

Lesson 22

MATERIALS

1. Activity Book A, page 31
2. Chart Paper
3. Letter-Sound Card 7 (Nn)  Building Background, pages 31–33
4. Marker Board

OBJECTIVES

- Activity 1 Comprehension Strategies**
- Infer information using clues from a passage
- Activity 2 Letter-Sound Correspondences; Word Recognition and Spelling**
- Learn the sound for *kn*
 - Associate sounds with letters
 - Blend and read word parts to form multisyllabic words
- Activity 3 Letter-Sound Correspondences**
- Associate sounds with letters
- Activity 4 Word Recognition and Spelling**
- Reading words with *y*-derivatives
 - Read new words by changing one sound in a word
- Activity 5 Vocabulary**
- Learn the meanings of new words
- Activity 6 Comprehension Strategies**
- Review prior knowledge of a topic, and read to find new information about a topic
- Activity 7 Fluency**
-  Preview words from the selection
- Make and verify predictions using prior knowledge and picture clues
 - Read a passage to meet established fluency goals
 - Build fluency by rereading a passage with a partner
- Activity 8 Comprehension Strategies**
- Discuss what students learned from reading a passage

Activity 1 Comprehension Making Inferences

In our last lesson, we read about mountains and how animals and humans live there. Today we are going to figure out information that wasn't really explained. I'm going to ask you questions, and you are going to use clues written in the selection to figure out the answer.

We've learned some important facts about mountains. These facts are also clues that we can use to figure out answers.

(Have students turn to page 58 in the Student Edition, "Mountains.")

On this page we learned about the three parts of a mountain. Read this page to yourselves. (Pause 40 seconds.)

(Direct students to page 31 in Activity Book A.)
What are the three parts of a mountain? *(Have 1 student name each part.)*

That's right! The three parts are the top, the slopes, and the forest. Now you will write the name of each part next to the arrow pointing to that part on your picture. (Monitor.)

What did we learn about mountaintops?

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Yes, we learned that the tops are cold, windy, and covered with snow. Now write that under **top** on your picture. (*Monitor.*)

Repeat the process with **slopes** (steep, rocky hills) and **forest** (filled with pine trees).



ERROR CORRECTION:

If students make an error, use the model-head-test strategy.

Now that we know about mountains and that each part of the mountain is like, we can use this information to figure out where different animals live. I'll read what we learned about mountain goats. *Mountain goats have hooves on their paws. Hooves help goats climb the rocks and steep slopes so they can get to and eat all the grass on the cool mountainside.*

Where do mountain goats live? (*If students have trouble, ask them how mountain goats survive on a mountain and how their hooves help them.*)

Very good! Mountain goats live on the slopes of mountains. What clue helped us figure this out? (*Accept reasonable answers.*)

Yes, we read that mountain goats have hooves that help them climb rocks, and this was the clue that helped us figure out that they live on rocky slopes.

Here's another animal we read about. Listen. *The red deer seeks shelter under trees and shrubs.*

Where do red deer live? (*If students have trouble, ask them how red deer survive on a mountain and where the trees and shrubs are.*)

Yes, red deer live in the forest. What clue helped us figure this out?

Excellent! We read that red deer seek shelter under trees and shrubs, and this was the clue that helped us figure out that they live in the forest.

Wonderful job, everyone! We've finished this activity, and I'll put a check mark on the Mastery Sheet.

Activity 2

Part A: Letter-Sound Introduction

(Hold the **Nn** letter-sound card. Cover **kn_** so only **n** is showing at the bottom. Point to **n**.)

You have already learned the sound for these letters.

What sound? **/nnn/**

(Uncover, and point to **kn_**.) Here is another way to write **/nnn/**. Listen again. **/nnn/**
Your turn. **/nnn/**

Individual Practice

(Ask each student to read the letter-sound **kn_** individually.)

Part B: Part--Whole

Teacher Led

(Hold the book so students can see the word list on the next page. Point under **kn_**.) What sound? **/nnn/**

Good. Now we are going to read some words with the **/nnn/** sound. First say the sound of the underlined part. Then read the whole word.

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First word. (Pause 1 second.)

(Touch under **kn** in knob.) **Say the sound.**
/nnn/ (Pause 1 second.)

Read the word. knob

Yes, knob. Next word.

Repeat the process with the following words: **knock, knot, knee, knit, knight, *knife.**

Note: If necessary, provide definitions for the words.

*For this word, remind students of the silent-e rule.

ERROR CORRECTION:

If students make an error, use the model-Head-test strategy.

Individual Practice

(Provide individual practice with 2 words per student.)

Excellent job reading words with the /nnn/ sound! You have done another great job. I will put a check mark on the Mastery Sheet.

Activity 3

Letter-Sound Review

(Hold the book so all students can see the letter-sound list on the next page.)

It is time to review some letter-sounds.
(Point to _mb.) **What sound? /mmm/**

Repeat the process with the remaining *letter-sounds.

Note: *For the letter combinations oo and ow and the letters e and i, make sure students say the sound both ways they have learned.

Individual Practice

(Provide individual practice with 1 row per student.)

Good job remembering the sounds for these letters. I will put a check mark on the Mastery Sheet.

kn
knob
know
knock
knot
knee
knit
knight
knife

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mb oo ow ou
au_ ai_ _ay
a_e _tch ce _igh
e _i _dge ge
_ee eer qu

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Activity 4

Part A: Adding Endings

Y-Derivatives

(Write the following list of words on the marker board: city, body, cry, fly, dry.)

Let's review the new rule about words that end in **_y**.

When you add an ending to words that end this way, (touch under the **y** in city) change the **y** to **i**, and add the ending.

What do you do to the **y** when you add an ending? **Change the y to i.**

Let's read some words that end with **_y**.

First word. (Touch under city.)

Read it. **city**

Next word.

Repeat the process with the following words: **body, cry, fly, dry.**

Let's look at the first word again.

What word? **city**

I am going to add an ending to **city**. (Erase the **y**, and add **ies**. As you write cities, say: I change the **y** to **i**, and then I add the ending. Here is the new word.

Read it. **cities**

Good job! You used our new rule to read the word!

Repeat the process with the following words: **bodies, cries, flies, dries.**

ERROR CORRECTION:

If students make an error, provide the word, and ask students to repeat the word with the ending.

Now read the new words fast. (Touch under cities.)

What word? **cities**

Yes, **cities**. Next word.

Repeat the process with the following words: **bodies, cries, flies, dries.**

Individual Practice

(Provide individual practice.)

Part B: What Word Now? Game

(Have the marker board ready. Write city on it.)
We are going to play a game called What Word Now?

(Touch under city.)

What word? **city**

Yes, **city**. Now I will change it. (Erase **y**, and add **ies** to the end of the word city.)

What word now? **cities**

Yes, **cities**. Good job! Let's continue.

Repeat the process with the following words: **body, cry, fly, dry.**

(Praise students, mark off the activity on the Lesson Mastery Sheet, and continue.)

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Activity 5

Vocabulary

Part A: Chunking

We are going to practice reading some challenging words that are in the selection. First we will read each underlined syllable, and then we will read the entire word fast.

Get ready. (Pause 1.5 seconds.)

(Touch under sur.) Read the first part. **sur**
(Touch under vive.) Read it. **vive**

Read the whole word. (Touch under survive.)

survive

Yes, survive. Next word.

Repeat the process with the following words: **store**, ***canals**, **wells**, **succumb**, **limbs**.

Note: *For this word, tell students to be flexible.

ERROR CORRECTION:
Scaffold as necessary.

Individual Practice

(Provide individual practice with 1–2 words per student.)

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survive

store

canals

wells

succumb

limbs

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Part B: Word Knowledge

Now let's talk about what these words mean. (Point under survive.)

What is this word? **survive**

Excellent job.

Survive means "to stay alive." (As an example, say, "The plant needs rain to stay alive in the dry desert." Then say the sentence again, only this time use survive. "The plant needs rain to survive in the dry desert.")

Repeat the process with the following words, giving a definition for each after students read the word: **store, canals, wells, succumb, limbs.**

Note: Store and wells are defined more fully in Language and Literacy Support in Activity 7.

Part C: Word Journal

(Have students write the new vocabulary words in their word journals. Remind students that they should point out these words to you in any selection they read in class. Have students place the word journal page in their folders.)

We now know the meanings of *survive, store, canals, wells, succumb, and limbs*. As we read our selection today, I want you to listen for these words. When you see one of these words in the selection, raise your hand. (Mark the Mastery Sheet, and move to the next activity.)



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- survive** (v.) to stay alive
The plant needs rain to stay alive in the dry desert.
- store** (v.) to put away or keep
The squirrels put away nuts for the winter.
- canals** (n.) rivers built by people
People built rivers so they could bring water to their city.
- wells** (n.) deep holes in the ground in which to keep water
The Thompsons and Martins have deep holes in their backyards in which to keep water.
- succumb** (v.) to give in
Many knew she would give in to her hunger and eat a hamburger.
- limbs** (n.) arms or legs
A dog walks on four legs.

Activity 6

Comprehension

What I Know

(Have students turn to page 63 in the Student Edition, "Deserts.")

(Follow this format for the first part of the lesson: Write Deserts at the top of the marker board. Draw a vertical line to divide the marker board into 2 columns. At the top of the left column, write What I Know. At the top of the right column, write What I Learned.)

We are going to read the second selection about different habitats. When you read this selection, you will learn about the desert habitat. (Point to the marker board.) Before we read, let's find out what you already know about deserts. After we read the selection, we will see if you learned anything new about deserts, and we will talk about what we learned.

(Elicit responses, and write them under the What I Know column on the marker board. Do not erase the information in the What I Know column. You will use this chart in Activity 8.)

Very good! We've finished this activity, and you know what that means!

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Activity 7 Reading

Part A: Fluency Development



Language and Literacy Support

During this activity, we'll be reading a selection about the desert. I want to make sure you understand the selection, so we are going to review some words.

The first word is **desert**. Who remembers what a desert is? (Accept reasonable answers.) Yes. A desert is dry, sandy, and rocky.

The next word is **store**. Who remembers what store means? (Accept reasonable responses.) That's right. To store something is to keep it to be used later.

The next word is **shallow**. Who knows what shallow means? (You may need to prompt further by saying:) What do I mean if I say **My baby brother plays in the shallow end of the swimming pool?** (Accept reasonable responses.)

Yes. **Shallow** means "not deep." So if we say a plant's roots are shallow, are they deep in the ground or near the top? (Accept reasonable responses.) That's right. Shallow roots are near the top of the ground.

The next word is **cliff**. Does anyone know what a cliff is? (You may need to prompt further by saying:) Here's a hint. **When we stood at the edge of the cliff, we could see trees far below.** (Accept reasonable responses.)

Yes. A cliff is the edge of a mountain or a high hill. (Hold up Building Background, page 31.)

The next word is **energy**. Who knows what energy is? (If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the selection.)

(You may need to prompt further by saying:) What do I mean if I say **Eating breakfast in the morning gives me energy to do my schoolwork?** (Accept reasonable responses.)

That's right. Energy makes you feel strong. You can think better when you have energy!

The next word is **crops**. Does anyone know what crops are? (You may need to prompt further by saying:) Here's a hint. **Farmers grow crops of corn, tomatoes, and beans.** (Accept reasonable responses.)

Yes. Crops are plants grown by farmers. This is a picture of crops. What crop do you think this is? (Hold up Building Background, page 32.)

The next word is **wells**. Who remembers what wells are? (Accept reasonable responses.)

Good. The word **wells** means more than one well. A well is a hole in the ground, deep enough to find water. People use water from wells for drinking, washing, and cooking. (Hold up Building Background, page 33.)

The next word is **layers**. Does anyone know what layers are? (You may need to prompt further by saying:) Here is a hint. **I wear layers of clothing to keep warm, such as a sweater over my shirt.** (Accept reasonable responses.)

That's right. Layers are several pieces of clothing you wear on top of each other. This man is wearing layers. (Hold up Student Edition, page 67.)

Nice job!

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(Have students turn to page 63 in the Student Edition, "Deserts.")

Today we are going to read about the desert habitat. First you will browse the selection and predict what you think will happen. (Browse the selection. Have each student make a prediction.)

Remember to listen for our new vocabulary words. Raise your hand when you see **survive, store, canals, wells, succumb, and limbs** in the selection.

(When a vocabulary word appears in the text, allow students the chance to identify it. If students do not attend to the vocabulary word, point out that they just read one of their new words. Discuss how it is being used in the selection.)
(Write saguaro on the marker board.)

Here's another word we'll see in the selection. This word (point to saguaro) is **saguaro**. (sə - hwä - rō)

What word? **saguaro**

Good. A saguaro is a type of cactus found in the desert.

(Point to the title, and say:) Read the title of the selection.

Ready? (Tap.) **Deserts**

Good job reading the title. Now you will read this selection by yourselves. When I call on you, read until I tell you to stop. Try to read as fast as you can without making a mistake. (Do not time students during the first read. Call on the first reader.) **Twenty**

Repeat this process for the remainder of the selection.

ERROR CORRECTION:

If an error occurs, have students sound out the word in a whisper voice and read the word, and then have the student who made the error reread the sentence.

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say the word fast. Then have students read the list the fast way.)

(Review students' predictions.)

Part B: Group Fluency Check

FLUENCY GOAL 224 words @ 50 wpm = 4 minutes, 35 seconds

Now you are going to read this selection again. This time you will read it faster.

(Change order of readers so students do not read the same text they previously read. Call on the first reader, and start the timer.)

Repeat this process for the remainder of the selection.

ERROR CORRECTION:

If an error occurs, have students sound out the word in a whisper voice and read the word, and then have the student who made the error reread the sentence. Do not stop the timer during corrections.

(Review any missed words. Write the words on the marker board. Have students sound out each word in a whisper voice and then say the word fast. Then have students read the list the fast way.)

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Part C: Partner Reading— Beat the Clock

Now we are going to play Beat the Clock. You will take turns reading the selection one page at a time, as fast as you can without making mistakes, until you have read the whole selection. You will try to read the selection all the way through before time runs out.

(Assign partners and the first reader in each pair. Pair yourself with a different reader for this lesson.)

Everyone, turn to page 63, and get ready to read. You have 4 minutes and 35 seconds to read the selection. First readers, begin reading. *(Time students for 4 minutes and 35 seconds.)*

(When time runs out, say:) **Stop. Good job. Did you beat the clock?**

(Monitor to see how many words each pair was able to finish. Praise all students for doing a good job reading.)

(On the Mastery Sheet, record the name of your partner and whether he or she met the fluency goal for this activity. Note on the Mastery Sheet whether students met the fluency goal as a group. Move to the next activity.)

Activity 8

Comprehension

What I Learned

(Have available the knowledge chart for this selection. You will add to it in this activity.)

Before we read this selection, we created a chart of all the things we already knew about deserts. Today we are going to add to the chart some of the things we learned about deserts. *(Call on students to add statements to the chart. Have each student add at least 1 item. Continue calling on students until they have added all the major points they can remember to the chart.)*

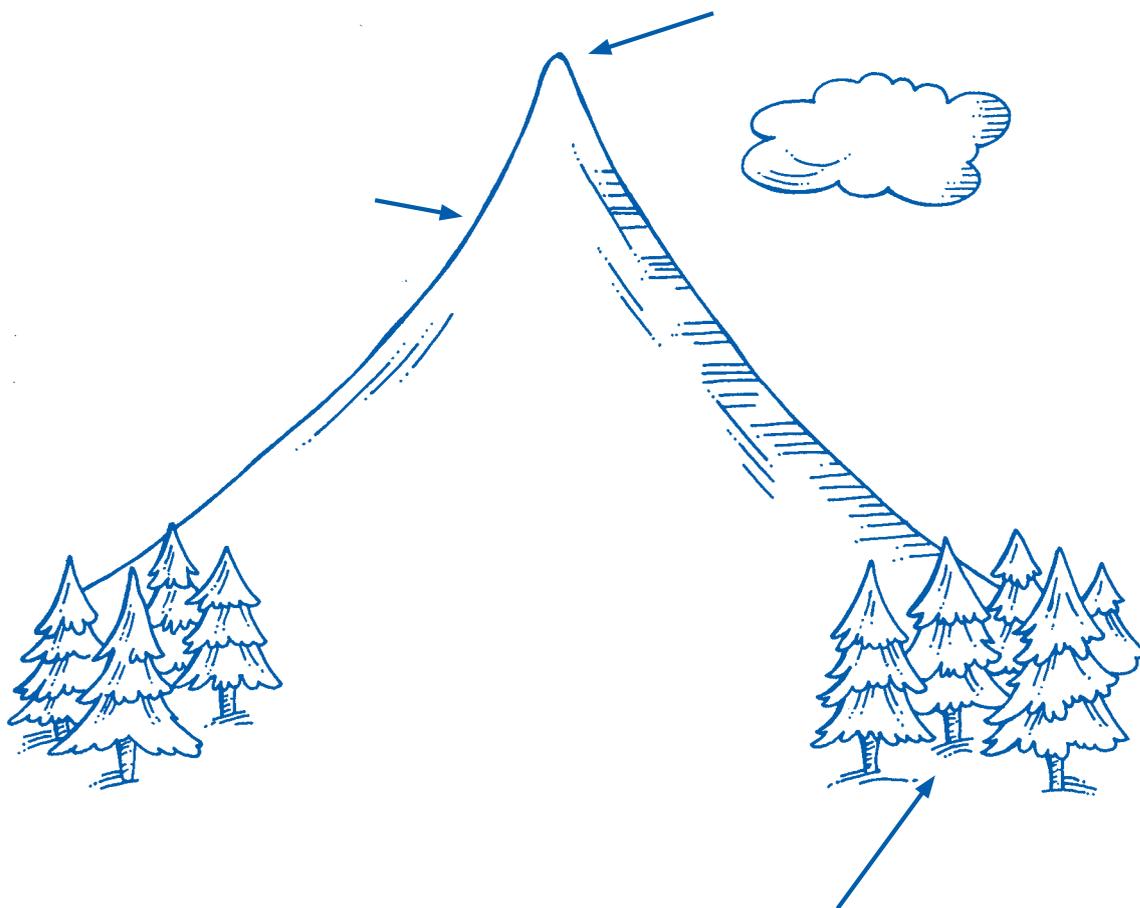
Wow, look at this chart. We learned many things from this selection. I am going to summarize what we learned. *(Using the items in the What I Learned column, model for students how to summarize the information.)*

You have done a great job with this activity. We have finished our lesson, and you know what that means!

Name _____

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Activity 1



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Activity Book A

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MATERIALS

1. **Activity Book B**, pages 110–112
2. Main Idea Poster
3. Map or Globe
4. Chart Paper
5. Word Journal
6. Marker Board
7. Stopwatch and Timer
8. **Student Edition**, pages 158–163
9. **Building Background**, pages 12, 81
9. Assessment 7

OBJECTIVES

- Activity 1 Morphographs**
- Form and read new words by adding prefixes
 - Review previously learned morphographs
- Activity 2 Comprehension Strategies**
- Discuss and identify elements of a main-idea statement
- Activity 3 Word Recognition and Spelling**
- Practice difficult words before reading a story
- Activity 4 Comprehension Strategies; Vocabulary**
- Review prior knowledge of a topic
 - Discuss the meanings of vocabulary words from a story
 - Read to learn new information about a topic
- Activity 5 Comprehension Strategies; Fluency**
- Preview words from a story
 - Develop main-idea statements for a passage
 - Read a passage to meet established fluency goals
 - Build fluency by rereading a passage with a partner
- Activity 6 Comprehension Strategies**
- Identify facts learned from a selection
- Activity 7 Comprehension Strategies**
- Compare and contrast locations discussed in a selection

Activity 1

Morphographs

Part A: Introducing in_

(Have students turn to page 110 in **Activity Book B**. Hold up a copy of the activity book, and point to in_.)

When we add *in* to the beginning of a word, it changes the word to mean “not.” What does adding *in* to the beginning of a word do? It changes the word to mean “not.” Very good.

Point to the first word. (Monitor to make sure students are pointing under active.)

Read this word. **active**

Yes, ***active**. Now say the word with the beginning *in*. **inactive**

Good. *Inactive* means “not active.”

Listen. Since *Joe is tired all the time*, he has become *inactive*.

What has Joe become since he is tired all the time? **inactive**

Write that word on the line next to *active*. (Monitor, and correct as necessary.)

Next word.

Repeat the process with the following words: *human, direct, correct, edible, dependent.

Note: *For these words, tell students to be flexible.

ERROR CORRECTION:

Scaffold as necessary.

Individual Practice

(Provide individual practice with 1–2 words per student.)

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Part B: Review

(Have students turn to activity page 111.)

You now know three prefixes, or beginnings, that mean *not*. Now you are going to read some meanings and write the word that fits the meaning. *(Hold up a copy of the activity book, and point to un_ and dis_. Have students tell how these prefixes change word meanings when added to the beginning of a word.)*

Look at the list of meanings in the next section of your activity book. Point to the first meaning. *(Monitor to see that students are pointing to not kind.)*
Read it. *(Tap.)* **not kind**

What word means “not kind”?
Read the new word. **unkind**

Good job! The meaning of *unkind* is “not kind.”
Now you are going to complete the rest of this exercise by yourself.

Monitor students as they complete the exercise with the following definitions:
***not certain, not interested, *to not agree, not having grace, *not comfortable, not happy.**

Note: *For these words, tell students to be flexible.


ERROR CORRECTION:
If students make an error, scaffold as necessary.

You have done a great job with this activity. Keep your activity books open. I will mark the Mastery Sheet, and we will move to the next activity.

Activity 2

Main Idea

(You will need to refer to the Main Idea Poster. Have students turn to page 112 in Activity Book B.)

(Point to the Main Idea Poster.) **Let's look at our poster and review what a main idea should tell us. The main idea should tell us the main character we are reading about, and it should tell us the most important thing about that main character. What should a main idea tell? **the main character and the most important thing about the main character****

Very good. Now let's look at page 112 in your activity book. We are going to practice stating the main idea from a passage. You will read a paragraph. Then you will tell me the most important character in the passage, and you will identify the most important thing about the main character in the passage. *(Have students read the first paragraph in their activity book. After students finish reading, call on a student to lead the group through a discussion of the main idea in the paragraph. Have students write the main character and the most important thing about the main character on the lines below the paragraph.)*

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Good job stating the main idea of that paragraph. Next paragraph.

Repeat with the remaining paragraphs, calling on different students for each paragraph.

You are doing a great job. I will put a check on the Mastery Sheet, and we can move on.

Activity 3

Reading Words

Teacher Led

(Hold up the book so students can see the list of words on the next page.)

You are going to practice reading names and words that will appear in the next chapter.

(Touch under Meña.) This name is *Meña* (me-ñä).

What name? **Meña**

Yes, *Meña*. *Meña* is the last name of the boy in the next selection.

Next name.

Repeat the process with the following names and words: **Guam** (gwäm), **Chamoru** (chä- mō-rü), **Napo** (nä-pü), **Inarajan** (e-nē - rä-hän), ***guavas** (gwä-vöz), **finadene** (fin-ə-de-nē), **Malojloj** (mä-lō-lō), **Tomás** (tō- mäs).

Note: *If necessary, tell students *guavas* are a type of fruit they will read about in the selection.

ERROR CORRECTION:

If students make an error, use the model-lead+test method.

Now you will read these names and words. *(Place your finger next to the name Meña, and say.)* Read it. *(Slash your finger quickly under the word from left to right.)* **Meña**

Yes, **Meña**. Next name.

Repeat the process with the following names and words: **Guam, Chamoru, Napo, Inarajan, guavas, finadene, Malojloj, Tomás.**

ERROR CORRECTION:

If students make an error, use the model-lead+test method.

Great job reading the words. I will mark off this activity on the Mastery Sheet.

Meña

Guam

Chamoru

Napo

Inarajan

guavas

finadene

Malojloj

Tomás

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Activity 4

Comprehension

Part A: What I Know

(Have students turn to page 158 in the **Student Edition**. You will need to create on chart paper a knowledge chart for what students know/learn about Guam.)

Today we are going to read a story about what life might be like for a child on the island of Guam. Look at the map on page 158. Let's find Guam. (Start in your home location on the map, and work your way to Guam. Discuss the geographic areas that would have to be crossed to travel from one point to the other.)

Guam is an island territory of the United States that is located in a tropical area of the Pacific Ocean. Knowing that Guam is an island with a tropical climate, what do you already know about life on Guam? (Accept reasonable responses. Add information to the Know portion of the knowledge chart. If necessary, explain to students the difference between a territory and a state.)

Do you know anything else about what life might be like on Guam? (Add additional information to the chart. Remind students to talk about life for people, not animals.)

In this chapter, you will read to find out more about life on Guam. You will finish this chart later.

Part B: Vocabulary

We are going to talk about some challenging words that are in the selection we will read. Let's read the word first. First we will read each underlined syllable, and then we will read the entire word fast.

Get ready. (Pause 1 second.) (Touch under ty on the next page.) **Read the first part. ty**

(Touch under phoons.) **Read it. phoons**
Read the whole word. (Touch under typhoons.) **typhoons**

Excellent job. *Typhoons are very strong, dangerous storms. (As an example, say, "Some strong, dangerous storms lift boats out of the water and drop them on houses.")

Then say the sentence again, only this time use typhoons. "Typhoons lift boats out of the water and drop them on houses."

Repeat the process with irresistible.

Note: *For this word, tell students to be flexible.

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Part C: Word Journal

(Have students write the new vocabulary words in their word journals. Remind students that they should point out the words to you in any text they read in class. Have students place the word journal page in their folders.)

We now know the meanings of **typhoons** and **irresistible**.

As we read our selection, I want you to listen for these words. When you see these words in the selection, raise your hand.

I will mark off this activity on the **Mastery Sheet**. (Mark the *Mastery Sheet*, and move to the next activity.)

typhoons

irresistible

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typhoons (n.) very strong, dangerous storms

Some strong, dangerous storms lift boats out of the water and drop them on houses.

irresistible (adj.) cannot be stopped or defeated

She has a desire to win that cannot be stopped or defeated.

Activity 5 Reading

Part A: Fluency Development

Language and Literacy Support

During this activity, we'll be reading about Guam in Chapter 5 of the story "Day in the Life." I want to make sure you understand the selection, so we are going to review some more words.

The first word is **respect**. Who knows what **respect** means? (You may need to prompt further by saying:) **What do I mean if I say I respect my parents and teachers by listening quietly to what they say?** (Accept reasonable responses.)

That's right. You show respect for others by the way you behave. You treat them well.

The next word is **inland**. Who knows what **inland** means? (You may need to prompt further by saying:) **Here's a hint. Our family moved inland because our house flooded when we lived too near the beach.**

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Good. Inland refers to an area of land that is “further in” — it’s not near a beach. It’s inland. (*Hold up Building Background, page 12, and point out the difference between the beach and an inland spot in the forest.*)

The next word is employment. Does anyone know what **employment** means? (*You may need to prompt further by saying:*) **Here is a hint. My mother’s place of employment is a hospital. She works there.** (Accept reasonable responses.)

Good. Employment is the work someone does for pay. Their place of employment is where they do the work. I’m a teacher. Where is my place of employment? (Discuss briefly.)

The next word is pit. Does anyone know what a pit is? (*If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the story.*)

(*You may need to prompt further by saying:*) **Here’s a hint. My uncle cooked the pig over a fire in a pit in the ground.** (Accept reasonable responses.)

That’s right. A pit is a hole in the ground. Some people roast meat in a fire pit. The fire stays low and hot inside the hole and cooks the meat. (*Hold up Building Background, page 81.*)

The last word is entertainment. Does anyone know what **entertainment** is? (*If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the story.*)

(*You may need to prompt further by saying:*) **Here is a hint. A clown did funny tricks as entertainment for the party.** (Accept reasonable responses.)

Very good. Entertainment is a performance for people to enjoy. In our story, someone plays the guitar as entertainment at a party. Great job.

(*Have students turn to page 158 in the Student Edition.*)

(*Point to the title, and say:*) **Let’s read the title of the chapter. Ready? Maloloj, Guam**

When I call on you, read until I tell you to stop. Try to read as fast as you can without making a mistake. (*Do not time students during the first read. Call on the first reader.*) **Matt**

(*After reading the first paragraph, ask students:*)

Who or what is the main person, place, animal, or thing in this first paragraph? (*Call on a student.*)

That’s right. Matt’s shoes are the main character in this paragraph. Now I will tell you the main idea of this paragraph. Remember that the main idea names the most important character and then tells the most important thing about that main character.

Here is the most important thing about Matt’s shoes in this paragraph. Remember, we want to tell the main idea in ten words or less. *Matt’s shoes are by the door, a custom in Guam.*

Repeat this process for the remainder of the selection. In the Teacher’s Guide on the next page you will find the main idea for each paragraph in this lesson’s literature selection.

ERROR CORRECTION:

If an error occurs, have students sound out the word in a whisper voice and read the word, and then have the student who made the error reread the sentence.

(*Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say the word fast. Then have students read the list the fast way.*)

Lesson 70

TEACHER'S GUIDE

- 
- Page 158 — 1: Matt's shoes are by the door, a custom in Guam. (10 words)
 - Page 158 — 2: Matt takes his backpack to the bus stop. (8 words)
 - Page 159 — 1: The Meñas moved away from the water because of typhoons. (10 words)
 - Page 159 — 2: The Meñas moved to a cement-block house on higher ground. (10 words)
 - Page 160 — 1: Matt is Chamoru, one of the native people of Guam. (10 words)
 - Page 160 — 2: Matt's nickname is Napo, which means "wave" in Chamoru. (9 words)
 - Page 161 — 1: Matt meets his mother at her craft shop in Inarajan. (10 words)
 - Page 161 — 2: The Meñas drive from the docks to Matt's uncle's ranch. (10 words)
 - Page 162 — 1: The road to the ranch is bumpy from a typhoon. (10 words)
 - Page 162 — 2: Uncle Tomás grows fruit and raises pigs at his ranch. (10 words)
 - Page 162 — 3: There will be roasted pig for guests to eat. (9 words)
 - Page 163 — 1: The Meñas join people in the cool, comfortable outdoor kitchen. (10 words)

- 
- Page 163 — 2: Matt eats breadfruit and pork with finadene sauce. (8 words)
 - Page 163 — 3: Matt likes to sleep at the ranch and drifts off. (10 words)

Part B: Partner Reading— Beat the Clock

FLUENCY GOAL 365 words @ 74 wpm =
5 minutes

Now we are going to play **Beat the Clock**. You will take turns reading the selection one page at a time, as fast as you can without making mistakes, until you have read the whole selection. You will try to read the selection all the way through before time runs out.

(Assign partners and the first reader in each pair. Pair yourself with a different reader for this lesson.)

Everyone, turn to page 158, and get ready to read. You have 5 minutes to read the selection. First readers, begin reading. (Time students for 5 minutes.)

(When time runs out, say:) **Stop. Good job. Did you beat the clock?**

(Monitor to see how many words each pair was able to finish. Praise all students for doing a good job reading.)



ERROR CORRECTION:

If your student partner fails to meet the fluency goal, have students read the chapter again. Encourage your partner to read faster.

(On the Mastery Sheet, record the name of your partner and whether he or she met the fluency goal for this activity. Move to the next activity.)

Lesson 70

Activity 6

Comprehension

What I Learned

(Direct students to the Learned column of the knowledge chart from Activity 4.)

We have just read more about life in Guam. Let's talk about some of the things we learned in this selection. *(Call on students. Discuss their responses, and add them to the Learned column of the knowledge chart.)*



ERROR CORRECTION:

If necessary, direct students to refer to the selection.

You have done a great job with this activity. I will mark the Mastery Sheet, and we will move to the next activity.

Activity 7

Comprehension

Compare and Contrast

We learned many things in this chapter about what life is like on Guam. Let's compare and contrast life on Guam with life in the United States. Remember, when we compare, we identify things that are the same, and when we contrast, we identify things that are different.

First we'll talk about the things that are the same in Guam and where we live. What things are similar? *(Discuss with the students, and write their responses on the chart paper.)*

Now let's talk about the differences between Guam and where we live. What is different between life on Guam and life here? *(Discuss with the students, and write their responses on the chart paper.)*

Very good job comparing and contrasting life in Guam and life where we live.

You have done a great job with this activity! We have finished our lesson, and you know what that means!

Student Assessment

(After completing Lesson 70, please turn to Assessment 7 in the Placement and Assessment Guide. Administer the test to individual students.)

Name _____

Lesson 70

Activity 1

in _

active

.....

human

.....

direct

.....

correct

.....

edible

.....

dependent

.....

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Name _____

Lesson 70

Activity 1—continued

un_ dis_

not kind

not certain

not
interested

to not agree

not having
grace

not
comfortable

not happy

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Name _____

Lesson 70

Activity 2

The Ramirezes live in a small wooden house on a mountain in Todos Santos, Guatemala. The roof is made from bundles of straw.

Main who or what _____

Most important thing _____

Pablo walks into the main room, where his mother is flipping tortillas on the stove. They used to cook with an open fire, but it filled the house with smoke and was a disappointment. The dependable stove is cleaner.

Main who or what _____

Most important thing _____

After breakfast, Pablo has chores to finish before school. First he puts his wrinkled, dirty garments into a basket. Pablo's reliable mother later carries the basket to a stream to wash the clothes.

Main who or what _____

Most important thing _____

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Lesson 106

MATERIALS

1. **Activity Book C**, pages 91–93
2. Marker Board
3. Word Journal
4. Stopwatch and Timer
5. Chapter book: **Kids with Great Ideas**, pages 1–8
 **Building Background**, pages 104–106
 **Building Background Online Video 10** (optional)

OBJECTIVES

- Activity 1 Morphographs**
 - Form new words using known morphographs
- Activity 2 Morphographs**
 - Define words using knowledge of morphographs
- Activity 3 Word Recognition and Spelling**
 - Break words into syllables
 - Blend syllables to read multisyllabic words
- Activity 4 Vocabulary**
 - Learn the meanings of new words
- Activity 5 Comprehension Strategies; Fluency**
 Make and verify predictions
 - Review prior knowledge of a topic
 - Build fluency by reading a passage and discussing main ideas
- Activity 6 Fluency**
 - Read a story to meet established fluency goals
 - Build fluency by rereading a story with a partner
- Activity 7 Comprehension Strategies**
 - Identify main characters, setting, problem, main events, solution, and effect in a selection
 - Discuss problem, solution, and effect from a selection

Activity 1

Morphographs Word Building

(Direct students to page 91 in Activity Book C.)

Now you are going to build words by adding different word parts we have learned to base words.

Touch under the base word. (*Monitor.*)

Read the base. **joy**

Touch under the first part. Read it. **en**

Touch under the second part. Read it. **able**

Add the word parts to **joy**, and write the new word on the line. (*Monitor, and correct as necessary.*)

What word did you write? **enjoyable**

That's right. **Enjoyable.**

(*Call on a student to define enjoyable.*)

Yes, **enjoyable** means “can be enjoyed.”

Good. Now you will finish the rest of the words on your own. (*Have students write, read, and define the new words.*)

ERROR CORRECTION:

If students place a part in the wrong location, read the base word to students, and then ask them if the parts are prefixes or suffixes.

Great job with this activity! You will use your activity book later in the lesson, so please keep your books open. I will mark off this activity on the Mastery Sheet.

Lesson 106

Activity 2

Mystery Word Game

(Write *distrustful*, *perfectionist*, and *sensible* on the marker board. Break the words into parts, and underline as follows: *dis* *trust* *ful*, *per* *fec* *tion* *ist*, *sen* *si* *ble*.)

Let's play the Mystery Word Game again. Look at the word parts in the words, and figure out the meanings of the words. Remember to use the word part clues to figure out the meaning of the whole word.

(Point to *distrustful*.) You will read each underlined syllable, and then we will read the entire word fast.

Get ready. (Pause 1 second.)

(Touch under *dis*.) Read the first part. **dis**

(Touch under *trust*.) Read it. **trust**

(Touch under *ful*.) Read it. **ful**

Read the whole word. (Touch under

distrustful.) **distrustful**

(Draw a box around *trust*.)

The word in the box is the base word. This word has two affixes.

(Touch under *dis*.) **What does *dis* mean? not**

(Touch under *ful*.) **What does *ful* mean? full of**

Think about the word parts and the base word. What do you think *distrustful* means? not full of trust

Yes, a person who is **distrustful** has no trust. Ivan was **distrustful** of the old bridge he was walking across.

Repeat the process with the following words: **perfectionist, sensible.**

Note: If necessary, provide the definitions for the students, describing how the word parts and the base word work together to create a definition.

You have done a great job figuring out the meanings of these words. I will put a check mark on the Mastery Sheet.

Lesson 106

Activity 3 Reading Multisyllabic Words

Framing

(Write accomplish and distinguish on the marker board. Have students turn to page 92 in Activity Book C.)

You are going to practice reading long words you don't know that have many syllables. Remember, we are not going to underline the syllables anymore. You are going to frame each syllable. What do you use to frame syllables? (Students should hold up their pointer fingers.)

That's right. We use our fingers to frame syllables.

Look in your activity book. Point to the first word. (Monitor to see that students are pointing to accomplish.)

(Point to accomplish on the marker board.)

Do this one with me. Frame the first syllable. (Frame a on the marker board, and then monitor to see that students do the same.)

Read the syllable. **a**

Next syllable, frame it. (Frame ccom, and then monitor.) Read the syllable. **ccom**

Last syllable, frame it. (Frame plish, and then monitor.) Read the syllable. **plish**

(Pause 2 seconds.) Now read the whole word. **accomplish**

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Yes, accomplish. Point to the next word. (Monitor to see that students are pointing to distinguish.)

(Point to distinguish on the marker board.) Do this one with me. Frame the first syllable. (Frame dis, and then monitor.) Read the syllable. **dis**

Next syllable, frame it. (Frame tin, and then monitor.) Read the syllable. **tin**

Last syllable, frame it. (Frame guish, and then monitor.) Read the syllable. **guish**

(Pause 2 seconds.) Now read the whole word. **distinguish**

Yes, distinguish. Point to the next word. (Monitor to see that students are pointing to accomplish.) You will read this word by yourselves. When I tap, you read the syllable.

Ready? Frame the first syllable. (Monitor.) Read it. (Tap.) **a**

Frame the next syllable. (Monitor.) Read it. (Tap.) **ccom**

Frame the next syllable. (Monitor.) Read it. (Tap.) **plish**

Frame the last syllable. (Monitor.) Read it. (Tap.) **ment**

(Pause 2 seconds.) Read the whole word. **accomplishment**

Yes, accomplishment. Next word.

Repeat the process with the following words: invention, *system, *important, memorize, *humongous, *military, *special, concept.

Note: *For these words, tell students to be flexible.

ERROR CORRECTION:

Scaffold as necessary by modeling how to frame the syllables correctly, and then have students frame the syllables and read the word again.

Individual Practice

(Provide individual practice with 2–3 words per student.)

Great job framing syllables and reading difficult words! You will need your activity books for the last activity in the lesson. I will mark off this activity on the Mastery Sheet.

Lesson 106

Activity 4

Vocabulary

Part A: Word Knowledge

(Hold the book so all students can see the word list on the next page.)

We are going to practice reading some challenging words that are in the chapter we will read in this lesson. This time you will read each syllable in your head, and then you will read the entire word fast.

Get ready. *(Pause 1 second.)*
(Touch under ingenious.) Read each syllable in your head.
(Pause 2 seconds.) Read it. **ingenious**

Yes, ***ingenious**. Next word.

Repeat the process with the following words: **feasible, *intrigued, resembles**.

Note: *For these words, if students mispronounce the words, say, "You were close. Good job. We say that word ____." Then have students read the word.

ERROR CORRECTION:

Scaffold as necessary, having students frame each syllable and then read the whole word.

Individual Practice

(Provide individual practice with 1–2 words per student.)

Now let's talk about what these challenging words mean. *(Point under ingenious.)*

Read the word. **ingenious**

Excellent job. Ingenious means "clever or intelligent." *(As an example, say, "His grandmother invented a clever instrument that fixed the radio." Then say the sentence again, only this time use ingenious. "His grandmother invented an ingenious instrument that fixed the radio.")*

Repeat the process with the following words: **feasible, intrigued, resembles**.

TEACHER'S GUIDE

ingenious (adj.) clever or intelligent
His grandmother invented a clever instrument that fixed the radio.

feasible (adj.) possible

It is possible that we will have turkey for dinner on Saturday.

intrigued (v.) interested

Tamara is interested in how birds fly.

resembles (v.) to look like something

My aunt's fluffy white cat looks like a big snowball.

ingenious

feasible

intrigued

resembles

Part B: Word Journal

(Have students write the new vocabulary words in their word journals. Remind students that they should point out these words to you in any text they read in class. Have students place the word journal page in their folders.)

We now know the meanings of ingenious, feasible, intrigued, and resembles.

As we read our chapter today, I want you to listen for these words. When you see one of these words in the chapter, raise your hand.
(Mark the Mastery Sheet, and move to the next activity.)

Activity 5

Comprehension

Part A: Background Knowledge

ELD
Language and Literacy Support

Who remembers what inventions are?
(Accept reasonable responses.)

That's right! Inventions are new things that people think of, design, and create. People invent things to solve problems or to answer questions. The dishwasher and windshield wipers are inventions we use every day, because they make our lives easier and more efficient.

Inventions evolve over time, and some inventions lead to other inventions. Take computers, for example. These pictures show how computers have evolved over time. The first computer was the size of an entire wall. *(Hold up Building Background, page 104.)* Later, personal computers were used at home. *(Hold up Building Background, page 105.)* Look at how small computers are now. *(Hold up Building Background, page 106.)*

Can you think of how other inventions have evolved? *(Accept reasonable responses.)*

Lesson 106

(Option: Play Building Background. Video 10: Inventions and Communication. This online video discusses how one invention leads to another invention, resulting in products that were never dreamed of. It provides background for Chapter Books 12 and 13, taught in Lessons 106–120.)

During this activity, we'll be reading a new book called *Kids with Great Ideas*. I want to make sure you understand the selection, so we are going to review some words.

The first word is famous. Who knows what famous means? *(You may need to prompt further by saying:)* What do I mean if I say *George Washington is a famous president of the United States?* *(Accept reasonable responses.)*

That's right. Famous means well known.

The next word is memorizing. Who knows what memorizing means? *(You may need to prompt further by saying:)*

What do I mean if I say *I am memorizing a poem to recite at the school program?* *(Accept reasonable responses.)*

Yes. Memorizing is learning the words to something perfectly. In our selection, a boy memorized words that were read aloud to him because he couldn't see.

The next word is feasible. Who remembers what feasible means? *(You may need to prompt further by saying:)* Here's a hint. *I would like to let my turtle sleep with me, but my dad says it isn't feasible.* You are right! If it's feasible, it's practical or likely to be successful. It's a good plan. Why wouldn't it be feasible to take a turtle to bed with you? *(Answers will vary.)*
Nice job!

(Make sure each student has a copy of Kids with Great Ideas.)

Today we are starting a new book.

(Point to the title, and say:) Read the title of the book. Ready? **Kids with Great Ideas**

Let's turn to the table of contents and read the titles of the chapters of this book.

(Read through the list of chapter titles with students.)

Based on the titles, what do you think this book is about? *(Have each student make a prediction.)*

If you were blind, how do you think you would read? *(Answers will vary.)*

Some people who are blind read with their fingers, using a method called braille.

(Have students turn to page 7 in Kids with Great Ideas.)

This is a picture of a book written with braille. In braille, each letter is made up of a pattern of dots, and each dot is raised. You can actually feel the letter. *(If possible, have an example of braille writing for students to feel. You can also create your own braille by letting drops of glue dry on a piece of paper.)*

Today we are going to learn about how braille was invented.

Lesson 106

Part B: Main Idea

(Have students turn to page 1 of Kids with Great Ideas.)

(Point to the title, and say:) **The title of the chapter is “Louis Braille”** (lŭ-e braille). **What’s the title of the chapter? Louis Braille**

You will create a story map and talk about the problem, solution, and effect behind the invention of braille. Pay attention to what you are reading. When I call on you, read until you finish a page. After you finish the page, you will state the main idea of what you just read. (Do not time students during the first read. Call on the first reader.) What

(After the first page, ask the reader:) Tell me the main idea for this page. (The reader will lead the discussion of the main idea for the page.)

Repeat this process for the remainder of the chapter, calling on a different student for each page. Scaffold as necessary, using the main ideas listed in the Teacher’s Guide at the end of this activity.

ERROR CORRECTION:

If an error occurs, have students sound out the word in a whisper voice and read the word, and then have the student who made the error reread the sentence.

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say the word fast. Then have students read the list the fast way.)

(Review student predictions.)

Great job stating the main ideas for the chapter. I will mark off this activity on the Mastery Sheet.

Activity 6 Reading

Partner Reading—Beat the Clock

(Have students turn back to page 1 in Kids with Great Ideas.)

FLUENCY GOAL 480 words @ 92 wpm = 5 minutes, 20 seconds



Now we are going to play Beat the Clock. You will take turns reading the chapter one page at a time, as fast as you can, without making mistakes, until you have read the whole chapter. You will try to read the chapter all the way through before time runs out.

(Assign partners and the first reader in each pair. Pair yourself with a different reader for this lesson.)

TEACHER’S GUIDE

Page 1: Children can be inventors, like Louis Braille was. (8 words)

Page 2: Louis was blind and invented raised writing for the blind. (10 words)

Page 3: The first books for blind people were difficult to read. (10 words)

Page 4: One man invented “night writing”—raised dots—for soldiers. (9 words)

Page 5: The code was too long and hard to memorize. (9 words)

Page 6: Louis invented an alphabet; the letters were raised-dot patterns. (9 words)

Page 7: Braille letters are rectangular shapes; Louis also invented other patterns. (10 words)

Page 8: Talented Louis also invented the Raphigraph, which prints braille. (9 words)



Lesson 106

Everyone, turn to page 1, and get ready to read. You have 5 minutes and 20 seconds to read the chapter. First readers, begin reading. (Time students for 5 minutes and 20 seconds.)

(When time runs out, say:) **Stop. Good job. Did you beat the clock?**

(Monitor to see how many words each pair was able to finish. Praise all students for doing a good job reading.)

ERROR CORRECTION:

If your student partner fails to meet the fluency goal, have students read the selection again. Encourage your partner to read faster.

(On the Mastery Sheet, record the name of your partner and whether he or she met the fluency goal for this activity. Move to the next activity.)

Activity 7

Comprehension

Part A: Story Grammar

(For this part of the activity you will be orally walking students through a story map.)

You just read about Louis Braille and why he invented a reading system for people who are blind. While his story was a true story, we can still create a story map because it was a story. Let's do this together.

Who or what is the main character in the story? Louis Braille
(If students say braille writing is the main thing in the story, tell students that braille is important to the story, but it is not the character acting in the story.)

Where does the main action of this story take place? (Accept reasonable responses, such as Paris or Louis' school.)

What is the main problem in the selection? Louis is blind and wants to be able to read.

What are the main events in the story surrounding the invention of braille? (Accept reasonable responses. Students should include that Louis went to a special school for the blind, the books he read were too difficult and long, a man suggested "night writing," Louis invented a writing system that was better than night writing, and Louis invented the Raphigraph.)

What is the solution to Louis' problem? Louis invents an easy form of writing for the blind.

What is the effect this invention has? People who are blind can read books easily and quickly.

ERROR CORRECTION:

If students make an error, have them refer to the chapter.

Lesson 106

Part B: Problem → Solution → Effect

(Have students turn to page 93 in Activity Book C.)

Just as in the last lesson, this story map is a little different from the ones you have done before. When we were completing our story map, we identified the problem, solution, and effect from the story. Let's see if you can add these to your activity book.

What is the problem in this story? **Louis is blind and wants to be able to read.** *(Have students add this information next to Problem in their activity books.)*

What is the solution to Louis' problem? **Louis invents an easy form of writing for the blind.** *(Have students add this information next to Solution in their activity books.)*

What is the effect this invention has? **People who are blind can read books easily and quickly.** *(Have students add this information next to Effect in their activity books.)*



You have done a wonderful job discussing what you learned about the invention of braille! We have finished our lesson.

Name _____

Lesson 106

Activity 1

1. joy en
able

2. ample
ex

3. blind
ness

4. ate un
fortune

5. present
re

6. honor
dis

Name _____

Lesson 106

Activity 3

accomplish

accomplishment

system

memorize

military

concept

distinguish

invention

important

humongous

special

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Name _____

Lesson 106

Activity 7

Problem: _____

Solution: _____

Effect: _____
