2 The Suffixes *-y*, *-ive*, *-able*, and *-less*** Have students identify the words with the suffixes *-y*, *-ive*, *-able*, and *-less* in the sentences. *lofty, impressive; understandable, thoughtless* Briefly review the meanings of the words.

Developing Oral Language

- HAVE** students identify the part of speech of each base word for the words on the word lines. Discuss which part of speech is generally formed by each suffix. Then discuss the spelling change the words go through when the suffixes are added. *The base word fascinate is a verb and adding the suffix -ion changes it to a noun. You drop the final silent e before adding -ion.*

Organize students into groups and have them create clues for the words on the lines. *This word describes things that are all around the world. (global) This word describes something that is easy to love. (adorable)* Have groups read their clues for the rest of the class to solve.

Guided Practice

- ASSIGN** pages 189–190 from *Skills Practice* for students to work with today’s suffixes. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *fascination, reduction, comprehension, global, amusement, expressive, impressive, necessity, complexity*, and *adorable* (Spanish: *fascinación, reducción, comprensión, global, expresivo, impresionante, necesidad, complejidad, adorable*; French: *amusement* (entertainment))

Teacher Tip

BASE WORD CHANGES Have students identify which base words on the lines changed their spellings when suffixes were added. Discuss the types of spelling changes associated with adding suffixes, such as changing final *y* to *i*, dropping the final silent *e*, and dropping or changing the final consonant.

ePresentation

Dictation and Spelling

Words

1	barely	salty	eventful
2	protective	needless	location
3	vocal	punishment	fixable

Challenge Words

4	merciless	evolution	illusion
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Dictation and Spelling

Sentence

- 1 Tessa likes salty snacks the best.

Teacher Tip

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

Resource:
Word Cubes

Objectives: Students will

- build oral language skills.
- practice using words with the suffixes *-y*, *-ly*, *-ful*, *-less*, *-ion/-tion/-sion*, and *-al*, and the Latin suffixes *-ment*, *-ive*, *-ity*, and *-able*.

Word Analysis

Review: Suffixes *-y*, *-ly*, *-ful*, *-less*, *-ion/-tion/-sion*, and *-al*, and Latin Suffixes *-ment*, *-ive*, *-ity*, and *-able*

Developing Oral Language

HAVE students use the words from the word lines in sentence starters, for example *I have a fascination with . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word. *I have a fascination with learning to play the guitar because it is such a great instrument.*

Use the **Word Cubes** to do a word building activity with students. Provide the following cubes to small groups: Group 1: *form/act/struct* and *-ion/-ive/-ic*; Group 2: *care/rest/help* and *-ful/-less*; Group 3: *fin/commun/sense* and *-ity/-ite/-ive*. Tell students to roll their cubes. If the cubes can create a word, students should write it down and be prepared to use it in a sentence. If the cubes do not equal a word, have students keep rolling until they make a real word. Have groups exchange cubes to continue to create words. Once each group has created at least four words, have them come up with sentences for each and share them with the class.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- Related to speaking: *vocal*
- The action of making someone pay for doing wrong: *punishment*
- Without purpose: *needless*
- Where something can be found: *location*
- Not sweet: *salty*
- Can be repaired: *fixable*
- Full of happenings: *eventful*
- Showing no kindness: *merciless*

Teacher Tip

DICTIONATION WORDS With students, examine the base words, roots, and suffixes in the words on the dictation lines. Have students use the meanings of the word parts to help them define the words.

ePresentation

Decoding

Words

1	lofty	heavily	disgraceful	thoughtless
2	fascination	reduction	comprehension	global
3	amazement	amusement	expressive	impressive
4	necessity	complexity	understandable	adorable

Decoding

Sentences

- 1 Kati's lofty goals were very impressive and inspired many of us.
- 2 It is understandable that you would dislike rude and thoughtless people.

Dictation and Spelling

salty	Related to speaking: _____
eventful	The action of making someone pay for doing wrong: _____
needless	Without purpose: _____
location	Where something can be found: _____
vocal	Not sweet: _____
punishment	Can be repaired: _____
fixable	Full of happenings: _____
merciless	Showing no kindness: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 191-192

Objectives: Students will

- review multiple-meaning words, the suffixes *-ness* and *-er*, content words, words with the same base, and Greek and Latin roots.
- spell dictated multiple-meaning words, words with the suffixes *-ness* and *-er*, content words, words with the same base, and words with Greek and Latin roots correctly.
- build oral language skills.

Word Analysis

Review: Multiple-Meaning Words, Suffixes *-ness* and *-er*, Content Words, Words with the Same Base, and Greek and Latin Roots

Decoding

REVIEW with students that many words contain roots from Greek and Latin as well as suffixes such as *-ness* and *-er*. Knowing the meanings of roots, base words, and suffixes will help students define unfamiliar words. Remind them that words can have multiple meanings and that all areas of study have special content words associated with them.



Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.



About the Words

- Multiple-Meaning Words and the Suffixes *-ness* and *-er*** Have students identify at least two meanings for *notice* and *speaker*. Then have students identify the suffixes on this line. Remind students that *-er* means “one who” and *-ness* means “state or quality of.” Discuss the meanings of *friendliness* and *composer*. Point out that *friendliness* has two suffixes.
- Content Words and Words with the Same Base** Discuss the meanings of *forecast* and *barometer* and explain that these are content words related to weather and its impact on humans. Then have students identify the prefix and suffix in *legible* and *illegible*. Explain that the root in these words means “read” and that the prefix *il-* means “not.” Have students use the meanings of the parts to define the words.
- Greek Roots *ast*, *graph*, *log*, and *scop*** Have students identify the Greek roots they have learned in the words. Remind students that *ast* means “star,” *graph* means “write,” *log* means “word,” and *scop* means “see.” Have students use their knowledge of the roots to define the words.
- Latin Roots *grat*, *mar*, *miss*, and *port*** Have students identify the Latin roots they have learned in the words. Have them identify and define the prefixes and suffixes they have learned: *-ful*, *ex-*, *-ion*, *sub-*. Remind students that *grat* means “pleasing,” *mar* means “sea,” *miss* means “send,” and *port* means “carry.” Have students use their knowledge of the prefixes, suffixes, and roots to define the words.



Teacher Tips

SYLLABICATION Have students identify the syllable breaks.

<i>no/tice</i>	<i>speak/er</i>	<i>friend/li/ness</i>	<i>com/pos/er</i>
<i>fore/cast</i>	<i>ba/rom/e/ter</i>	<i>leg/i/ble</i>	<i>il/leg/i/ble</i>
<i>as/tron/o/mer</i>	<i>pho/to/gra/phy</i>	<i>a/pol/o/gy</i>	<i>tel/e/scope</i>
<i>grate/ful</i>	<i>ex/port</i>	<i>mis/sion</i>	<i>sub/ma/rine</i>

CONTENT WORDS Ask students whether other words on the lines could be categorized as content words. *composer*, *astronomer*, *telescope*, *submarine*
Discuss the areas of work or study in which these words would be used.

ePresentation

Decoding

Words

1	notice	speaker	friendliness	composer
2	forecast	barometer	legible	illegible
3	astronomer	photography	apology	telescope
4	grateful	export	mission	submarine

Decoding

Sentences

- Our local meteorologist is a good speaker and is known for his friendliness.
- We were grateful that Mr. Stevens accepted our apology for breaking his window.

About the Sentences

1-2 Content Words, Suffixes, and Greek and Latin Roots Have students identify the weather-related content word, the words with suffixes, and the words with Greek and Latin roots in the sentences. *meteorologist, speaker, friendliness; grateful, apology* Have students explain the meaning of each word, helping them with the pronunciation and meaning of *meteorologist* as necessary.

Developing Oral Language

HAVE students come up with different categories for the words on the word lines and share them with the class. Along with parts of speech, encourage them to think of unique categories. **Nouns:** *speaker, composer, barometer, astronomer, photography, apology, telescope, mission, submarine;* **Related to writing:** *notice, composer, legible, illegible, apology;* **Related to science:** *forecast, barometer, astronomer, telescope*

Organize students into groups and have them create clues for the words on the lines. *This is someone who write music. (composer) This is a person who uses a telescope. (astronomer)* Have groups read their clues to the rest of the class to solve.

Guided Practice

ASSIGN pages 191–192 from *Skills Practice* for students to work with multiple-meaning words, words with the suffixes *-ness* and *-er*, content words, words with the same base, and words with Greek and Latin roots. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7 ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for additional words with the roots and suffixes they have reviewed in this lesson. Also have students note any science content words and their contexts. Have students sort the words into the appropriate category and share examples with the class. Discuss the meanings of the words based on the roots and affixes.

ePresentation

Dictation and Spelling

Words

1	skater	carpenter	likeness
2	dizziness	autograph	logical
3	microscope	marina	support

Challenge Words

4	steadiness	astronaut	missile
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Dictation and Spelling

Sentence

1 The skater twirled for the photographer.



Differentiated Instruction: Word Lines

AL Help students learn the meanings of the words on the lines by using them in sentences.

OL Have students work in pairs to review the definitions of the Greek and Latin roots and discuss the meanings of the words on the lines.

BL Have students use digital dictionaries or other online sources to locate other common Greek and Latin roots, such as *agri, cardi, cred, dict, hab, man, and meter*. Invite students to present these roots, along with definitions and example words, to the class.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *composer, barometer, telescope, legible, illegible, astronomer, photography, export, mission, and submarine* (Spanish: *compositor, barómetro, telescopio, legible, ilegible, astrónomo, fotografía, exportar* (v.), *misión* (military or religious), *submarino*).

Resources:

- *Skills Practice*, pp. 193–194
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using multiple-meaning words, words with the suffixes *-ness* and *-er*, content words, words with the same base, and words with Greek and Latin roots.
- build fluency.

Word Analysis

Review: Multiple-Meaning Words, Suffixes *-ness* and *-er*, Content Words, Words with the Same Base, and Greek and Latin Roots

Developing Oral Language

HAVE students use the words from the word lines in sentence starters, for example *Something is illegible when . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Say a word from the lines and have students identify the part of speech using complete sentences and academic language. Have students explain how the words *notice* and *export* can be both verbs and nouns. Then have volunteers use these words in sentences.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- A person's written name: *autograph*
- A person who builds things: *carpenter*
- The state of feeling like your head is spinning: *dizziness*
- Someone who travels in outer space: *astronaut*
- To carry the weight of something: *support*

Have students write their own definitions for the remaining words and exchange them with a partner.

Fluency

REMIND students that adjusting their pacing is an important part of fluency. Assign the fluency passage on pages 193–194 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, modeling how you adjust your pacing by reading groups of related words together and by pausing at punctuation. After modeling fluency for students, have them practice fluency by reading the passage on their own. Tell students that as they develop pace, they will increase the number of words per minute they can comprehend. This will allow them to read faster with the same level of understanding and free them to concentrate on meaning.



Teacher Tip

DICTIONATION WORDS With students, examine the base words, roots, and suffixes in the words on the dictation lines. Have students use what they know about the word parts to define the words.

ePresentation

Decoding

Words

1	notice	speaker	friendliness	composer
2	forecast	barometer	legible	illegible
3	astronomer	photography	apology	telescope
4	grateful	export	mission	submarine

Decoding

Sentences

- 1 Our local meteorologist is a good speaker and is known for his friendliness.
- 2 We were grateful that Mr. Stevens accepted our apology for breaking his window.

Dictation and Spelling

carpenter	A person's written name: _____
dizziness	A person who builds things: _____
support	The state of feeling like your head is spinning: _____
autograph	Someone who travels in outer space: _____
astronaut	To carry the weight of something: _____



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Resources:

- *Skills Practice*, pp. 193–194
- *Assessment*, pp. 94–96

Objectives: Students will

- review the suffixes *-y*, *-ly*, *-ful*, *-less*, *-tion/-sion*, and *-al*, and the Latin suffixes *-ment*, *-ive*, *-ity*, and *-able*.
- review multiple-meaning words, the suffixes *-ness* and *-er*, content words, words with the same base, and Greek and Latin roots.
- build oral language skills.
- build fluency.

Review

Suffixes *-y*, *-ly*, *-ful*, *-less*, *-tion/-sion*, and *-al*, and Latin Suffixes *-ment*, *-ive*, *-ity*, and *-able*

Decoding

REVIEW the meanings of the suffixes and discuss the parts of speech they form when added to base words. Remind students that *-ment*, *-ive*, *-ity*, and *-able* are derived from Latin. Have students read each word on the word lines. Then have students read each sentence.

Multiple-Meaning Words, Suffixes *-ness* and *-er*, Content Words, Words with the Same Base, and Greek and Latin Roots

Decoding

REVIEW with students by having them explain what content words, multiple-meaning words, and words with the same base are. Then have students identify and give meanings for the Greek and Latin roots they have learned. Have students read each word on the word lines. Then have students read each sentence.

Developing Oral Language

ORGANIZE the class into groups. Have each group use as many words from the word lines as possible in a short science-fiction story with a setting and characters of their choosing. As students read their stories aloud, tell the class to listen for any words with the roots and suffixes students have reviewed in this lesson. Discuss the meanings of these words as they are used in the stories.

Fluency

HAVE students reread the fluency passage on pages 193–194 of *Skills Practice* to practice adjusting their pacing. If students have difficulty adjusting their pacing, work with them in small groups to practice using punctuation as a guide for reading groups of related words.

Monitor Progress

FORMAL ASSESSMENT Use *Assessment* pages 94–96 to assess students’ understanding of the skills taught in this lesson.



Teacher Tip

CONTENT WORDS Point out that many content words, especially in the areas of science and math, have Greek roots. Ask students to speculate why this might be true. Discuss the issue in class and invite students to investigate the matter further and report their findings.

ePresentation

Decoding

Words

1	lofty	heavily	disgraceful	thoughtless
2	fascination	reduction	comprehension	global
3	amazement	amusement	expressive	impressive
4	necessity	complexity	understandable	adorable

Decoding

Sentences

- 1 Katia’s lofty goals were very impressive and inspired many of us.
- 2 It is understandable that you would dislike rude and thoughtless people.

Decoding

Words

1	notice	speaker	friendliness	composer
2	forecast	barometer	legible	illegible
3	astronomer	photography	apology	telescope
4	grateful	export	mission	submarine

Decoding

Sentences

- 1 Our local meteorologist is a good speaker and is known for his friendliness.
- 2 We were grateful that Mr. Stevens accepted our apology for breaking his window.

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 195-196
- *Word Cubes*

Objectives: Students will

- review the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and number prefixes.
- spell dictated words with the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and number prefixes correctly.
- build oral language skills.

Word Analysis

Review: Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and Number Prefixes

Decoding ROUTINE 10

REVIEW with students that prefixes are word parts added to the beginnings of base words that change their meaning. Remind students that prefixes are also derived from ancient languages such as Latin and Greek and that many common prefixes stand for numbers.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes to understand words.

- Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

EL

About the Words

- The Prefixes *re-*, *pre-*, *mis-*, and *un-*** Have students identify the base words and prefixes in each word on the line. Remind students that *re-* means “again,” *pre-* means “before,” *mis-* means “wrongly” or “badly,” and *un-* means “the opposite of.” Have students use the meanings of the base words and prefixes to explain the meanings of the words.
- The Prefixes *con-*, *in-/im-*, and *ex-*** Have students identify the base words and prefixes in each word on the line. Tell students that the root in *excavate* means “hollow.” Remind students that *con-* means “with,” *in-/im-* means “not,” and *ex-* means “out.” Have students use the meanings of the base words and prefixes to explain the meanings of the words.
- The Prefixes *en-/em-*, *dis-*, and *auto-*** Have students identify the base words and prefixes in each word on the line. Remind students that *en-/em-* means “in,” *dis-* means “not” or “the opposite of,” and *auto-* means “self.” Have students use the meanings of the base words and prefixes to explain the meanings of the words.
- Number Prefixes *uni-*, *bi-*, *tri-*, and *multi-*** Have students identify the base words and prefixes in each word on the line. Remind students that *uni-* means “one,” *bi-* means “two,” *tri-* means “three,” and *multi-* means “many.” Have students use the meanings of the base words and suffixes to explain the meanings of the words. Ask them what the suffix *-ly* does to the word *biweekly*.



Teacher Tip

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>re/print</i>	<i>pre/cau/tion</i>
<i>mis/in/form</i>	<i>un/com/mon</i>
<i>con/form</i>	<i>in/com/plete</i>
<i>im/par/tial</i>	<i>ex/ca/vate</i>
<i>en/tan/gled</i>	<i>em/pow/er</i>
<i>dis/com/fort</i>	<i>au/to/mo/bile</i>
<i>u/ni/form</i>	<i>bi/week/ly</i>
<i>tri/col/or</i>	<i>mul/ti/grain</i>



Differentiated Instruction: Word Lines

AL If students have difficulty understanding word parts, draw slashes between the prefixes, base words, and suffixes in the words. Review the meaning of each part. Then help students define the entire word.

OL Have students think of more examples of base words to which today’s prefixes can be added. Students can use a print or digital dictionary to confirm their words.

ePresentation

Decoding

Words

1	reprint	precaution	misinform	uncommon
2	conform	incomplete	impartial	excavate
3	entangled	empower	discomfort	automobile
4	uniform	biweekly	tricolor	multigrain

Decoding

Sentences

- The sweater contained an imperfection, so I had to exchange it for a different one.
- As a precaution, we will have a mechanic check the automobile’s brakes.

About the Sentences

1-2 The Prefixes *con-*, *im-*, *ex-*, *pre-*, and *auto-* Have students identify the words with the prefixes *con-*, *im-*, *ex-*, *pre-*, and *auto-* in the sentences. *contained, imperfection, exchange; precaution, automobile's* Briefly review the meanings of the words.

Developing Oral Language

HAVE students identify the part of speech of each word on the lines. *reprint is a verb, precaution is a noun, misinform is a verb, and uncommon is an adjective* Then have students use the words in complete sentences that demonstrate their meanings. *I like this shirt because it has an uncommon pattern that I've never seen before.*

Have students use the words from the word lines in sentence starters, for example *My favorite multigrain food is . . .* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Use the **Word Cubes** to do a word-building activity with students. Use the prefix cubes *re-/pre-*, *mis-/dis-*, and *con-/in-*; along with the base word cubes *read/pay/view*, *heat/use/pack*, *place/treat/agree*, *trust/count/judge*, and *form/act/struct*. Have students select one prefix cube and one base word cube, and then roll them. If they are able to generate a word from the results of their roll, have them say it aloud and provide a meaning based on their knowledge of the prefix and the base. If they cannot generate a real word, have them reroll until they can, selecting new cubes as necessary. Have volunteers use each word generated in a sentence.

Guided Practice

ASSIGN pages 195–196 from *Skills Practice* for students to work with today's prefixes. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

EL English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *reprint, precaution, misinform, uncommon, incomplete, impartial, excavate, discomfort, automobile, uniform*, and *tricolor* (Spanish: *reimprimir, precaución, informar mal, poco común, incompleto, imparcial, excavar, automóvil, uniforme, tricolor*; French: *inconfort*).

Teacher Tip

BASE WORD CHANGES Remind students that adding prefixes does not change the spelling of the base word. Show examples such as *misspell, immobile*, and *unnatural*.

ePresentation

Dictation and Spelling

Words

1	predawn	replace	uncover
2	disfavor	exclaim	entrap
3	union	bisect	trio

Challenge Words

4	misrepresent	automate	multistory
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Dictation and Spelling

Sentence

1 We uncovered a trio of baby birds.

Objectives: Students will

- build oral language skills.
- practice using words with the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and number prefixes.

Word Analysis

Review: Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and Number Prefixes

Developing Oral Language

- ORGANIZE** students into groups and have them create clues for the words on the lines. *This word describes something with three hues. (tricolor) This word describes someone who does not take sides. (impartial)* Have groups read their clues for the rest of the class to solve.

Ask a student to use two words from the lines in a simple sentence. Then have another student expand the sentence by adding another word from the lines, creating complex or compound sentences when possible. Repeat until the sentence contains as many words from the word lines as possible.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- Before sunrise: *predawn*
- To cut in two: *bisect*
- To speak out: *exclaim*
- Something with many levels: *multistory*
- A state of being one: *union*
- To describe or speak of wrongly: *misrepresent*
- A group of three: *trio*
- Find or bring to light: *uncover*



Teacher Tips

NUMBER PREFIXES Ask students what other prefixes they know that convey numbers, such as *quad-*, *oct-*, *deci-*, *cent-*, and *milli-*. Discuss the meanings and have students brainstorm example words. Consider compiling the prefixes and words to create a poster for the classroom.

RETEACH If students need additional support with this lesson, refer to the Intervention and English learner activities in the *Teacher Resource Book*.

ePresentation

Decoding

Words

1	reprint	precaution	misinform	uncommon
2	conform	incomplete	impartial	excavate
3	entangled	empower	discomfort	automobile
4	uniform	biweekly	tricolor	multigrain

Decoding

Sentences

- 1 The sweater contained an imperfection, so I had to exchange it for a different one.
- 2 As a precaution, we will have a mechanic check the automobile's brakes.

Dictation and Spelling

uncover	Before sunrise: _____
predawn	To cut in two: _____
exclaim	To speak out: _____
union	Something with many levels: _____
bisect	A state of being one: _____
trio	To describe or speak of wrongly: _____
misrepresent	A group of three: _____
multistory	Find or bring to light: _____

Resources:

- Routines 7, 8, and 10
- *Skills Practice*, pp. 197–198

Objectives: Students will

- review location prefixes, words with the same base, shades of meaning, and prefixes and suffixes.
- spell dictated words with location prefixes, words with the same base, words with different shades of meaning, and prefixes and suffixes correctly.
- build oral language skills.


Word Analysis

Review: Location Prefixes, Words with the Same Base, Shades of Meaning, and Prefixes and Suffixes

Decoding ROUTINE 10

REVIEW with students that some prefixes indicate the location of things. Remind them that knowing the meanings of prefixes, roots, and suffixes will help them decode unfamiliar words and words with the same base. Then remind students that synonyms have slight differences in meaning that allow for more precise use of language.

Use Routine 10, the Words with Prefixes and Suffixes Routine, to review using prefixes and suffixes to understand words.

 Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

 **EL**

About the Words

- 1 The Location Prefixes *mid-*, *sub-*, *trans-*, and *inter-*** Have students identify the prefixes in the words. Remind students that *mid-* means “middle,” *sub-* means “under,” *trans-* means “across,” and *inter-* means “among” or “between.” Have students use the meanings of the prefixes, roots, and base words to define the words.
- 2 Words with the Same Base** Have students identify the base word and the inflectional endings, prefixes, and suffixes that have been added. *limit is the base word; -ed, un-, and -less have been added to it* Ask students to define the affixes. Then discuss the meanings of the words.
- 3 Shades of Meaning** Ask students whether they recognize any of the words on the line. Then ask how the words are related. *They are all synonyms for song.* Explain that each of these is a different kind of song. A ballad is a slow, poetic song; a ditty is a shorty, simple song; an anthem is a song of praise and patriotism; and a lullaby is a soothing song sung to put a child to sleep.



Teacher Tips

SYLLABICATION Help students apply what they’ve learned about open and closed syllables to identify the syllable breaks.

<i>mid/win/ter</i>	<i>sub/side</i>
<i>tran/si/tion</i>	<i>in/ter/cept</i>
<i>lim/it</i>	<i>lim/it/ed</i>
<i>un/lim/it/ed</i>	<i>lim/it/less</i>
<i>bal/lad</i>	<i>dit/ty</i>
<i>an/them</i>	<i>lul/la/by</i>
<i>par/a/graph</i>	<i>ven/om/ous</i>
<i>post/game</i>	<i>fer/ti/lize</i>

WORD PARTS Encourage students to remember the meanings of the prefixes and suffixes they have learned as they read for other school subjects and for pleasure. Tell students to continue to learn and remember other prefixes and suffixes as they encounter them. This knowledge will give them an important tool for understanding what they read.

ePresentation

Decoding

Words

1	midwinter	subside	transition	intercept
2	limit	limited	unlimited	limitless
3	ballad	ditty	anthem	lullaby
4	paragraph	venomous	postgame	fertilize

Decoding

Sentences

- 1** In midwinter, the snow in the north seems limitless.
- 2** The guitarist played a joyous little ditty to begin the show.



English Learner

COGNATES For native speakers of Romance languages, point out the following cognates: *transition*, *intercept*, *limit*, *limited*, *unlimited*, *limitless*, *ballad*, *paragraph*, *venomous*, and *fertilize* (Spanish: *transición*, *interceptar*, *límite* (n.), *limitado* (money, resources), *ilimitado*, *sin límites*, *balada*, *párrafo*, *venomoso*, *fertilizar*).

- 4 Prefixes and Suffixes** Have students identify the prefixes and suffixes in the words. Remind students that *para-* means “beside,” *-ous* means “full of,” *post-* means “after,” and *-ize* means “to make.” Have students use the meanings of the prefixes and suffixes to define the words.

About the Sentences

- 1-2 Shades of Meaning and the Prefixes and Suffixes *mid-*, *-less*, *-ist*, and *-ous*** Have students identify the words with *mid-*, *-less*, *-ist*, and *-ous* in the sentences. *midwinter*, *limitless*; *guitarist*, *joyous* Have students explain the meaning of each word. Ask students how the second sentence would be different if a word for *song* that had a different shade of meaning was used. *The emotion of the concert would be more serious if the guitarist played a ballad or an anthem.*

Developing Oral Language

HAVE students identify the part of speech of each word on the lines. *Line 1: midwinter is a noun, subside is a verb, transition is a noun, and intercept is a verb* Then have students use the words in complete sentences that demonstrate their meanings. *We stared out the window, waiting for the rain to subside so we could play outdoors.*

Have students use the words from the word lines in sentence starters, for example *Our national anthem is...* Have volunteers expand each sentence by adding more details to demonstrate the meaning of the word.

Guided Practice

ASSIGN pages I97–I98 from *Skills Practice* for students to work with words with location prefixes, words with the same base, words with different shades of meaning, and prefixes and suffixes. Read the Focus section aloud, and do the first two items as a class. Then have students complete the pages individually.

Dictation and Spelling

ROUTINE 7

ROUTINE 8

USE Routine 7, the Whole-Word Dictation Routine, to dictate the words for students to write.

Use Routine 8, the Sentence Dictation Routine, to dictate the sentence. Remind students to use appropriate capitalization and punctuation.

After each line, display the words and sentences to the students. Have them proofread their work. Tell them to circle any incorrect words and rewrite them correctly.

Apply

TELL students to search other texts they are reading for additional words with the prefixes and suffixes they have reviewed in this lesson. Have students sort the words into the appropriate category and share examples with the class. Discuss the meanings of the words based on students’ knowledge of the roots and affixes.



Differentiated Instruction: Word Lines

AL If students have difficulty understanding word parts, draw slashes between the prefixes, base words, and suffixes in the words. Review the meaning of each part. Then help students define the entire word.

OL Have students think of more examples of base words to which today’s prefixes and suffixes can be added. Students can use a print or digital dictionary to confirm their words.

BL Challenge students to find out more about the different kinds of songs on Line 3. Invite students to give a presentation with audio aids to show what they have learned.

ePresentation

Dictation and Spelling

Words

1	midmonth	transmit	subsoil
2	relax	relaxed	relaxation
3	centennial	wisdom	soloist

Challenge Words

4	interaction	parallel	indulgent
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Dictation and Spelling

Sentence

- 1 We will relax after our midterm tests.

Resources:

- *Skills Practice*, pp. 199–200
- *eGames*

Objectives: Students will

- build oral language skills.
- practice using words with location prefixes, words with the same base, words with different shades of meaning, and words with prefixes and suffixes.
- build fluency.

Word Analysis

Review: Location Prefixes, Words with the Same Base, Shades of Meaning, and Prefixes and Suffixes

Developing Oral Language

ORGANIZE students into groups and have them create clues for the words on the lines. *This word describes a sleepy song. (lullaby) This word describes something you might do to a football. (intercept)* Have groups read their clues to the rest of the class to solve.

Ask a student to use two words from the lines in a single sentence. Then have another student expand the sentence by adding another word from the lines. Repeat until the sentence contains as many words as possible.

Dictation and Spelling

DISPLAY the definitions for students to see. Tell them to match the dictation words with the definitions. Ask volunteers to read their answers.

- A layer of earth that is under another: *subsoil*
- The process of taking it easy: *relaxation*
- To send something across a space: *transmit*
- One who performs music alone: *soloist*
- The fifteenth day of April: *midmonth*

Have students write their own definitions for the remaining words and exchange them with a partner.

Fluency

REMIND students that reading poetry with accuracy and expression is essential to fluency. Assign the fluency passage on pages 199–200 of *Skills Practice* for students to practice fluent reading.

Before students read the poem aloud, tell them that this poem is a dramatic monologue, written from the point of view of a specific character. Have them read the poem silently, thinking about what they know about the characters of the poem and how to best perform the poem. Have them focus on accurately reading each word as well. Then have students reread the poem aloud. Remind them to read with expression, changing the tone of their voice as appropriate to highlight the emotion and feeling of the poem. Tell them that as they reread, their reading should become more accurate and fluent.

ePresentation

Decoding

Words

1	midwinter	subside	transition	intercept
2	limit	limited	unlimited	limitless
3	ballad	ditty	anthem	lullaby
4	paragraph	venomous	postgame	fertilize

Decoding

Sentences

- 1 In midwinter, the snow in the north seems limitless.
- 2 The guitarist played a joyous little ditty to begin the show.

Dictation and Spelling

soloist	A layer of earth that is under another: _____
relaxation	The process of taking it easy: _____
subsoil	To send something across a space: _____
midmonth	One who performs music alone: _____
transmit	The fifteenth day of April: _____



Teacher Tip

DICTIONATION WORDS With students, examine the base words, roots, and suffixes of the words in the dictation lines. Have students use what they know about the word parts to define the words.



Monitor Progress

INFORMAL ASSESSMENT Have students use *eGames* to practice the skills they have learned in this lesson.

Foundational Skills

Resources:

- *Skills Practice*, pp. 199–200
- *Assessment*, pp. 97–99

Objectives:

- review the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and number prefixes.
- review location prefixes, words with the same base, shades of meaning, and prefixes and suffixes.
- build oral language skills.

Review

Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and Number Prefixes

Decoding

REVIEW by asking students to explain what prefixes do to base words and roots. Then have students give the meanings of the prefixes they have reviewed in this lesson.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Location Prefixes, Words with the Same Base, Shades of Meaning, and Prefixes and Suffixes

Decoding

REVIEW with students by having them explain what the term *shades of meaning* means. Then discuss how students can decode words by dividing them into their prefixes, base words, roots, and suffixes, recalling the meanings of these parts, and using those meanings to define the word.

Have students read each word on the word lines. Then have students read each sentence with appropriate rate and expression.

Developing Oral Language

ORGANIZE the class into groups. Have each group write sentences for at least ten words from the word lines. Have groups take turns reading their sentences to the class and omitting the word-line word. Students should then identify the word that best completes the sentence.

Fluency

HAVE students reread the fluency passage on pages 199–200 of *Skills Practice* to practice reading poetry with accuracy and expression. If students have difficulty reading with accuracy and expression, review the traits of the characters to help students understand the feelings of the poem, and encourage students to reread the poem as many times as necessary to produce an accurate and fluent reading.

Monitor Progress

- ✓ **FORMAL ASSESSMENT** Use *Assessment* pages 97–99 to assess students' understanding of the skills taught in this lesson.

ePresentation

Decoding

Words

1	reprint	precaution	misinform	uncommon
2	conform	incomplete	impartial	excavate
3	entangled	empower	discomfort	automobile
4	uniform	biweekly	tricolor	multigrain

Decoding

Sentences

- 1 The sweater contained an imperfection, so I had to exchange it for a different one.
- 2 As a precaution, we will have a mechanic check the automobile's brakes.

Decoding

Words

1	midwinter	subside	transition	intercept
2	limit	limited	unlimited	limitless
3	ballad	ditty	anthem	lullaby
4	paragraph	venomous	postgame	fertilize

Decoding

Sentences

- 1 In midwinter, the snow in the north seems limitless.
- 2 The guitarist played a joyous little ditty to begin the show.

Resource:
Skills Practice, pp. 201–202

- Objectives:** Students will
- review compound words, antonyms, and synonyms.
 - review shades of meaning and regular and irregular plurals.
 - build writing skills.
 - build fluency.

Review

Compound Words, Antonyms, and Synonyms

Decoding

REVIEW with students the definitions for the terms *compound word*, *antonym*, and *synonym*. Have students explain the difference between open and closed compound words.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Shades of Meaning, Regular and Irregular Plurals

Decoding

REVIEW with students that synonyms have slightly different meanings. Writers must choose the word with the specific meaning that is most appropriate to the context in order for their readers to understand exactly what they are describing. Then have students explain the rules for forming plurals that they have learned.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write at least five sentences using at least two words from the word lines. Tell students to try to use one word from each set of lines. *The children found the big, bright full moon fascinating.*

Fluency

REMIND students that reading with the appropriate rate is essential to fluency. Assign the fluency passage on pages 201–202 of *Skills Practice* for students to practice fluent reading.

Read aloud the beginning of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that fluent readers use commas to help them control the pace of their reading. Commas often appear before and after phrases, clauses, and dialogue, and indicate points where readers should pause. Have students follow along as you read, noting each time you pause for a comma. Then have them practice by reading the passage aloud. Encourage them to note how pausing slightly at commas helps with phrasing.



Differentiated Instruction

AL FLUENCY Help students determine the meanings for any words that cause difficulty. Have them use print or digital dictionaries as necessary to confirm the definitions they come up with.

ePresentation

Decoding

Words

1	birthday	seatbelt	waterfall	rattlesnake
2	full moon	living room	peanut butter	dinner table
3	problem	solution	awful	excellent
4	interesting	fascinating	discover	detect

Decoding

Sentences

- 1 Yesterday was awful, but today is my birthday and it has been excellent.
- 2 The massive river winds its way toward an enormous waterfall.

Decoding

Words

1	effortless	uncomplicated	painless	simple
2	carrots	fireworks	scratches	addresses
3	diaries	memories	wolves	knives
4	sheep	oxen	children	octopi

Decoding

Sentences

- 1 The oxen's hooves pounding against the ground made a thunderous sound.
- 2 Our addresses are simple, so it was effortless for Greta to remember them.

Resource:*Skills Practice*, pp. 201–202**Objectives:** Students will

- review contractions, possessives, irregular verbs, and abstract nouns.
- review homophones, homographs, and multiple-meaning words.
- build writing skills.
- build fluency.

Review

Contractions, Possessives, Irregular Verbs, and Abstract Nouns

Decoding

REVIEW with students how to construct contractions and singular and plural possessives. Then review the terms *irregular verb* and *abstract noun*.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Homophones, Homographs, and Multiple-Meaning Words

Decoding

REVIEW with students what homophones, homographs, and multiple-meaning words are. Make sure students understand the difference between homographs and multiple-meaning words.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students put the words from the word lines in categories based on the target skills they represent. **Contractions:** *she'll, you're, would've, they're*; **Possessives:** *principal's doctor's, authors', parents'*; **Irregular Verbs:** *forgave, forgiven, understand, understood*; **Abstract Nouns:** *success, compassion, justice, sympathy*; **Homophones:** *lesson, lessen, muscle, mussel*; **Homographs:** *rock, batter, lumber, maroon, compact, entrance, refuse, object*; **Multiple-Meaning Words:** *collect, hammer, degree, station*

Fluency

REMIND students that reading with automaticity is essential to fluency. Assign the fluency passage on pages 201–202 of *Skills Practice* for students to practice fluent reading.

Review with students that automaticity involves recognizing words automatically when reading. Automaticity allows students to focus on understanding what they are reading instead of focusing on the process of decoding words. Students can practice automaticity by reading and rereading a text. Have students follow along as you read the passage aloud. Then have them echo read the passage with the same expression, rate, and tone you modeled.

ePresentation

Decoding

Words

1	she'll	you're	would've	they're
2	principal's	doctor's	authors'	parents'
3	forgave	forgiven	understand	understood
4	success	compassion	justice	sympathy

Decoding

Sentences

- 1 She'll attend the authors' presentation on writing short stories.
- 2 Mrs. Green showed compassion and forgave us for stepping on her flower bed.

Decoding

Words

1	lesson	lessen	muscle	mussel
2	rock	batter	lumber	maroon
3	compact	entrance	refuse	object
4	collect	hammer	degree	station

Decoding

Sentences

- 1 We could not move the giant rock, even when we tried to rock it back and forth.
- 2 You need a hammer, nails, and some muscle to build with the lumber.

Resources:
Skills Practice, pp. 203–204

- Objectives:** Students will
- review inflectional endings *-ed* and *-ing* and regular and irregular comparatives and superlatives.
 - review content words, shades of meaning, and words with the same base.
 - build writing skills.
 - build fluency.

Review

Inflectional Endings *-ed* and *-ing* and Regular and Irregular Comparatives and Superlatives

Decoding

REVIEW with students how to form the past and progressive verb tenses, regular comparatives and superlatives, and irregular comparatives and superlatives.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Content Words, Shades of Meaning, and Words with the Same Base

Decoding

REVIEW with students what content words and words with different shades of meaning are. Then ask students to describe how a single base word can be transformed into many different, but related, words.

Display the word lines and sentences, then have students read each word and sentence.

Writing

HAVE students write sentence starters for ten words from the word lines. Then have them exchange pages with a partner and complete the sentences to demonstrate the meaning of the word. *The best book I've ever read is . . . The best book I've ever read is Little House on the Prairie.*

Fluency

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages 203–204 of *Skills Practice* for students to practice fluent reading.

Read aloud the first two paragraphs of the fluency passage, clearly pronouncing words such as *pioneer*, *experimented*, *motion*, *ballet*, and *usual*. Remind students that they should try to read a text automatically. If they do not know how to pronounce a word while reading, they should stop and decode the word syllable by syllable. They should then practice automaticity by rereading the sentence. Tell students to use context to confirm or self-correct their understanding when reading unfamiliar words. Then have students practice by reading the passage with a partner.

ePresentation

Decoding

Words

1	behaved	worried	splitting	scurrying
2	dirtier	dirtiest	earlier	earliest
3	more colorful	most colorful	more confidently	most confidently
4	better	best	worse	worst

Decoding

Sentences

- 1 The violinist would perform more confidently if she'd had a better night's sleep.
- 2 Mr. Chang promised that if we behaved well we could leave earlier than usual.

Decoding

Words

1	rebellion	constitution	senator	campaign
2	rugged	abrasive	jagged	coarse
3	accept	accepted	unacceptable	accepting
4	assure	reassure	assured	assurance

Decoding

Sentences

- 1 The senator wanted assurance that his campaign speech was acceptable.
- 2 Our driver assured us that the truck could withstand the rugged landscape.

Resource:*Skills Practice*, pp. 203–204**Objectives:** Students will

- review the suffixes *-y*, *-ly*, *-ful*, *-less*, *-tion/-sion*, and *-al*, and the Latin suffixes *-ment*, *-ive*, *-ity*, and *-able*.
- review multiple-meaning words, the suffixes *-ness* and *-er*, content words, words with the same base, and Greek and Latin roots.
- build writing skills.
- build fluency.

Review

Suffixes *-y*, *-ly*, *-ful*, *-less*, *-tion/-sion*, and *-al*, and Latin Suffixes *-ment*, *-ive*, *-ity*, and *-able*

Decoding

REVIEW the meanings of the suffixes and discuss the parts of speech they form when added to base words. Remind students that *-ment*, *-ive*, *-ity*, and *-able* are derived from Latin.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Multiple-Meaning Words, Suffixes *-ness* and *-er*, Content Words, Words with the Same Base, and Greek and Latin Roots

Decoding

REVIEW with students by having them explain what content words, multiple-meaning words, and words with the same base are. Then have students identify and give meanings for the Greek and Latin roots they have learned.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write riddles for ten of the words from the word lines. Have them exchange pages with a partner, answer each riddle, and then share them with the class. For multiple-meaning words, have students create a pair of riddles that reflect two different meanings for each word.

This is the person talking in a poem. This is something that helps you listen to music. speaker

Fluency

REMINDE students that reading with proper phrasing is essential to fluency. Assign the fluency passage on pages 203–204 of *Skills Practice* for students to practice fluent reading.

Choose a sentence or two from the passage to write on the board. Put parentheses around phrases, clauses, and other groups of words that should be read in units or chunks. Then read the sentence aloud with proper phrasing. Have students practice reading the sentence after you. As students reread the rest of the passage, encourage them to look for and mark similar phrases and clauses and to read them as related units of text.

ePresentation

Decoding

Words

1	lofty	heavily	disgraceful	thoughtless
2	fascination	reduction	comprehension	global
3	amazement	amusement	expressive	impressive
4	necessity	complexity	understandable	adorable

Decoding

Sentences

- 1 Katia's lofty goals were very impressive and inspired many of us.
- 2 It is understandable that you would dislike rude and thoughtless people.

Decoding

Words

1	notice	speaker	friendliness	composer
2	forecast	barometer	legible	illegible
3	astronomer	photography	apology	telescope
4	grateful	export	mission	submarine

Decoding

Sentences

- 1 Our local meteorologist is a good speaker and is known for his friendliness.
- 2 We were grateful that Mr. Stevens accepted our apology for breaking his window.

Resource:
Assessment, pp. 100–105

- Objectives:** Students will
- review the prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and number prefixes.
 - review location prefixes, words with the same base, shades of meaning, and prefixes and suffixes.
 - build writing skills.

Review

Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*, *in-/im-*, *ex-*, *en-/em-*, *dis-*, *auto-*, and Number Prefixes

Decoding

REVIEW by asking students to explain what prefixes do to base words and roots. Then have students give the meanings of the prefixes they are reviewing in this lesson.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Location Prefixes, Words with the Same Base, Shades of Meaning, and Prefixes and Suffixes

Decoding

REVIEW with students by having them explain what the term *shades of meaning* means. Then discuss how students can decode words by dividing them into their prefixes, base words, roots, and suffixes, recalling the meanings of these parts, and using those meanings to define the word.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing

HAVE students write definitions for at least ten of the words from the word lines. Then have them discuss their definitions with a partner. Students should explain how they used the meanings of prefixes, roots, and suffixes to determine the meaning of the word. *Midwinter has the prefix mid- and means “in the middle of winter.”*

Unit Assessment

FORMAL ASSESSMENT Use *Assessment* pages 100–105 to assess students’ understanding of the skills taught in this unit.

ePresentation

Decoding

Words

1	reprint	precaution	misinform	uncommon
2	conform	incomplete	impartial	excavate
3	entangled	empower	discomfort	automobile
4	uniform	biweekly	tricolor	multigrain

Decoding

Sentences

- 1 The sweater contained an imperfection, so I had to exchange it for a different one.
- 2 As a precaution, we will have a mechanic check the automobile’s brakes.

Decoding

Words

1	midwinter	subside	transition	intercept
2	limit	limited	unlimited	limitless
3	ballad	ditty	anthem	lullaby
4	paragraph	venomous	postgame	fertilize

Decoding

Sentences

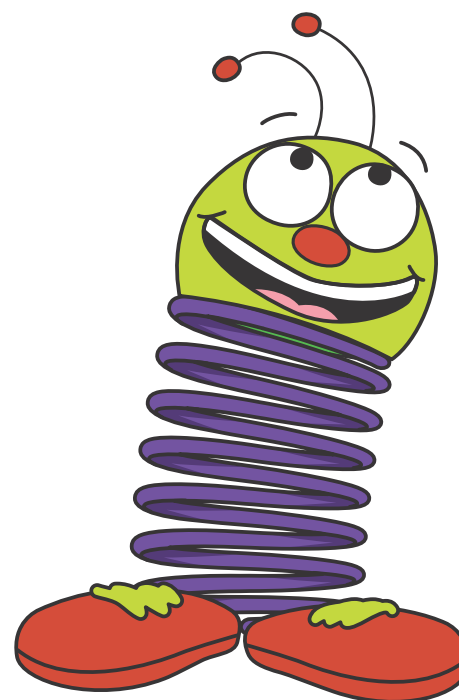
- 1 In midwinter, the snow in the north seems limitless.
- 2 The guitarist played a joyous little ditty to begin the show.



Differentiated Instruction

AL PREFIXES AND SUFFIXES If students have difficulty understanding the word parts they are reviewing, draw slashes between the prefixes, base words, and suffixes in the words. Review the meaning of each part. Then help students define the entire word.

1	Scope and Sequence	2
2	Introduction to Sound/Spellings.....	6
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4	High-Frequency Word Lists.....	18
5	Routines.....	20



Reading

	K	1	2	3
Phonemic Awareness (Recognize Discrete Sounds in Words)				
Long and Short Vowels Differentiation	•	•		
Phoneme Addition: Final Sounds	•	•		
Phoneme Addition: Initial Sounds	•	•		
Phoneme Addition: Medial Sounds	•			
Phoneme Blending: All Sounds in a Word	•	•		
Phoneme Blending: Final Sounds	•	•		
Phoneme Blending: Initial Sounds	•	•		
Phoneme Blending: Medial Sounds	•	•		
Phoneme Blending: Onset and Rime	•	•		
Phoneme Blending: Syllables	•	•		
Phoneme Blending: Vowel Substitution	•	•		
Phoneme Blending: Words/Word Parts	•	•		
Phoneme Isolation: Final Sounds	•	•		
Phoneme Isolation: Initial Sounds	•	•		
Phoneme Isolation: Medial Sounds	•	•		
Phoneme Substitution: Final Sounds	•			
Phoneme Substitution: Initial Sounds	•			
Phoneme Substitution: Medial Sounds	•			
Phoneme Matching: Final Sounds	•	•		
Phoneme Matching: Initial Sounds	•	•		
Phoneme Matching: Medial Sounds	•	•		
Phoneme Pronunciation: Final Sounds	•	•		
Phoneme Pronunciation: Initial Sounds	•	•		
Phoneme Pronunciation: Medial Sounds	•	•		
Produce Rhyming Words	•	•		
Recognize Rhyming Words	•	•		
Segmentation: Final Consonants	•	•		
Segmentation: Identifying All Sounds in a Word in Sequence		•		
Segmentation: Identifying the Number of Sounds in Words	•	•		
Segmentation: Identifying the Order of Sounds in Words	•			
Segmentation: Initial Consonants/Blends		•		
Segmentation: Medial Consonants	•	•		
Segmentation: Onset and Rime	•	•		
Segmentation: Syllables	•	•		
Segmentation: Words/Word Parts	•	•		
Print and Book Awareness (Recognize and Understand the Concepts of Print and Books)				
Capitalization	•	•		
Differentiate Between Letter and Word	•			
Differentiate Between Word and Sentence	•			
End Punctuation	•			
Follow Words Left-to-Right	•	•		
Follow Words Page-by-Page	•	•		
Follow Words Top-to-Bottom	•	•		
Follow Letter Formation	•	•		
Page Numbering	•			
Parts of a Book	•			
Picture/Text Relationship	•	•		
Punctuation	•	•		
Quotation Marks	•	•		

Reading (continued)	K	1	2	3
Recognize First Word in Sentence	•	•		
Relationship Between Spoken and Printed Language	•	•		
Sentence Recognition	•	•		
Spacing Between Sentences	•	•		
Spacing Between Words	•	•		
Table of Contents	•	•		
Word Length	•	•		
Write Left-to-Right	•			
Write Top-to-Bottom	•			
Alphabetic Knowledge				
Letter Order (Alphabetic Order)	•	•		
Letter Sounds	•	•		
Lowercase Letters	•	•		
Sounds in Words	•	•		
Uppercase Letters	•	•		
Phonics and Word Analysis				
Antonyms		•	•	•
Base Words or Roots			•	•
Blending Sounds into Words	•	•	•	•
Comparatives/Superlatives			•	•
Compound Words		•	•	•
Consonant Blends	•	•	•	•
Consonant Digraphs		•	•	•
Contractions		•	•	•
Distinguish Between Long and Short Vowels	•	•	•	•
Distinguish Between Similarly-Spelled Words	•			
Greek and Latin Roots				•
High-Frequency Words	•	•	•	•
Homographs		•	•	•
Homonyms/Homophones		•	•	•
Inflectional Endings		•	•	•
Irregular Plurals			•	•
Irregularly Spelled Words		•	•	•
Letter-Sound Correspondence	•	•		
Multiple-Meaning Words				•
Plurals	•	•	•	•
Position Words	•			
Prefixes	•	•	•	•
Shades of Meaning/Levels of Specificity				•
Silent Letters		•	•	•
Suffixes		•	•	•
Syllables: Vowels in Words		•	•	•
Syllables: Multisyllabic Words		•	•	•
Synonyms		•	•	•
Vowel Diphthongs		•	•	•
Vowels: l-controlled		•	•	•
Vowels: Long Sounds and Spellings	•	•	•	•
Vowels: r-controlled		•	•	•
Vowels: Short Sounds and Spellings		•	•	•
Word Families	•	•		

Reading

K

1

2

3

	K	1	2	3
Fluency				
Accuracy	•	•		
Automaticity	•	•		
Expression	•	•		
Prosody	•			
Purpose	•	•		
Rate	•	•		
Self-Correct	•	•		
Successive Readings	•	•		
Understanding	•	•		
Word Recognition	•	•		
Penmanship				
Print Letters	•	•		
Print Numbers	•	•		
Spelling				
Antonyms				
Base Words or Roots				
Comparatives/Superlatives				•
Compound Words				•
Contractions				•
Greek and Latin Roots				•
Homographs				•
Homonyms/Homophones				•
Inflectional Endings	•	•	•	•
Irregular Plurals			•	•
Irregular Verbs				•
Letter/Sound Relationships	•	•	•	•
Long Vowel Patterns		•	•	•
Multiple-Meaning Words				•
Multisyllabic Words		•	•	•
Phonograms				•
Prefixes		•	•	•
r-Controlled Vowel Spellings		•	•	•
Shades of Meaning				•
Short Vowel Spellings		•	•	•
Silent Letters			•	•
Special Spellings Patterns/Rules			•	•
Special Vowel Spellings		•	•	•
Suffixes		•		•

Oral Language Development

	K	1	2	3
Speaking				
Answer Questions	•	•	•	•
Ask Questions		•		•
Listen and Respond	•	•	•	•
Participate in Group Discussion	•	•	•	•
Read Orally	•	•	•	•
Share Information		•	•	•
Speak Clearly at Appropriate Volume		•	•	•
Using Complete Sentences	•	•	•	•

Introduction to Sound/Spellings

Day	Sound/Spelling	Core Decodables	Practice Decodables	High-Frequency Words Introduced
GETTING STARTED				
1	/a/ spelled a /d/ spelled d /h/ spelled h_ /m/ spelled m /n/ spelled n /s/ spelled s and ss /t/ spelled t and tt /i/ spelled i /o/ spelled o /b/ spelled b /k/ spelled c, k /f/ spelled f, ff /g/ spelled g	Core 1 <i>Matt, Kim, and Sam</i>	Practice 1 <i>Sam</i>	hand, high, land, watch
2	/e/ spelled e and _ea_ /j/ spelled j /l/ spelled l and ll /p/ spelled p /r/ spelled r /ks/ spelled ■x /u/ spelled u /kw/ spelled qu_ /v/ spelled v /w/ spelled w_ /y/ spelled y_ /z/ spelled z, zz, and _s	Core 2 <i>Fast Sam</i>	Practice 2 <i>Help</i>	hear, next, still, until
3	/c/ spelled ■ck /j/ spelled ■dge /k/ spelled ■ck /ng/ spelled ■ng /nk/ spelled ■nk /a/ spelled a /e/ spelled e and _ea_ /i/ spelled i /o/ spelled o /u/ spelled u	Core 3 <i>Midge</i>	Practice 3 <i>Fran and Ann</i>	back, children, head, move, plants, second
4	/ar/ spelled ar /er/ spelled er, ir, ur, and ear /or/ spelled or and ore	Core 4 <i>Tell Your Pals</i>	Practice 4 <i>Fran's Story</i>	earth, hard, last, more, school, story, than
5	/sh/ spelled sh /th/ spelled th /ch/ spelled ch and ■tch	Core 5 <i>Stars</i>	Practice 5 <i>Fishing</i>	above, answer, friend, night, turned

Lesson	Sound/Spelling	Core Decodables	Practice Decodables	High-Frequency Words Introduced
Unit 1				
Lesson 1	/ā/ spelled <i>a</i> and <i>a_e</i> /ī/ spelled <i>i</i> and <i>i_e</i> /ō/ spelled <i>o</i> and <i>o_e</i>	Core 6 <i>Val's New Bike</i>	Practice 6 <i>Dave's New Home</i>	change, find, most, talk, thought, home
Lesson 2	/ē/ spelled <i>e</i> and <i>e_e</i> /ū/ spelled <i>u</i> and <i>u_e</i>	Core 7 <i>Vic's Big Chore</i>	Practice 7 <i>Dave Returns</i>	close, time, while
Lesson 3	/j/ spelled <i>ge</i> and <i>gi_</i> /s/ spelled <i>ce</i> , <i>ci_</i> , and <i>cy</i>	Core 8 <i>Gem Is Missing</i>	Practice 8 <i>More Clover</i>	large, name, things
Lesson 4	/ā/ spelled <i>ai_</i> , <i>ay</i> /ə/ spelled <i>_e</i> , <i>_el</i> , <i>_al</i> , and <i>_il</i>	Core 9 <i>On a Train</i>	Practice 9 <i>Riddles</i>	city, each, face, near, through, took
Lesson 5	/f/ spelled <i>ph</i> /m/ spelled <i>_mb</i> /n/ spelled <i>kn_</i> /r/ spelled <i>wr_</i> /w/ spelled <i>wh_</i>	Core 10 <i>Bike Races</i>	Practice 10 <i>Dad Wraps a Gift</i>	almost, also, years
Lesson 6	Review Lessons 1-5	Core 11 <i>Too Cold?</i>	Practice 11 <i>I Was Inside a Dragon!</i>	air, such
Unit 2				
Lesson 1	/ē/ spelled <i>ee</i> , <i>ea</i> , <i>_y</i> , <i>_ie_</i> , and <i>_ey</i>	Core 12 <i>The Empty Field</i>	Practice 12 <i>Lee's Eagle</i>	eyes, part
Lesson 2	/ī/ spelled <i>_igh</i> , <i>_ie</i> , and <i>_y</i>	Core 13 <i>Bats</i>	Practice 13 <i>Mack's Problem</i>	even, might, need, trees
Lesson 3	/ō/ spelled <i>oa_</i> and <i>_ow</i>	Core 14 <i>More Bats</i>	Practice 14 <i>An Old Boat</i>	house, same, side
Lesson 4	/ū/ spelled <i>_ew</i> and <i>_ue</i>	Core 15 <i>Condors</i>	Practice 15 <i>Mew? Mew?</i>	feet, world, without
Lesson 5	/ōō/ spelled <i>oo</i> , <i>u</i> , <i>u_e</i> , <i>_ew</i> , <i>_ue</i>	Core 16 <i>A Visit</i>	Practice 16 <i>Yikes! Sue!</i>	end, should
Lesson 6	Review Lessons 1-5	Core 17 <i>Migrating Geese</i>	Practice 17 <i>Strange Stuff</i>	along, began, following
Unit 3				
Lesson 1	Contrast /oo/ and /ōō/ spelled <i>oo</i>	Core 18 <i>A Trade</i>	Practice 18 <i>Hockey Tryouts</i>	book, letters
Lesson 2	/ow/ spelled <i>ow</i> and <i>ou_</i> ; Contrast with /ō/ spelled <i>_ow</i>	Core 19 <i>A Brief History of Money</i>	Practice 19 <i>Snow!</i>	enough, set
Lesson 3	/aw/ spelled <i>au_</i> , <i>aw</i> , <i>augh</i> , <i>ough</i> , and <i>al</i>	Core 20 <i>Collecting Baseball Cards</i>	Practice 20 <i>The Hawk</i>	between, ever
Lesson 4	/oi/ spelled <i>oi</i> and <i>_oy</i>	Core 21 <i>Money Stories</i>	Practice 21 <i>Cowboy Roy's Two Rules</i>	words
Lesson 5	/ō/ spelled <i>_ow</i> /ū/ spelled <i>u_e</i> , <i>_ew</i> , and <i>_ue</i> /ōō/ spelled <i>_ue</i> , <i>_ew</i> , and <i>u_e</i> /ow/ spelled <i>ow</i>	Core 22 <i>Seven Bank Facts</i>	Practice 22 <i>Josh and Brownie</i>	paper
Lesson 6	Review Lessons 1-5	Core 23 <i>Dad Is Back</i>	Practice 23 <i>A Crew in Outer Space</i>	point

NOTE: Cards 27-31 are Long Vowel Cards and do not have corresponding stories.

Card 1: /a/ Lamb

I'm Pam the Lamb, I am.
This is how I tell my Mommy where I am:
/a/ /a/ /a/ /a/ /a/.

I'm Pam the Lamb, I am.
This is how I tell my Daddy where I am:
/a/ /a/ /a/ /a/ /a/.

I'm Pam the Lamb, I am.
That young ram is my brother Sam.
This is how I tell my brother where I am:
/a/ /a/ /a/ /a/ /a/.

I'm Pam the Lamb; I'm happy where I am.
Can you help me tell my family where I am?
(Have the students respond.)
/a/ /a/ /a/ /a/ /a/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 3: /k/ Camera

Carlos has a new camera.
When he takes pictures, his camera
makes a clicking sound like this:
/k/ /k/ /k/ /k/ /k/.

In the garden, Carlos takes pictures of
caterpillars crawling on kale:
/k/ /k/ /k/ /k/ /k/.

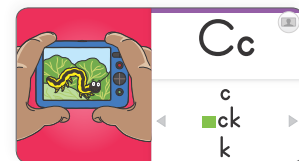
At the zoo, Carlos takes pictures of
a camel, a duck, and a kangaroo:
/k/ /k/ /k/ /k/ /k/.

In the park, Carlos takes pictures of
his cousin flying a kite: /k/ /k/ /k/ /k/ /k/.

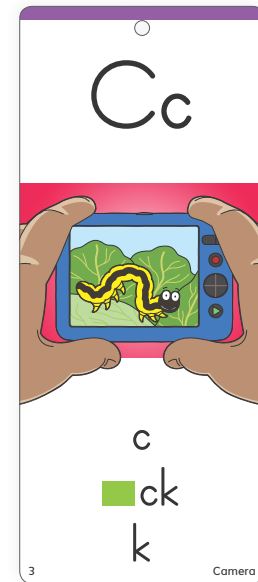
In his room, Carlos takes pictures of
his cute kitten, Cozy: /k/ /k/ /k/ /k/ /k/.

Can you help Carlos take pictures with his
camera? (Have the students join in.)
/k/ /k/ /k/ /k/ /k/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 2: /b/ Ball

Bobby loved to bounce his basketball.
He bounced it all day long.
This is the sound the ball made:
/b/ /b/ /b/ /b/ /b/.

One day, while Bobby was bouncing
his basketball, Betsy came by.

"Hi, Bobby," she said.
"I have a great big beach ball.
May I bounce my ball with you?"

Bobby said, "Sure!" and Betsy bounced her
big beach ball.

What sound do you think the beach ball made?

(Encourage a louder, slower reply.)

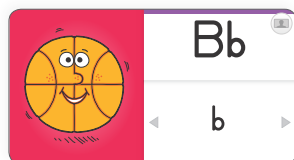
/b/ /b/ /b/ /b/ /b/

(Designate two groups, one for each
ball sound.)

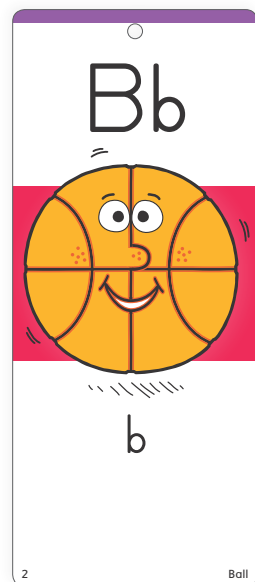
Now when Bobby and Betsy bounce their
balls together, this is the sound you hear:

(Have both groups make their
sounds in a chorus.) /b/ /b/ /b/ /b/ /b/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 4: /d/ Dinosaur

Dinah the Dinosaur loves to dance.
She dances whenever she gets the chance.
Whenever that dinosaur dips and whirls,
this is the sound of her dancing twirls:
/d/ /d/ /d/ /d/!

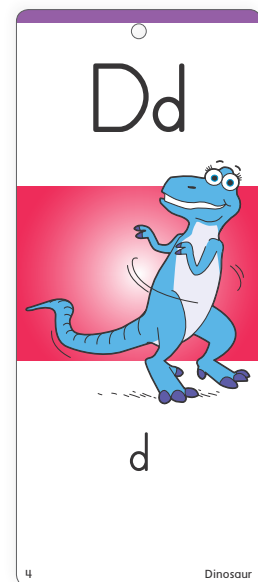
Dinah the Dinosaur dances all day.
From dawn to dark, she dances away.
And when Dinah dances, her dinosaur feet
make a thundering, thudding, extremely loud
beat: (loudly, with an exaggerated rhythm)
/d/ /d/ /d/ /d/!

Now if you were a dinosaur just like Dinah,
you would certainly dance just as finely as she.
And if you were a Dino, and you had a chance,
what sound would your feet make when you
did a dance? (Have the students join in.)
/d/ /d/ /d/ /d/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 5: /e/ Hen

Jem's pet hen likes to peck, peck, peck.
She pecks at a speck on the new red deck.
This is how her pecking sounds:
/e/ /e/ /e/ /e/ /e/.

Jem's pet hen pecks at corn in her pen.
She pecks ten kernels, then pecks again.
This is how her pecking sounds:
/e/ /e/ /e/ /e/ /e/.

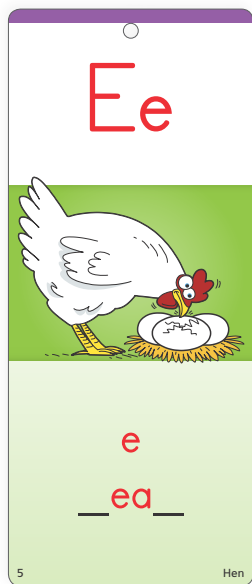
Jem's hen pecks at a cracked egg shell.
She's helping a chick get out, alive and well.
This is how her pecking sounds:
/e/ /e/ /e/ /e/ /e/.

Can you help Jem's hen peck?
(Have students say:) /e/ /e/ /e/ /e/ /e/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 7: /g/ Gopher

Gary's a gopher.
He loves to gulp down food.
/g/ /g/ /g/ /g/ /g/, gulps the gopher.
Gary the Gopher gulps down grass
because it tastes so good.
/g/ /g/ /g/ /g/ /g/, gulps the gopher.

Gary the Gopher gulps down grapes—
gobs and gobs of grapes.
/g/ /g/ /g/ /g/ /g/, gulps the gopher.

Gary the Gopher gobbles green beans and
says once more, /g/ /g/ /g/ /g/ /g/.
He's such a hungry gopher!

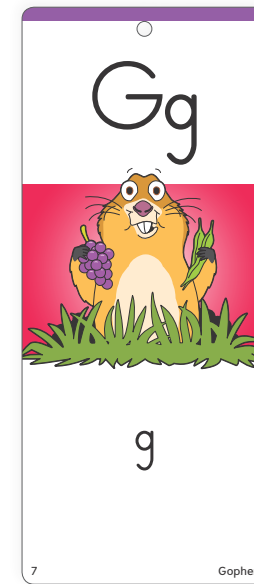
Gary the Gopher gobbles in the garden
until everything is gone.

What sound does Gary the Gopher make?
(Ask the students to join in.)
/g/ /g/ /g/ /g/ /g/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 6: /f/ Fan

/f/ /f/ /f/ /f/ /f/

What's that funny sound?
It's Franny the Fan going round and round,
and this is the sound that old fan makes:
/f/ /f/ /f/ /f/ /f/.

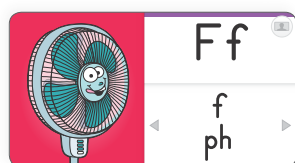
When it gets too hot, you see,
Franny cools the family:
/f/ /f/ /f/ /f/ /f/.

She fans Father's face
and Foxy's fur and Felicity's feet.
Hear the Fan whir: /f/ /f/ /f/ /f/ /f/.

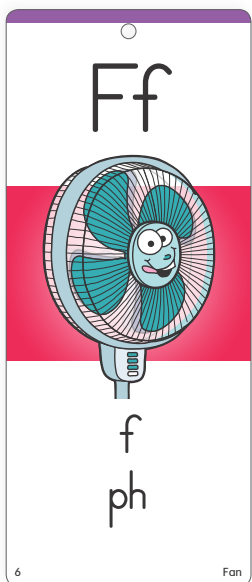
Can you make Franny the Fan go fast?
(Have the students say quickly:)
/f/ /f/ /f/ /f/ /f/.

Faster? /f/ /f/ /f/ /f/ /f/
Fastest? /f/ /f/ /f/ /f/ /f/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 8: /h/ Hound

Harry the Hound dog hurries around.
Can you hear Harry's hurrying hound
dog sound? This is the sound Harry's
breathing makes when he hurries:
/h/ /h/ /h/ /h/ /h/!

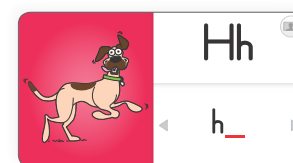
When Harry the Hound dog sees a hare
hop by,
he tears down the hill,
and his four feet fly.
Hurry, Harry, hurry!
/h/ /h/ /h/ /h/ /h/!

How Harry the Hound dog loves to hunt
and chase!
He hurls himself from place to place.
Hurry, Harry, hurry!
/h/ /h/ /h/ /h/ /h/!

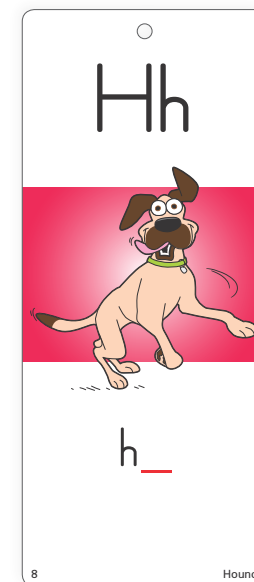
When Harry the Hound dog sees a big skunk
roam,
he howls for help and heads for home.

What sound does Harry make when he hurries?
(Have the students answer.) /h/ /h/ /h/ /h/ /h/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 9: /i/ Pig

This is Pickles the Pig.
If you tickle Pickles, she gets the giggles.
This is the sound of her giggling:
/i/ /i/ /i/ /i/ /i/.

Tickle Pickles the Pig under her chin.
Listen! She's giggling: /i/ /i/ /i/ /i/ /i/.
Wiggle a finger in Pickles' ribs.
Listen! She's giggling: /i/ /i/ /i/ /i/ /i/.

Give Pickles the Pig a wink,
and what do you think?
First comes a grin.
Then listen!
She's giggling again: /i/ /i/ /i/ /i/ /i/.

Quick! Tickle Pickles the Pig.
What will she say?
(Have the students join in.) /i/ /i/ /i/ /i/ /i/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 11: /k/ Camera

Carlos has a new camera.
When he takes pictures,
his camera makes a clicking sound like this:
/k/ /k/ /k/ /k/ /k/.

In the garden, Carlos takes pictures of
caterpillars crawling on kale:
/k/ /k/ /k/ /k/ /k/.

At the zoo, Carlos takes pictures of
a camel, a duck, and a kangaroo:
/k/ /k/ /k/ /k/ /k/.

In the park, Carlos takes pictures of
his cousin flying a kite: /k/ /k/ /k/ /k/ /k/.

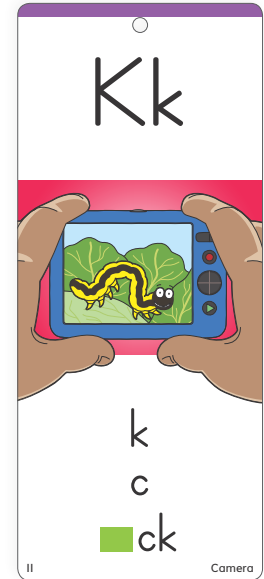
In his room, Carlos takes pictures of
his cute kitten, Cozy: /k/ /k/ /k/ /k/ /k/.

Can you help Carlos take pictures with his
camera? (Have the students join in.)
/k/ /k/ /k/ /k/ /k/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 10: /j/ Jump

When Jenny jumps her jump rope,
it sounds like this: /j/ /j/ /j/ /j/ /j/.
When Jackson jumps his jump rope,
it sounds like this: /j/ /j/ /j/ /j/ /j/.

The judges generally agree
that Jenny jumps most rapidly:
(quickly) /j/ /j/ /j/ /j/ /j/.

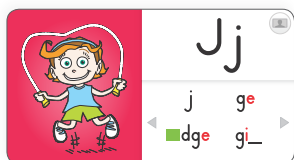
When Jenny jumps, she jumps to this jingle:
"Jump, jump, jump so quick.
Whenever I jump, I like to kick."
/j/ /j/ /j/ /j/ /j/

The judges generally agree
that Jackson jumps most quietly:
(quietly) /j/ /j/ /j/ /j/ /j/.

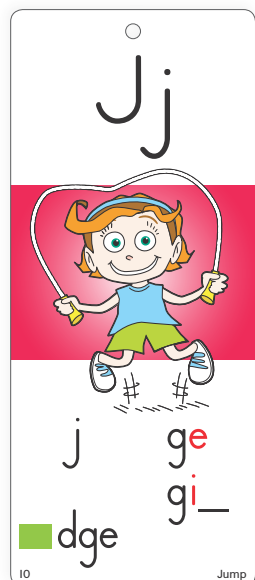
When Jackson jumps, he jumps to this jingle:
"Jump, jump, nice and quiet.
See what happens when you try it."
/j/ /j/ /j/ /j/ /j/

(to the students) Jump rope like Jenny.
(quickly) /j/ /j/ /j/ /j/ /j/
(to the students) Jump rope like Jackson.
(quietly) /j/ /j/ /j/ /j/ /j/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 12: /l/ Lion

Look! It's Leon the Lion.
Leon loves to lap water from lakes,
and this is the sound the lapping
lion makes: /l/ /l/ /l/ /l/ /l/.

Let's join Leon. Quick!
Take a little lick:
/l/ /l/ /l/ /l/ /l/.

Are you a thirsty lass or lad?
Then lap until you don't feel bad:
/l/ /l/ /l/ /l/ /l/.

What sound do you make when you lap
like Leon the Lion?
(Have the students say:) /l/ /l/ /l/ /l/ /l/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



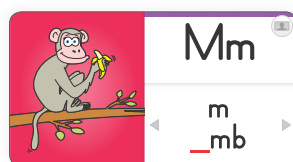
Card 13: /m/ Monkey

For Muzzy the Monkey,
bananas are yummy.
She munches so many,
they fill up her tummy.
When she eats, she says:
/m/ /m/ /m/ /m/ /m/!

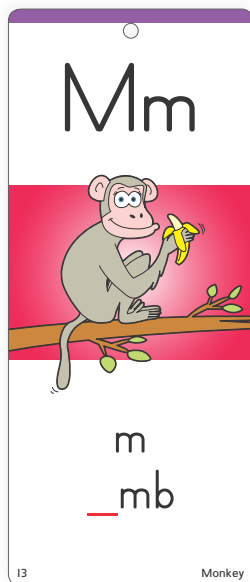
Bananas for breakfast, bananas for lunch.
Mash them up, mush them up,
munch, munch, munch, munch!
What does Muzzy the Monkey say?
(Have the students say:)
/m/ /m/ /m/ /m/ /m/.

Bananas at bedtime? I have a hunch
Muzzy will mash them up, mush them up,
munch, munch, munch, munch!
Then what will Muzzy the Monkey say?
(Have the students say:)
/m/ /m/ /m/ /m/ /m/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 15: /o/ Fox

Bob the Fox did not feel well at all.
He jogged to the doctor's office.
"Say /o/ Mr. Fox!"
"/o/ /o/ /o/."

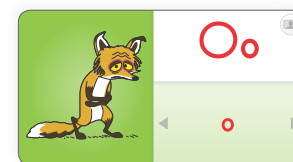
"My head is hot, and my throat
hurts a lot," said the fox.
"Say /o/, Mr. Fox!"
"/o/ /o/ /o/."

"Yes, you've got a rotten cold," said the doctor.
"Say /o/, Mr. Fox!"
"/o/ /o/ /o/."

"Find a spot to sit in the sun," said the doctor.
"Say /o/, Mr. Fox!"
"/o/ /o/ /o/."

He sat on a rock in the sun.
Soon he felt much better.
(with a satisfied sigh) "/o/," said Mr. Fox.
/o/ /o/ /o/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 14: /n/ Nurse

Norman the Nurse sees a gnat by
his food.
This gnat puts Norman in a really
bad mood.
When the gnat annoys Norman the Nurse,
that gnat sounds like this:
/n/ /n/ /n/ /n/ /n/.

Whenever the hungry gnat comes near,
he makes noise in Norman's ear.
When the gnat annoys Norman the Nurse,
that gnat sounds like this:
/n/ /n/ /n/ /n/ /n/.

That nimble gnat has no name
but Norman knows him all the same.
When the gnat annoys Norman the Nurse,
that gnat sounds like this:
/n/ /n/ /n/ /n/ /n/.

That naughty gnat is not caught yet.
Does Norman need a knotted net?
Norman kneels to swat the gnat!
What sound does the noisy gnat make?
(Ask students to join in.)
/n/ /n/ /n/ /n/ /n/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 16: /p/ Popcorn

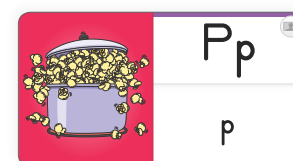
Ping and Pong liked to pop corn.
As it cooked, it made this sound:
/p/ /p/ /p/ /p/ /p/.

One day Ping poured a whole package of
popcorn into the pot. It made this sound:
/p/ /p/ /p/ /p/ /p/.

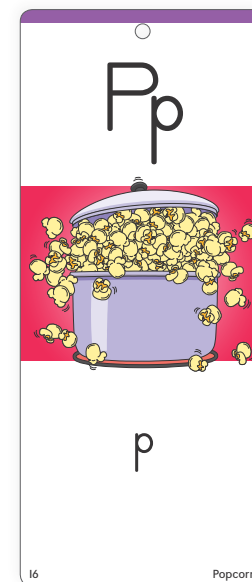
The popcorn popped and popped.
Ping filled two pots, and still the popcorn
popped: /p/ /p/ /p/ /p/ /p/.
Pong filled three pails with popcorn, and still
it kept popping: /p/ /p/ /p/ /p/ /p/.

"Call all your pals," said their pop.
"We'll have a party."
And the popcorn kept popping.
(Have the students say the /p/ sound very fast.)
/p/ /p/ /p/ /p/ /p/ /p/ /p/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 17: /kw/ Quacking duck

Quincy the Duck couldn't quite quack like all the other quacking ducks. Oh, he could say /kw/ /kw/ /kw/ /kw/, but it never seemed just right.

When Quincy tried to quack quietly, his quack came out loudly.
(loudly) /kw/ /kw/ /kw/ /kw/!

When he tried to quack slowly, his quack came out quickly.
(quickly) /kw/ /kw/ /kw/ /kw/!
Quincy just couldn't quack right!

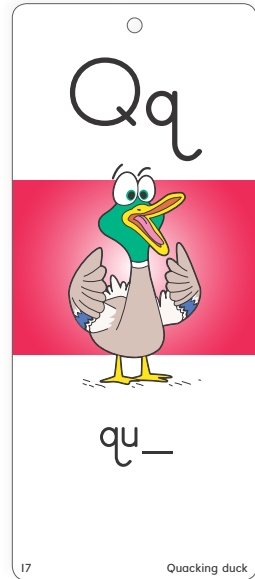
One day Quincy was practicing quacks. His friend Quip quacked along with him. "Repeat after me," said Quip.
(quietly) /kw/ /kw/ /kw/ /kw/
But Quincy quacked back,
(in normal voice) /kw/ /kw/ /kw/ /kw/!
Quincy still couldn't quack quite right.

But Quincy kept quacking. He said, "I won't quit until I quack like the best quackers around." Can you show Quincy how quacking ducks quack? *(Have the students join in.)*
/kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/ /kw/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 19: /s/ Sausages

Sue and Sammy had a nice place in the city. On Saturday, Sue and Sammy decided to have sausages for supper. Sammy put seven sausages in a skillet. /s/ /s/ /s/ /s/ /s/ /s/ /s/

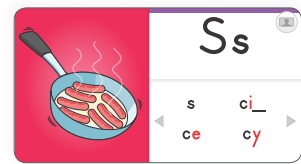
Soon the smell of sausages filled the air. /s/ /s/ /s/ /s/ /s/, sizzled the sausages.

"Pull up a seat, Sue," said Sammy. "The sausages are almost ready to serve." /s/ /s/ /s/ /s/ /s/, sizzled the sausages.

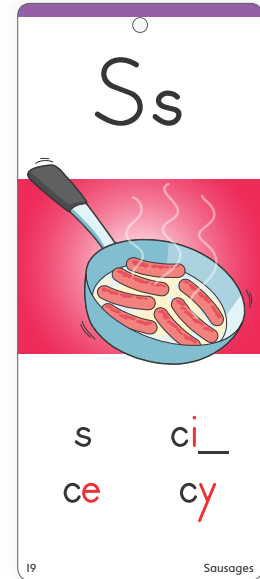
Sue and Sammy ate the delicious sausages. Soon they wanted more, so Sam put six more sausages in the frying pan. /s/ /s/ /s/ /s/ /s/ /s/, sizzled the sausages.

If you were cooking sausages with Sammy and Sue, what sound would the sausages make as they sizzled?
(Have the students join in:)
/s/ /s/ /s/ /s/ /s/ /s/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 18: /r/ Robot

Little Rosie Robot just runs and runs and runs. She races round and round to get her chores all done. Here's how Rosie sounds when she's working:
/r/ /r/ /r/ /r/ /r/!

Rosie can rake around your roses. Here comes that running robot!
/r/ /r/ /r/ /r/ /r/!

Rosie can repair your wrecked radio. Here comes that racing robot!
(softly) /r/ /r/ /r/ /r/ /r/

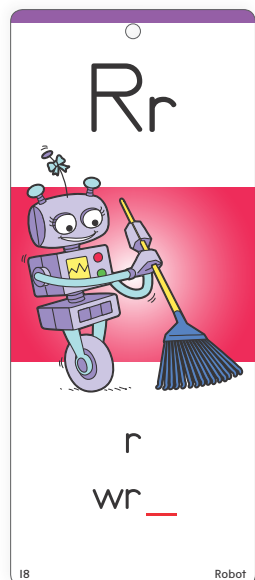
Rosie can mend your round ripped rug. Here comes that roaring robot!
(loudly) /r/ /r/ /r/ /r/ /r/!

Rosie rarely does anything wrong. But there are two things that Rosie can't do: rest and relax. Here comes that roaring robot! What does she say?
(Have the students call out the answer:)
/r/ /r/ /r/ /r/ /r/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 20: /t/ Timer

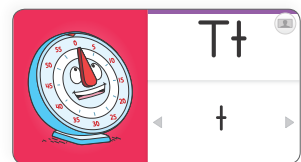
When Tom Tuttle cooks, he uses his timer. Tom Tuttle's timer ticks like this:
/t/ /t/ /t/ /t/ /t/ /t/

Tonight Tom Tuttle wants tomatoes on toast. Tom turns on the oven. Tom puts tomatoes on toast in the oven. Tom sets the timer. The timer will ding when Tom's toast and tomatoes are done. Until the timer dings, it ticks:
/t/ /t/ /t/ /t/ /t/ /t/.

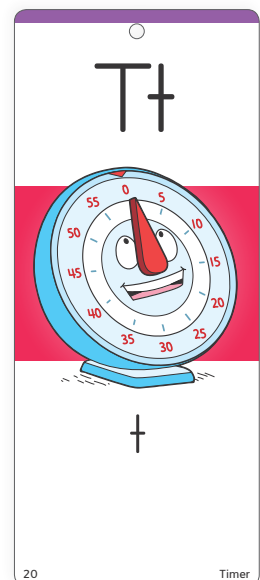
Tomatoes on toast take ten minutes. /t/ /t/ /t/ /t/ /t/ /t/ /t/ /t/ /t/ /t/
Tom can hardly wait. /t/ /t/ /t/ /t/ /t/ /t/
He taps out the time: /t/ /t/ /t/ /t/ /t/ /t/.

What is the sound of Tom Tuttle's ticking timer?
(Have the students join in.) /t/ /t/ /t/ /t/ /t/ /t/
Ding! Time for dinner, Tom Tuttle!

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 21: /u/ Tug

Tubby the Tugboat can huff and puff
and push and pull to move big stuff.

/u/ /u/ /u/

That's the sound of Tubby the Tug.

If a boat is stuck and will not budge,
Tubby the Tugboat can give it a nudge.

/u/ /u/ /u/

It's Tubby the Trusty Tug.

If a ship is caught in mud and muck,
Tubby the Tugboat can get it unstuck.

/u/ /u/ /u/

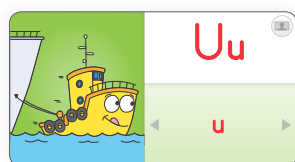
It's Tubby the Trusty Tug.

Can you help Tubby push and pull?

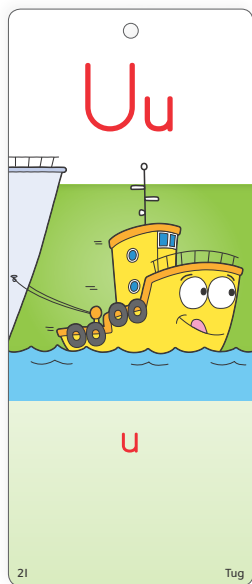
(Have the students join in.)

/u/ /u/ /u/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card

**Card 23: /w/ Washer**

Willie the Washer washed white clothes
all week. When he washed, he went:

/w/ /w/ /w/ /w/ /w/.

All winter, Willie worked well.

/w/ /w/ /w/ /w/ /w/

But last Wednesday, Willie was weak.

(softly) /w/ /w/ /w/ /w/ /w/

This week, he got worse.

(slower and slower) /w/ . . . /w/ . . . /w/ . . .

Poor Willie was worn out.

(slowly) /w/

Then a worker came and fixed Willie's wires.

Willie felt wonderful.

(more loudly) /w/ /w/ /w/ /w/ /w/!

Now Willie can wash and wash wildly!

(quickly) /w/ /w/ /w/ /w/ /w/!

How does Willie the Washer sound now

when he washes? *(Have the students join in.)*

/w/ /w/ /w/ /w/ /w/

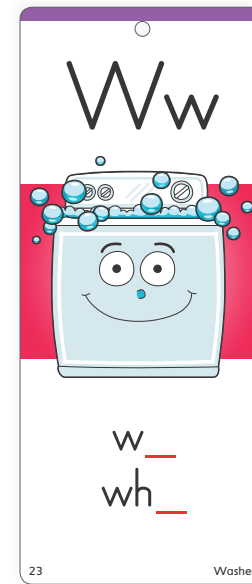
Can you wash just like Willie?

(Students together:) /w/ /w/ /w/ /w/ /w/.

Interactive Sound/Spelling Card



Sound/Spelling Wall Card

**Card 22: /v/ Vacuum**

Vinny the Vacuum is cleaning again.

Before visitors visit, he always begins.

This is the sound of his very loud voice:

/v/ /v/ /v/ /v/ /v/!

If only that Vinny could clean without noise!

Vinny sucks up the crumbs

baby Vicki dropped.

/v/ /v/ /v/ /v/ /v/!

He visits nearly everywhere except the tabletop.

/v/ /v/ /v/ /v/ /v/!

Three vine leaves, two vitamins, part of a vase—
all vanish when Vinny goes over the place!

/v/ /v/ /v/ /v/ /v/

As Vinny vacuums the velvety rug,

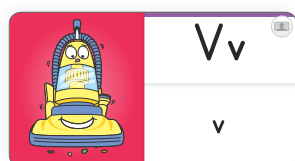
a van full of visitors starts to drive up.

But Vinny's not done with the very last room!

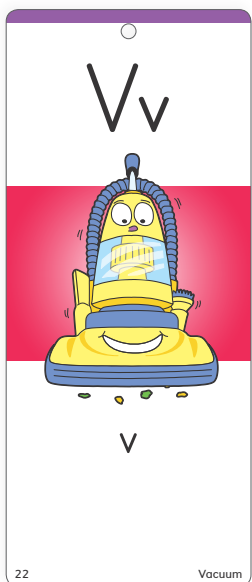
Will you help Vinny the Vacuum vacuum?

*(Ask groups of students to say /v/ in a round
to make the continuous sound of a vacuum
cleaner.)*

Interactive Sound/Spelling Card



Sound/Spelling Wall Card

**Card 24: /ks/ Exit**

Rex is called the Exiting X;

he runs to guard the door.

To get past Rex, make the sound of X:

/ks/ /ks/ /ks/ /ks/.

That is what Rex expects!

The ox knows the sound of X, so she says

/ks/ /ks/ /ks/ /ks/ and gets past Rex.

The fox knows the sound of X,

so he says /ks/ /ks/ /ks/ /ks/

and gets past Rex.

Can you say /ks/ /ks/ /ks/ /ks/

and get past Rex the Exiting X?

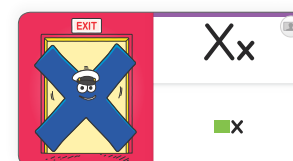
(Have the students respond:)

/ks/ /ks/ /ks/ /ks/!

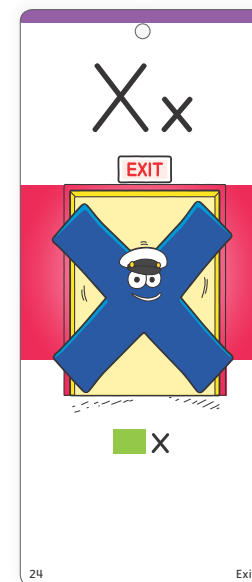
Did we get past Rex?

(Have the students say:) Yes!

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 25: /y/ Yaks

Yolanda and Yoshiko are yaks.
 They don't yell.
 They don't yelp.
 They don't yodel.
 They don't yawn.
 These young yaks just yak.
 Yakety-yak, yakety-yak!
 Can you hear the sound they make?
 /y/ /y/ /y/ /y/ /y/

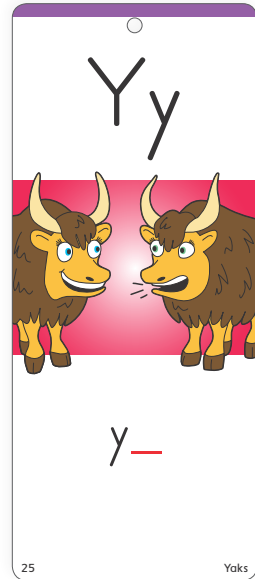
Yolanda and Yoshiko yak in the yard.
 /y/ /y/ /y/ /y/ /y/
 They yak on their yellow yacht.
 /y/ /y/ /y/ /y/ /y/
 They yak in the yam patch.
 /y/ /y/ /y/ /y/ /y/
 These yaks yak all year!
 /y/ /y/ /y/ /y/ /y/

Do you think these yaks like to yak?
 (Have the students answer.) Yes!
 (Ask the students to yak like
 Yolanda and Yoshiko.)
 /y/ /y/ /y/ /y/ /y/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 32: /sh/ Shell

Sheila and Sharon went to the seashore.
 They saw lots of shells.
 Sheila rushed from shell to shell.
 Sharon held a shell to Sheila's ear.
 "Do you hear anything?" asked Sharon.
 "Yes, it sounds like the ocean crashing on
 the shore," shouted Sheila,
 "/sh/ /sh/ /sh/ /sh/ /sh/."

"Let's try different-shaped shells," said Sharon.
 She found a big shell. It made a loud
 /sh/ /sh/ /sh/ /sh/.

Sheila found a small shell. It made a soft
 /sh/ /sh/ /sh/ /sh/.

They found a thin shell. It made a high
 /sh/ /sh/ /sh/ /sh/.

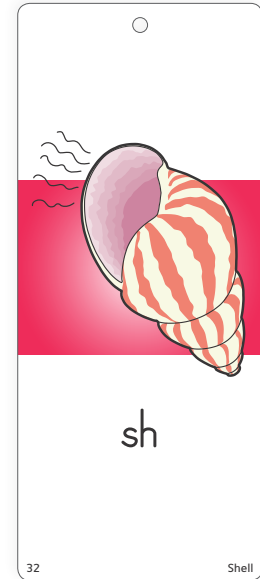
They found a thick shell. It made a deep
 /sh/ /sh/ /sh/ /sh/.

Sheila and Sharon listened to lots of shells.
 But no matter what the size and shape,
 what do you think Sheila and Sharon heard
 in every shell?
 (Have the students join in.)
 /sh/ /sh/ /sh/ /sh/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 26: /z/ Zipper

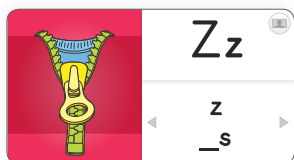
Zack's jacket has a big long zipper.
 The zipper zips like this: /z/.

When little Zack goes out to play,
 he zips the zipper up this way:
 /z/.

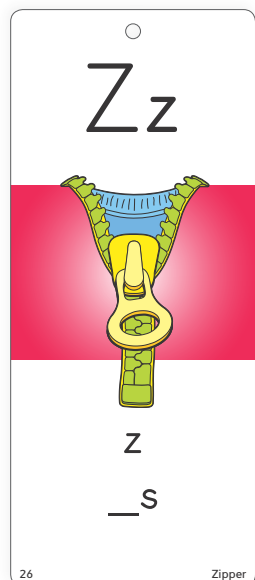
Later, when he comes back in,
 Zack zips the zipper down again.
 /z/

Can you help Zack zip his jacket zipper?
 (Have the students join in.) /z/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 33: /th/ Sloth

Theo the Three-Toed Sloth thunks
 and dangles upside down. He thumps
 with all three toes just hanging around.
 He thumps like this: /th/ /th/ /th/ /th/

Theo the Three-Toed Sloth
 sings in the bath and thinks of things.
 He thumps with all three toes when he sings.
 He thumps like this: /th/ /th/ /th/ /th/

Theo the Three-Toed Sloth
 whistles in the thickest thistles.
 He thumps with all three toes when he whistles.
 He thumps like this: /th/ /th/ /th/ /th/

Theo the Three-Toed Sloth
 climbs north for something to eat.
 He swings south without hurting his feet.
 What does it sound like when he thumps?
 (Ask the students to join in.)
 /th/ /th/ /th/ /th/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 34: /ch/ Chipmunk

Chipper the Chipmunk is cheerful and charming.
He chats and he chatters all day:
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/
He sits on a chimney.
Can you hear him chat?
He chats and he chatters this way:
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

Chipper stuffs cherries into his cheek.
Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/ /ch/.
Chipper likes chestnuts and acorns to eat.
Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/ /ch/.

Can you children chatter like Chipper?
(Have the students answer.)
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/

Now chat with the chipmunk child beside you.
(Ask partners to have chipmunk conversations.)
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 36: /nk/ Skunk

Sammy the Skunk finds his skates in the trunk.
He thinks he'll go skating today.
Once at the rink,
poor Sammy does think
his pink nose feels funny some way.
/nk/ /nk/ /nk/

Home from the rink he gets hot soup to drink.
Sammy hopes his cold slinks away.
/nk/ /nk/ /nk/ /nk/

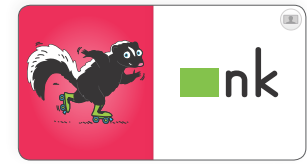
Then the poor skunk spends the night in his bunk.
Sammy's sneezes and honks do stay.
/nk/ /nk/ /nk/ /nk/ /nk/

Now the sun winks, the skunk's eyes start to blink.
Sammy gets up and feels okay!
Sammy the Skunk finds his skates in the trunk.
He thinks he'll go skating today.

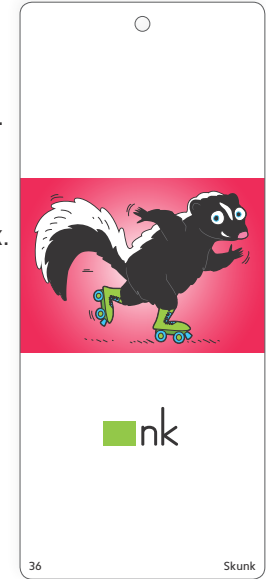
Can you make the sound Sammy the Skunk makes when he has a cold?

(Have the students join in.)
/nk/ /nk/ /nk/ /nk/ /nk/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 35: /ng/ Gong

The young king has slept much too long.
Let's go and awaken the king with a gong.
A pinging gong? It makes a quiet song:
(softly) /ng/ /ng/ /ng/ /ng/ /ng/.

That gong is wrong.
(softly) /ng/ /ng/ /ng/ /ng/ /ng/
We need a louder gong!

A dinging gong? It makes this song:
(a bit louder) /ng/ /ng/ /ng/ /ng/ /ng/.

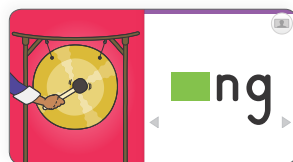
That, too, is wrong.
(as before) /ng/ /ng/ /ng/ /ng/ /ng/
We need an even louder gong!

A clanging gong?
It makes this song:
(loudly) /ng/ /ng/ /ng/ /ng/ /ng/!

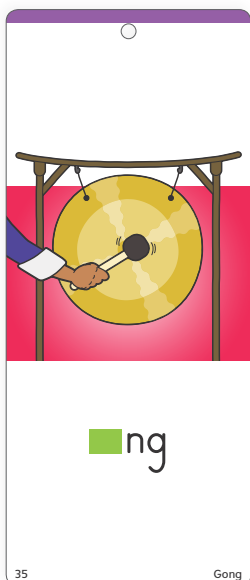
That's just the thing! /ng/ /ng/ /ng/ /ng/ /ng/!
That's the gong we needed all along!

Now, which gong should we bring to awaken the king?
(Have students make the /ng/ sound loud enough to wake the king.)
/ng/ /ng/ /ng/ /ng/ /ng/!

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 37: /or/ Stork

Orville McCormick was quite a stork.
He liked to eat pork while holding a fork.
He also ate corn while blowing a horn:
/or/ /or/ /or/ /or/ /or/ /or/

Orville ran out of corn and needed more pork.
So he flew to the store and tore through the door
just before the rain came and started to pour.
/or/ /or/ /or/ /or/ /or/ /or/

He was so happy now with his pork and his corn that all he could say was
"/or/ /or/ /or/ /or/!"

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 38: /ar/ Armadillo

Arthur Armadillo likes to whistle, hum, and sing. But when he gets a head cold, his voice won't do a thing.

To sing and still sound charming—and not sound so alarming—Arthur has thought up the thing of very often gargling.

Then Arthur Armadillo sounds like this:

/ar/ /ar/ /ar/ /ar/ /ar/.

Arthur gargles in the park.

/ar/ /ar/ /ar/ /ar/ /ar/

He gargles in the dark.

/ar/ /ar/ /ar/ /ar/ /ar/

He gargles on the farm.

/ar/ /ar/ /ar/ /ar/ /ar/

He gargles in the barn.

/ar/ /ar/ /ar/ ar/ /ar/

Arthur is great at gargling!

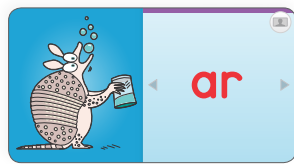
/ar/ /ar/ /ar/ /ar/ /ar/

What does Arthur Armadillo's gargling sound like?

(Have the students respond.)

/ar/ /ar/ /ar/ /ar/ /ar/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 40: /oo/ Goo

/oo/ /oo/

What can be making that sound? Could it be a new flute playing a tune?

No. It's goo!

/oo/ /oo/

The goo is oozing all over my hand.

/oo/ /oo/

The goo is oozing on my boots.

/oo/ /oo/

The goo is oozing everywhere!

/oo/ /oo/

The goo is as sticky as glue.

It is as thick as stew.

/oo/ /oo/

Soon the goo will fill the school!

/oo/ /oo/

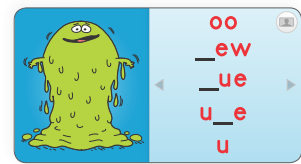
Soon the goo will reach the moon!

/oo/ /oo/

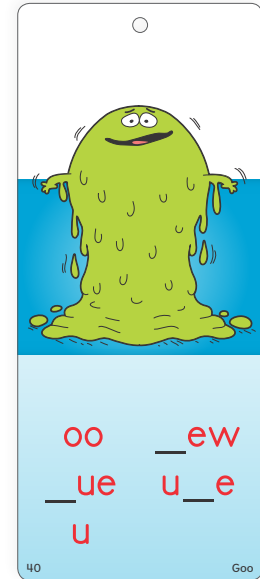
What sound does the oozing goo make?
(Have the students join in.)

/oo/ /oo/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 39: /er/ Bird

Bertie the Bird is the oddest bird that anyone has ever heard.

He doesn't caw like a crow or a gull, or tweet like a robin or a wren.

Instead, he makes a chirping sound—over and over again!

/er/ /er/ /er/ /er/ /er/ /er/!

Bert can't fly, since his wings are too short.

He arranges his feathers in curls.

He admits, "I have short wings and I don't really sing,

but I'm still an interesting bird!"

/er/ /er/ /er/ /er/ /er/ /er/

Can you chirp like Bertie the Bird?

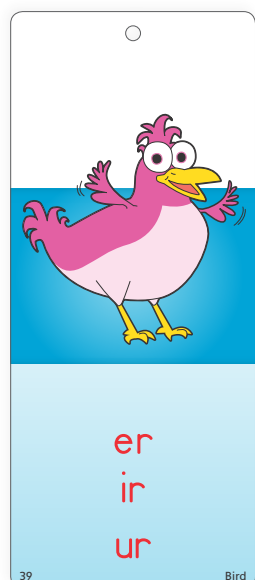
(Have students say:)

/er/ /er/ /er/ /er/ /er/ /er/!

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 41: /oo/ Foot

Mr. Hood took off his shoes and socks and went out walking in the wood.

He kicked a rock and hurt his foot.

/oo/ /oo/ /oo/ /oo/

"Look, look!" said Mr. Hood. "There's a babbling, bubbling brook. I'll walk in the brook, so I won't hurt my foot."

So he stepped in the water, and guess what?

/oo/ /oo/ /oo/ /oo/

Mr. Hood stepped on a hook!

/oo/ /oo/ /oo/ /oo/

Mr. Hood stood. He shook his foot.

/oo/ /oo/ /oo/ /oo/

"This isn't good," said Mr. Hood.

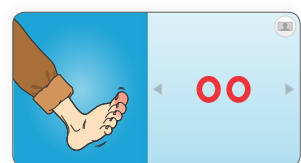
"I think I'll go home and read a book.

At least that won't hurt my foot."

(Have the students join in.)

/oo/ /oo/ /oo/ /oo/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 42: /ow/ Cow

Wow! Can you see poor Brownie the Cow? *Interactive Sound/Spelling Card*

She got stung by a bee and look at her now!

She jumps up and down with an /ow/ /ow/ /ow/ /ow/.

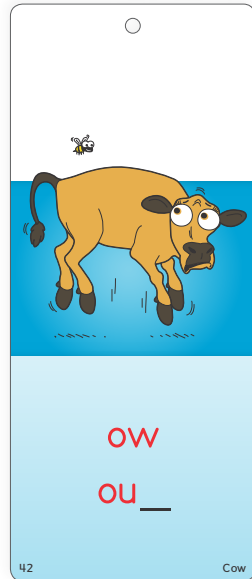
Poor Brownie found that a big buzzing sound meant bees all around—in the air, on the ground.

Just one little bee gave Brownie a sting. Now you can hear poor Brownie sing: /ow/ /ow/ /ow/ /ow/.

Now if you were a cow and a bee found you, you'd probably jump and shout out too! *(Have the students join in.)*
/ow/ /ow/ /ow/ /ow/



Sound/Spelling Wall Card



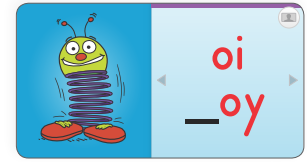
Card 44: /oi/ Coil

Boing! Boing! Boing! Boing!
Roy the Coil is a bouncing toy,
and this is the sound of his bounce:
/oi/ /oi/ /oi/ /oi/ /oi/.

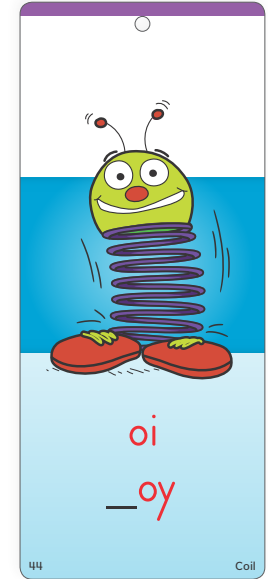
Doing! Doing! Doing! Doing!
Roy the Coil just dances for joy.
This is the sound of his dance:
/oi/ /oi/ /oi/ /oi/ /oi/.

Ke-boing! Ke-boing!
Roy the Coil springs over a boy.
What springing sound does he make?
(Have the students join in.)
/oi/ /oi/ /oi/ /oi/ /oi/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card



Card 43: /aw/ Hawk

Hazel the Hawk never cooks her food; instead, she eats it raw.
And when she thinks of dinnertime she caws: /aw/ /aw/ /aw/ /aw/.

Hazel the Hawk likes rabbits and mice and catches them with her claws.

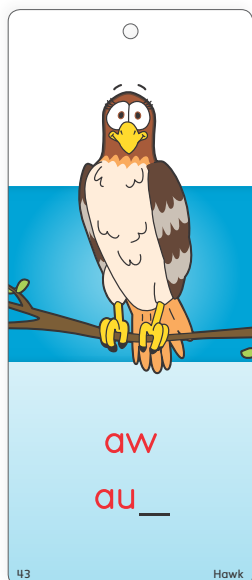
In August, she flies high above the fields and spies them below, in the straw.
Sometimes she even snatches a snake!
And when she's caught one, she caws:
/aw/ /aw/ /aw/ /aw/.

If you were a hawk thinking of dinnertime, what do you think you'd say?
(Have the students answer.)
/aw/ /aw/ /aw/ /aw/

Interactive Sound/Spelling Card



Sound/Spelling Wall Card

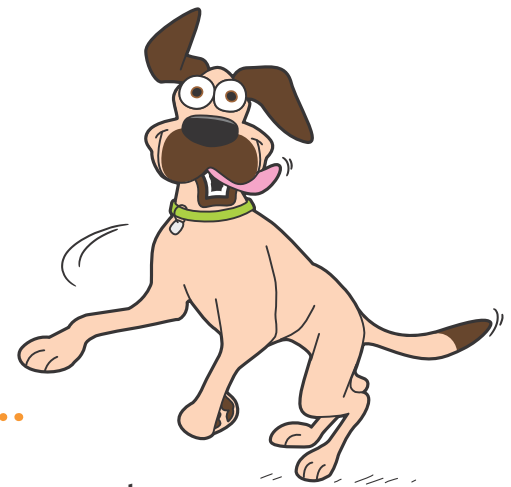


High-Frequency Word Lists

Grade
K

High-Frequency Words

a	can	have	little	that	were
all	did	he	look	the	what
am	do	her	of	then	when
and	down	him	on	there	with
as	for	his	out	they	you
at	girl	I	said	to	
be	go	in	see	up	
boy	had	is	she	was	
but	has	it	some	we	

Grade
1

High-Frequency Words

about	call	got	make	right	water
after	came	green	me	saw	way
an	come	help	my	six	well
any	could	here	no	sleep	went
are	day	how	now	take	where
around	don't	if	old	their	will
ask	every	into	one	them	would
away	five	its	or	this	yellow
before	four	jump	over	too	yes
big	from	just	pretty	two	your
blue	get	know	put	very	
brown	going	like	red	walk	
by	good	long	ride	want	

Grade
2

High-Frequency Words

again	buy	first	live	once	quite	ten	warm
always	carry	full	many	only	read	thank	wash
animal	center	give	may	open	seven	these	which
another	circle	goes	mouse	other	show	think	white
because	different	gray	Mr.	ought	sign	those	who
been	does	great	Mrs.	our	small	three	why
believe	done	hold	much	own	something	today	work
better	easy	horse	myself	paste	soon	together	write
black	eight	knew	never	people	sorry	uncle	zero
both	everyone	laugh	new	picture	start	under	
bring	everything	learn	nine	piece	stop	upon	
brother	far	light	off	please	taste	us	
brought	few	listen	often	pull	tell	use	

Grade
3

High-Frequency Words

above	children	feet	land	next	side	trees
air	city	find	large	night	still	turned
almost	close	following	last	paper	story	until
along	each	friend	letters	part	such	watch
also	earth	hand	might	plants	talk	while
answer	end	hard	more	point	than	without
back	enough	head	most	same	things	words
began	even	hear	move	school	thought	world
between	ever	high	name	second	through	years
book	eyes	home	near	set	time	
change	face	house	need	should	took	

Instructional Routines

I. Sound-by-Sound Blending

When first doing *Sound-by-Sound Blending*, ask for the sound as you point to each spelling. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

- Write or display the spelling for the first sound.
- Have students say the sound.
- Write the spelling for the second sound.
- Have students say the sound.
- If the second sound is a vowel, blend through the vowel by making a blending motion with your hand.
- Write the spelling of the next sound.
- Have students say the sound.
- If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings and asking students for each remaining sound.
- Have students reread the word naturally as they would say it.
- Complete a line, and have students reread the words in the line naturally.
- Continue through each word in the remaining lines until all words have been blended.
- Have students use selected words in sentences and extend the sentences.
- Review the blended words using the Developing Oral Language activities.

2. Whole-Word Blending

When first doing *Whole-Word Blending*, point to each spelling and ask for the sound. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

- Write or display the whole word on the board.
- Point to each spelling, and have students give the sound for each.
- Make the blending motion from left to right under the word, and have students blend the sounds and say the word.
- Have students reread the word naturally, as they would say it.
- Complete the line, and have students reread the words naturally.
- Have students use selected words in sentences and extend the sentences.
- Review the words using the Developing Oral Language activities.

3. Blending Sentences

- Sound-by-Sound Blending
 - Blend each word using the Sound-by-Sound Blending Routine.
 - Write or display the high-frequency sight words in their entirety, and underline the words.
 - Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.
- Whole Word Blending

As students become more automatic in blending, write the whole sentence, and have students read the words, stopping to blend only those words that cannot be read quickly and automatically.

- Write or display each word and blend it using the Whole-Word Blending Routine.
- Write or display the high-frequency sight words in their entirety, and underline the words.
- Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.

4. Closed Syllables

Introduction—Single-Syllable Words

- Write or display a CVC word on the board, such as *cat*.
- Remind students that every syllable must have a vowel sound and a vowel spelling.
- Have the students identify the vowel spelling in the target word. Write a “v” under the vowel spelling.

cat
v

- Tell students that when a single vowel spelling is followed by a consonant spelling, the vowel sound is usually short. This is called a *closed syllable*.

Multisyllabic Words

- Write or display a multisyllabic word with a VCCV pattern on the board, such as *picnic*.
- Remind students that every syllable must have a vowel sound and a vowel spelling.
- Have students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

picnic
v v

- Have students identify the consonant spellings between the vowels. Write a “c” under the consonant spellings.

picnic
vccv

- Tell students that when they see a vowel-consonant-consonant-vowel spelling pattern, they should usually divide the word between the two consonant spellings. Put a slash between the consonant spellings.

pic/nic
vc/cv

- Cover the second syllable. Tell students that when they see a vowel spelling followed by a consonant spelling, the vowel is usually short. This is called a *closed syllable*.
- Have students blend the first syllable using the Whole-Word Blending Routine. Then uncover the second syllable, and blend it.
- Blend the syllables together to read the word.
- Note that when dividing between a double consonant such as *happen* or *winner*, we do not normally pronounce the doubled consonant both at the end of the first syllable and at the beginning of the second syllable. Instead, when we blend the entire word; we usually read the word as “happ/en” or “winn/er”. As students come across words with double consonants, they will need to keep this in mind to read fluently.
- Review: If a word has two consonant spellings in the middle, divide between them. The vowel in the closed syllable is usually short.
- Note that these are syllable generalizations. They do not work in all cases. Remind students that after they read the word, they should ask themselves, “Does it sound right or does it make sense?” If not, students should try the long-vowel sound.

5. Open Syllables

Introduction—Single-Syllable Words

- Write or display a word with a CV pattern on the board, such as *he*.
- Tell students that every syllable must have a vowel sound and vowel spelling.
- Have students identify the vowel spellings in the target word. Write a “v” under the vowel spelling.

he
v

- Tell students that when a single vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an *open syllable*.

Multisyllabic Words

- Write a multisyllabic word with a VCV pattern on the board, such as *beyond*.
- Remind students that every syllable must have a vowel sound and vowel spelling.

- Have students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

beyond
v v

- Have students identify the consonant spelling between the vowels. Write a “c” under the consonant spelling.

beyond
vcv

- Tell students that when they see a vowel-consonant-vowel spelling pattern, they should usually divide the word before the consonant spelling. Put a slash before the consonant spelling. The syllable *be* is an open syllable, and the vowel sound is long.

be/yond
v/cv

- Cover the second syllable. Tell students that when they see a vowel spelling that is not followed by a consonant spelling, the vowel is usually long. We call this an *open syllable*.
- Have students blend the first syllable using the Whole-Word Blending Routine. Then uncover the second syllable and blend it.
- Blend the syllables together to read the word.
- Review: If a word has a consonant spelling between two vowel spellings, divide the word before the consonant spelling. When a vowel spelling is not followed by a consonant spelling, the vowel is usually long.
- Note that these are syllable generalizations. They do not work in all cases. Remind students that after they read the word that they should ask themselves, “Does it sound right or does it make sense?” If not, the students should try the short-vowel sound.

6. Sounds-in-Sequence Dictation

- Say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Have students say the first sound.
- Have students check the *Sound/Spelling Cards* and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- If there are multiple spellings for the sound, have students ask, “Which spelling for this sound?” *Early on you will need to encourage students to ask, “Which spelling?” Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the Sound/Spelling Cards to identify the correct spelling. For example, on the Long A card, students should be able to articulate that the spelling for /ā/ at the end of a word, such as say, is _ay.*
- Have students write the spelling.

- Complete the spelling of the word with the remaining sounds and spellings.
- Proofread after each line.
 - Write or display the word for the line on the board, or have a student write the words.
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

7. Whole-Word Dictation

- Say the word, use the word in a sentence, and then repeat the word.
- Have students say the word.
- Tell students to think about each sound they hear in the word.
- Have students write the word. Remind them to check the *Sound/Spelling Cards*.
- Proofread after each line.
 - Write or display the word on the board, or have a student write it.
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or beside the original word.

8. Sentence Dictation

- Say the sentence.
- Dictate one word at a time following the Sounds-in-Sequence or Whole-Word Dictation Routines, depending upon your students.
- Remind students to use capitals at the beginning of each sentence and to use end punctuation.
- Write or display the sentence on the board, or have a student write it.
- Have students proofread. Have them:
 - Check for spelling.
 - Check for capitalization and end punctuation.

9. Reading a Decodable Story

- Review the new and any previously-learned high-frequency sight words.
- Have students read the title, browse, and then discuss what they think the story is about.

- Have students read a page silently, and then read the page aloud.
- Have students apply their knowledge of spelling and syllabication patterns to blend decodable words. Tell them to refer to the *Sound/Spelling Cards* as necessary.
- Repeat this procedure for each page.
- Have students respond to the story. Have them:
 - discuss unfamiliar words.
 - retell the story.
 - respond to questions by pointing to the answers in the text.
- Reread the *Decodable Story* (partner reading, choral reading, turn-taking, and so on) to build fluency.

10. Words with Prefixes and Suffixes

- Tell students that words can be made up of several different meaningful parts.
- Have students identify the root or the base word and discuss its meaning.
- Teach the meaning of the prefix or suffix.
 - Explain that a prefix is a group of letters that is attached to the beginning of a root or a base word. These letters have a specific meaning, and a prefix changes the meaning of the word. For example, *un-* means “not” or “the opposite of.” When added to the base word *kind*, the new word *unkind* changes the meaning to “not nice.” In the same way, the prefixes *non-* (meaning “not”) and *re-* (meaning “again”) change the meaning of any new base word to which they are added.
 - Explain that a suffix is a group of letters that is attached to the end of a root or a base word and changes the word’s part of speech. For example, *-ful* means “to be full of.” It changes a noun to an adjective as in *beauty* to *beautiful*. The suffix *-ness* means “state of being.” It changes an adjective to a noun as in *sick* to *sickness*.
- Have students reassemble the word by thinking aloud about the meaning of its parts: the root or the base word and any prefixes or suffixes. Have students give the meaning of the word.
- Have students read the word again.
- Review the words in the activities provided.