

LESSON 4

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes <u>-ity</u>, <u>-ment</u>, <u>-ful</u>, and <u>-ible/-able</u> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of suffixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Review the characteristics of fiction.</p> <p>Determine the theme of a story, including how characters respond to challenges.</p> <p>Describe how a narrator or speaker's point of view influences how events are described.</p> <p>Determine the meaning of figurative language, such as similes and metaphors.</p> <p>Describe the plot of a narrative passage.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

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

- ☐ Lessons 4-6: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

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Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

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

Theme: A single message that is the basis of an entire story; the big idea of the passage

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Figurative Language: Language that uses figures of speech (such as simile, metaphor, or personification) to describe something.

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

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

Vocabulary

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

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

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

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will practice reading words with suffixes. We will also practice reading a passage quickly and easily. Then, we will talk about the

plot, theme, and point of view of a story. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

We know that many words are made up of a combination of word parts. We have already learned about prefixes, which can be added to the beginning of words. Today we will learn about another word part that can be added to the end of a word. Can you tell me the name of this word part? (suffix)

B) Skill Introduction

A suffix is a letter or group of letters that is added to the end of a word. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Understanding the meanings of suffixes will help you find the meanings of unknown words.

Let's look at an example.

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

Let's read this word: excite. What does the word excite mean? (to have energy)

Now, we will add the suffix -ment to this word. The suffix -ment means "the state or condition of being."

NOTE: Add the suffix -ment to the end of the word excite.

Let's read the new word: excitement.

Based on what we know about the meaning of the word excite and the meaning of the suffix -ment, the word excitement means "the state of being excited" or "the state of being energetic."

Direct Skill Instruction and Guided Practice

10 minutes

These are the suffixes we are focusing on today. Let's read each suffix and its meaning aloud.

NOTE: Write each suffix and meaning on the dry-erase board. Then, read them aloud.

SUFFIX	MEANING
-ity	quality or state of being
-ment	state or condition of being
-ful	having or full of
-ible/-able	capable of or full of

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We have already taken a look at the -ment suffix. Now, let's take a look at the other suffixes.

NOTE: Write the following on the dry-erase board: creative + ity = ?

Look at the word and the suffix. To form a new word with the suffix -ity, you will have to drop the letter e from the end of the word creative. Write the new word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers.

Did you write creativity? That's right. Creativity is the quality of being creative. Now look at this example.

NOTE: Write the following on the dry-erase board: sense + ible = ?

Once again, you will have to drop the letter e at the end of the word sense before adding the suffix. On your dry-erase board, write the new word that is formed.

NOTE: Have the students hold up their dry-erase boards after writing their answers.

You should have written sensible, which means "full of sense."

Let's try one more.

NOTE: Write the following on the dry-erase board: cheer + ful = ?

Look at the word and the suffix. What new word do they form? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers.

You should have written cheerful, which means "full of cheer."

Independent Practice

5 minutes

Turn to the Lesson 4 Word Study page in your workbook. Let's review the page together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should make a list of other words that contain the suffixes -ity, -ment, -ful, and -ible/-able. Students can read their word lists with partners.

Differentiation ↓

Have the students complete the first part of the page independently. For the second part of the page, model how to form the first word and how to write a definition. Then, encourage students to work on their own to complete the page. Remind students to use the definition of the suffix in the definition of each new word. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency. Reading with fluency means that we read the words correctly, at the appropriate speed, and with the right amount of expression.

Practicing fluency helps us become better readers. When we are accurate, we read without making mistakes. When we read with the right amount of speed, we read at a good pace. When we read with expression, we show feeling.

Turn to the Lesson 4 Fluency passage, "Nighttime Frights," in your workbook.

B) Modeling

I will begin reading first, and then I will ask you to read with me.

NOTE: Orient students to the page and introduce the fluency passage. Read the first paragraph of the passage aloud to students, modeling appropriate speed and expression.

C) Read Aloud

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

D) Fluency Follow-up

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

Do you read every word that you see, or do you skip words? If you are not reading every word you see, you should set a goal for accuracy.

Do you read at a good pace, or do you read too fast or too slow? Do you pay attention to phrasing and punctuation? If you are not reading at a good pace, you should set a goal for speed.

Do you change the pitch or volume of your voice as you read, or do you read in one pitch or volume the entire time? If you are not changing the pitch or volume of your voice, you should set a goal for expression.

E) Word Study Application

Now, I want you to locate a word in your fluency passage that ends with one of the suffixes we studied today. Let's use what we know to read the word.

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

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COMPREHENSION

Introduction

4 minutes

Introduce Skill in Isolation

Now, we are going to focus on our comprehension skills. There are two main categories of reading materials: fiction and nonfiction. We have already talked about nonfiction text. We know that nonfiction is written to tell facts and explain details about a topic, such as a real place, a real person, or a real event.

Today, we are going to talk about text that is fiction. Fictional writing tells a story that the author made up. A fictional passage contains characters, a setting, a problem, and a solution.

Many times, a story centers around a theme or message. Sometimes, the theme is stated in the story. Other times, you will have to use clues from the story to understand the theme, such as what the characters say and do, if the characters change from the beginning of the story to the end, and if there is a problem or event that teaches an important lesson.

Point of view is the voice that tells the story. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Plot is the action, or what happens, in a story. It includes all the events in the beginning, middle, and end of the story. When we identify the plot of the story, we tell the main events in the order in which they happened.

Direct Skill Instruction

9 minutes

A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

NOTE: Write the elements of plot on the dry-erase board as you explain each one.

The exposition is the beginning, where the characters, setting, and conflict, or problem, are introduced.

The rising action is a series of actions that lead up to the climax. Rising action draws the reader into the story.

The climax is the turning point of the story, a point where things change for the main characters. It can be the most exciting or suspenseful part of the story.

The falling action includes the events that follow the climax. This part of the story shows how the conflict ends.

The resolution is the conclusion of the story. It tells how the main problem is solved. It is the last part of the falling action and the end to the story.

Our fluency passage, "Nighttime Frights," is a work of fiction. It tells a story that the author made up.

I am going to read the passage aloud, and I want you to think about the plot and the theme of the story. I also want you to think about the point of view

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from which this story is told. Listen carefully. You may use your dry-erase board to write some of your ideas.

NOTE: Read "Nighttime Frights" aloud.

From whose point of view is this story told? (a third-person narrator)

Let's talk about the plot of this story.

NOTE: Encourage students to refer to the ideas on their dry-erase boards as you discuss the story.

Think about the exposition. Who is this story about, what is the setting, and what is the problem? (Possible responses: The story is about Aiden and his sister Katrina. The setting is Aiden's bedroom at night. The problem is that Aiden is scared. He thinks he heard something.)

Tell me about the rising action and the climax of the story. (Possible responses: Katrina comes to Aiden's door and asks him what is wrong. She knows she has to get him to relax and calm down. Katrina tells Aiden a joke, and he laughs and feels better.)

Tell me about the falling action and the resolution of the story. (Possible responses: Katrina tells Aiden that he should think happy, funny thoughts whenever he is afraid. Katrina closes the door to Aiden's room and goes back to reading her book.)

Let's think about the theme of this story. How did a character overcome a challenge? Were any lessons learned? (Possible responses: Katrina overcame the challenge of a frightened child while she is babysitting. Aiden overcame the challenge of being afraid at night. Aiden learned that happy or funny thoughts can help you when you are afraid.)

Let's take a moment to talk about figurative language. Authors often use figurative language, such as similes and metaphors, to describe the story's setting, characters, and events.

A simile compares two things, usually in a phrase that uses the words like, as, or than. Here's an example of a simile: She's as light as a feather.

Think about our fluency passage. Did you notice a simile in the story? ("her voice as cool as a cucumber")

What does this simile mean? (Possible responses: Katrina was calm and relaxed. She wasn't worried.)

A metaphor compares things by making one thing stand in for another, using words such as is or was. An example of a metaphor is: This room is a zoo!

Is there a metaphor in our fluency passage? ("his pulse was a racecar")

What does this metaphor mean? (Possible response: Aiden's heart was beating fast.)

Guided Practice

5 minutes

Turn to the Lesson 4 Comprehension page in your workbook. We will refer to the passage "Nighttime Frights" as we work together to complete the page.

Differentiation ↑

Guide students as they answer the questions. When students finish the page, have them write a sentence or two about the theme of the passage. Students may write about the theme at the bottom of the page.

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Differentiation ↓

Guide students as they answer the questions. Direct the students to refer back to the passage and to underline words or phrases that will help them identify the important events in the story. Have students use those words or phrases as they answer the questions.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words. They will help us understand the passage we will read during our next session. This passage is about a talented piano player who is nervous about performing in front of an audience.

You may already know some of these words. When I say a word, tell me how you think it is used in the passage. (Accept all reasonable responses.)

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

melody

classics

auditorium

strutted

coiled

acoustics

B) Content Word Introduction

All words have a denotation. It's the actual meaning of a word—a meaning you can find in any dictionary. Let's talk about the denotation of each vocabulary word.

NOTE: Say each word and its meaning aloud.

melody: a sequence of musical notes; a tune

classics: works of art that are of the highest quality

auditorium: a large hall used for performances or speeches

strutted: walked with confidence

coiled: moved or rolled into a twisted shape

acoustics: aspects of a room that make sounds easy or hard to hear

Words can also have emotional meanings, which is known as connotation. Words can bring to mind certain images, feelings, or thoughts. A word's connotation can be positive or negative, based on how it is used. Let's talk about the connotations of two of our words.

In our passage, Sydney, the main character, is nervous about performing for an audience. After Sydney received a compliment from someone who heard her practice the piano, the narrator said she "coiled back into her shell." What do

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you think that might mean? What feelings are brought to mind when you hear this word? (Accept all reasonable responses.)

What images do you think of when you hear the word auditorium? (Accept all reasonable responses.)

Turn to the Lesson 4 Vocabulary page in your workbook. Let's work with the denotations of our new vocabulary words.

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

Differentiation ↑

After completing the page, students should use two vocabulary words in their own sentences. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Model how to locate the first word in the Glossary. Then, encourage students to complete the page on their own. After they have completed the page, students should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. Tell me something about the plot of a story.

(Possible responses include: Plot is the action, or what happens, in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 4 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

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Answers and Sample Responses are **Bold** or **Shaded**.



WORD STUDY | LESSON 4

Suffixes

Directions: Write the meaning of each suffix in the chart below.

SUFFIX	MEANING
-ity	quality or state of being
-ment	state or condition of being
-ful	having or full of
-ible/-able	capable of or full of

Directions: Form new words with the suffixes. Then, write the definition of each new word.

1. color + ful = **colorful**

Definition: **full of color**

2. break + able = **breakable**

Definition: **capable of breaking**

3. improve + ment = **improvement**

Definition: **state of improving**

4. real + ity = **reality**

Definition: **quality of being real**

FLUENCY | LESSON 4



Nighttime Frights

Aiden pulled the bed covers tightly over his head, convinced he heard a sound. Maybe it was something unspeakable hiding in his closet, or perhaps it was a stranger lurking outside his window. Aiden strained to listen, but he heard only silence and the pounding of his heart. His hands became clammy with nervous sweat, and his pulse was a race car.

Suddenly, Aiden's sister Katrina appeared in his doorway. She was babysitting while their parents went out to dinner and a movie.

"What are you doing?" Katrina asked.

Aiden popped his head out from under the covers. "I heard something!" he declared in terror, certain that something bad was about to happen.

Katrina, confident that there was nothing wrong, heard the fear in Aiden's voice and knew she had to act fast. "I have the perfect solution," she said, her voice as cool as a cucumber.

Aiden looked at Katrina with a mixture of surprise and disbelief.

"Knock, knock," his sister began.

Aiden hesitated at first but finally asked in return, "Who's there?"

"Dwayne," Katrina answered.

Aiden replied, "Dwayne who?"

Katrina knew she had Aiden right where she wanted him and prepared to deliver the punchline.

"Dwayne the bath tub! I'm dwoining!" she exclaimed.

Aiden erupted into a fit of giggles and immediately began to feel better.

"Whenever you're feeling frightened, just think of happy, funny thoughts," Katrina proudly stated. "It works every time!"

Katrina gave her brother a hug and walked out of his room, closing the door. "Crisis averted," she said quietly, and she went back to the den to finish reading her book.



COMPREHENSION | LESSON 4

Plot

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

1. What are two details that you learned in the story's exposition?

In the exposition, I learned that the story is about Aiden and his sister Katrina. It is nighttime, and Aiden is scared because he thinks he heard something.

2. Write about one event that happens during the story's rising action.

During the rising action, Katrina finds out Aiden is afraid, and she realizes that she has to get him to relax.

3. What is the climax of the story?

The climax of the story is when Katrina tells Aiden a joke, and he laughs and feels better.

4. Write about one event that happens during the story's falling action.

During the falling action, Katrina tells Aiden that he should think happy, funny thoughts whenever he is afraid.

5. What happens during the resolution of the story?

In the resolution, Katrina closes the door to Aiden's room and goes back to reading her book.

VOCABULARY | LESSON 4



Content Vocabulary

Directions: Use the Glossary to write the definition, or denotation, of each word.

1. melody

a sequence of musical notes; a tune

2. classics

works of art that are of the highest quality

3. auditorium

a large hall used for performances or speeches

4. strutted

walked with confidence

5. coiled

moved or rolled into a twisted shape

6. acoustics

aspects of a room that make sounds easy or hard to hear

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes -ity, -ment, -ful, and -ible/-able to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of suffixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Review the characteristics of fiction.</p> <p>Determine the theme of a story, including how characters respond to challenges.</p> <p>Describe how a narrator or speaker's point of view influences how events are described.</p> <p>Determine the meaning of figurative language, such as similes and metaphors.</p> <p>Describe the plot of a narrative passage.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

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

- ☐ Lessons 4-6: Student Pages
- ☐ Passage: "Music Fright Night," Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

LESSON 5

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

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

Theme: A single message that is the basis of an entire story; the big idea of the passage

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Figurative Language: Language that uses figures of speech (such as simile, metaphor, or personification) to describe something.

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

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

Vocabulary

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

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

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

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will read words with suffixes. We will also continue reading our fluency passage. Then, we will talk about the plot, theme, and

point of view of our new passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

We have been talking about suffixes. A suffix is a letter or group of letters that can be added to the end of a word. Adding a suffix to a root word changes the meaning of the word.

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

B) Skill Review

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

NOTE: Write the suffixes -ity, -ment, -ful, and -ible/-able on the dry-erase board. Point to each suffix and ask students for its definition: -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

Direct Skill Instruction and Guided Practice

10 minutes

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

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

When adding suffixes to some words, there are special rules to follow. Let's take a look at one of these rules.

The word sensible is made when the suffix -ible is added to the word sense.

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

Sensible means "full of sense." Notice that we had to drop the letter e at the end of sense before adding -ible. Often when we add a suffix that begins with a vowel to a word ending in e, we have to drop the e before adding the suffix.

Can you use sensible in a sentence? (Accept all reasonable responses.)

The word rarity is made when the suffix -ity is added to the word rare.

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

Rarity means "the state or quality of being rare." Since the word rare ends with the letter e, we had to drop the e before adding the suffix -ity.

Let's read the word together: rarity.

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

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The word achievement is made when the suffix -ment is added to the word acheive.

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

Achievement means "the state or condition of achieving." The word achieve ends with the letter e, but we do not drop the e before adding -ment because this suffix does not begin with a vowel.

Let's read the word together: achievement.

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

The word graceful is made when the suffix -ful is added to the word grace.

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

Graceful means "having grace." The word grace ends with the letter e, but once again, we do not drop the e before adding -ful because this suffix does not begin with a vowel.

Let's read the word together: graceful.

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

Independent Practice

5 minutes

Turn to the Lesson 5 Word Study page in your workbook. Let's review the page together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should choose one more word to define.

Differentiation ↓

Review the suffixes in the chart. Read the first sentence and model how to select a suffix that will complete the word. Read the remaining sentences with the students. Encourage students to work independently to complete the page. Students may need assistance as they decide between the suffixes -ible and -able. If needed, students may work with partners to write the definitions for two of the words.

FLUENCY

Review

7 minutes

A) Fluency Focus

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

Say each word that you see. Don't skip words, and don't say words that are not there. Self-correct! If you make a mistake, go back and try again.

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Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases. Pause between phrases and pause for punctuation. Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet.

B) Reread Fluency Passage

Turn to the Lesson 5 Fluency passage, "Nighttime Frights," in your workbook.

Now, it's time to work on fluency with a partner. One partner will Whisper Read the passage first. Then, the other partner will Whisper Read the passage.

When you listen to your partner, think about what he or she is doing well and what he or she should continue working on.

NOTE: If needed (for differentiation), select a reduced portion of the passage for fluency practice.

NOTE: Direct students to work in pairs for the first round of Whisper Reading. Monitor select students' fluency as they read. Once the first partner in the pair has finished, instruct the second partner in the pair to Whisper Read.

C) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well. For example, did your partner read words accurately? Did your partner stop at the end of each sentence? Did your partner use a lot of expression?

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

NOTE: Give partners a chance to discuss their fluency.

If there are any words that were difficult for you, take some time now to highlight them. Then, practice reading the words.

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

COMPREHENSION

Introduction

3 minutes

A) Review Skill

During our last session, we talked about the characteristics of fiction. We know that fictional writing tells a story that the author made up. Many times, fiction centers around a theme or message.

We learned that point of view is the voice that tells the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

We also learned about the plot of a fictional text. When we identify the plot of the story, we tell the main events in the order in which they happened. A plot

LESSON 5

usually has five main elements: exposition, rising action, climax, falling action, and resolution.

We also explored the author's use of figurative language, such as similes and metaphors, to describe the story's setting, characters, and events.

B) Introduce Text Selection (Anthology)

Before we read our new passage, I want you to think about your experiences. Have you ever been nervous about or afraid to do something? How did you feel? If you haven't felt nervous or afraid about something before, what do you think it would be like? (Allow students to briefly discuss their experiences and thoughts.)

Use the Table of Contents to find "Music Fright Night" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to pay close attention to elements of the story's plot, as well as the theme and the point of view from which it is told. Also, pay attention to any figurative language used by the author.

Strategies

10 minutes

As I read the beginning of this passage, and I want you to follow along.

NOTE: Read the first page of "Music Fright Night" aloud. After reading, ask the following question:

From whose point of view is this story told? (Possible responses: third-person; a narrator who is not part of the story)

Now it's your turn to read.

NOTE: Ask individual students to read a paragraph or two. After reading, ask the following questions and write some of the students' responses about plot elements on the dry-erase board:

Tell me about the exposition of the story. (Possible responses: The story starts on the bus. Sydney is telling her friend Leah that she doesn't want to play piano in the concert. She is afraid to perform in front of an audience.)

What happened during the rising action and climax of the story? (Possible responses: Sydney plays a classical melody on the piano in her living room. Sydney tells her mother about her fears. Her mom tells her she has to perform in the concert. Sydney's mom promises to find a way to help her get over her fear. Sydney's mom makes arrangements for her to rehearse at the school's auditorium.)

Tell me about the falling action and conclusion of the story. (Possible responses: Sydney practices in the auditorium and feels more at ease. Sydney goes first and does well at the concert. Then, she is able to relax and enjoy the rest of the show.)

What is the theme of the story? (Possible responses: conquering fears makes you confident; do something even if it scares you)

How does Sydney respond to her challenge? (Possible responses: At first, she doesn't want to perform. She tries to convince her mom that she shouldn't have to participate in the concert. When her mother gets her rehearsal time in the auditorium, Sydney slowly warms up to the idea of performing in front of an audience. She even decides to go first at the concert.)

LESSON 5

Find a simile in the beginning of the story. What does it mean? ("Sydney froze up like a deer in headlights": Sydney was scared.)

Integrated Writing Activity

5 minutes

Keep these ideas in mind while you work on a Comprehension page. Please turn to the Lesson 5 Comprehension page in your workbook.

NOTE: Review the directions together. Then, guide students as they complete the page. Remind students to refer to the passage and the dry-erase board as they work on the chart.

Differentiation ↑

Encourage students to write in complete sentences and to include multiple details for each story element.

Differentiation ↓

Model how to refer to the passage or dry-erase board to write a detail from the exposition of the story. Work with students as they add other details from the exposition. Then, monitor students as they complete the rest of the chart. Allow students to write phrases, instead of sentences.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: melody, classics, auditorium, strutted, coiled, acoustics. Read each word aloud together.

B) Guided Practice

We have talked about the denotation and connotation of words. What do these terms mean? (The denotation of a word is its definition. The connotation of a word is its emotional meaning. A word can make us have certain feelings or think of certain images.)

I am going to say one of our words, and I want you to find it in the Glossary. Then, we will read the definition aloud. Remember, a word's meaning is its denotation.

NOTE: Say the following words, one at a time. The students should find the word in the Glossary. Read each definition aloud together.

coiled: moved or rolled into a twisted shape

auditorium: a large hall used for performances or speeches

acoustics: aspects of a room that make sounds easy or hard to hear

Now I want you to think about the connotations for the words melody, classics, and strutted. What images do you think of when you hear these words? How do these words make you feel? Share your ideas with a partner. Then, we will talk about our ideas together.

LESSON 5

NOTE: Give students a moment to think about the connotations of each word. Then, have them share with partners. Discuss the connotations as a group.

C) Independent Practice

Now turn to the Lesson 5 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

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

Differentiation ↓

Assist students as they complete the page. For each statement, have students ask themselves, "Does this statement tell the definition of the word (denotation) or does it tell the feelings or images created by the word (connotation)?" Once students have finished the page, they should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Think about the suffixes we are studying: -ity, -ment, -ful, and -ible/-able. Let's say some words with these suffixes. I'll start: visible. (Possible responses include: creativity, punishment, peaceful, enjoyable, reversible, etc.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 5 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

Answers and Sample Responses are **Bold or Shaded**.



WORD STUDY | LESSON 5

Suffixes

Directions: Read each sentence. Fill in the blank with a suffix from the chart to correctly complete each root or word.

SUFFIX	MEANING
-ity	quality or state of being
-ment	state or condition of being
-ful	having or full of
-ible/-able	capable of or full of

- Our house is very color **ful**, with rooms painted yellow, green, blue, or orange.
- There is a comfort **able** chair on the porch.
- My new cake recipe is an improve **ment** over the old one.
- The high humid **ity** in the room made everything feel sticky.
- During his routine, the gymnast showed that he was flex **able**.

Directions: Choose two words you created above. Write each word and its definition.

- Word: _____
Definition: **Answers will vary.**
- Word: _____
Definition: **Answers will vary.**

FLUENCY | LESSON 5



Nighttime Frights

Aiden pulled the bed covers tightly over his head, convinced he heard a sound. Maybe it was something unspeakable hiding in his closet, or perhaps it was a stranger lurking outside his window. Aiden strained to listen, but he heard only silence and the pounding of his heart. His hands became clammy with nervous sweat, and his pulse was a race car.

Suddenly, Aiden's sister Katrina appeared in his doorway. She was babysitting while their parents went out to dinner and a movie.

"What are you doing?" Katrina asked.

Aiden popped his head out from under the covers. "I heard something!" he declared in terror, certain that something bad was about to happen.

Katrina, confident that there was nothing wrong, heard the fear in Aiden's voice and knew she had to act fast. "I have the perfect solution," she said, her voice as cool as a cucumber.

Aiden looked at Katrina with a mixture of surprise and disbelief.

"Knock, knock," his sister began.

Aiden hesitated at first but finally asked in return, "Who's there?"

"Dwayne," Katrina answered.

Aiden replied, "Dwayne who?"

Katrina knew she had Aiden right where she wanted him and prepared to deliver the punchline.

"Dwayne the bath tub! I'm dwoining!" she exclaimed.

Aiden erupted into a fit of giggles and immediately began to feel better.

"Whenever you're feeling frightened, just think of happy, funny thoughts," Katrina proudly stated. "It works every time!"

Katrina gave her brother a hug and walked out of his room, closing the door. "Crisis averted," she said quietly, and she went back to the den to finish reading her book.



COMPREHENSION | LESSON 5

Plot

Directions: Refer to the passage "Music Fright Night" to complete the plot chart.

STORY ELEMENT	DETAILS
Exposition	Sydney and her friend Leah are on the bus. Sydney is telling her friend Leah that she doesn't want to play piano in the concert. She is afraid to perform in front of an audience.
Rising Action	Sydney plays a classical melody on the piano in her living room. Sydney tells her mother about her fears. Her mom tells her she has to perform in the concert. Sydney's mom promises to find a way to help her get over her fear.
Climax	Sydney's mom makes arrangements for her to rehearse at the school's auditorium.
Falling Action	Sydney practices in the auditorium and feels more at ease.
Resolution	Sydney goes first and does well at the concert. Then, she is able to relax and enjoy the rest of the show.

VOCABULARY | LESSON 5



Content Vocabulary

Directions: Read each statement below. Is the statement a denotation or a connotation of the underlined vocabulary word? Write denotation or connotation next to the statement.

- An auditorium is a large hall used for performances or speeches.
denotation
- The word acoustics makes me think about going to a concert.
connotation
- The word melody makes me feel relaxed. **connotation**
- When something is coiled, it is moved or rolled into a twisted shape.
denotation
- The word strutted makes me think of a model at a fashion show.
connotation
- The word classics refers to the highest quality art. **denotation**

LESSON 6

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes <u>-ity</u> , <u>-ment</u> , <u>-ful</u> , and <u>-ible/-able</u> to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a summary of a narrative text selection.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary.

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

- ☐ Lessons 4-6: Student Pages
- ☐ Passage: "Music Fright Night"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

Syllable: A part of a word that contains only one vowel sound. The number of times that you pronounce a distinct vowel sound is the number of syllables the word has. It is important for students to remember that vowels can work together (for example, ee and ea) to make a single vowel sound.

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

LESSON 6

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

- Every syllable has one vowel sound.
- In a word with a suffix, divide the word before the suffix.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).
- When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.
- When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

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

Vocabulary

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

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

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

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will divide words with suffixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will write a summary of the passage "Music Fright Night." Finally, we will review our vocabulary words.

LESSON 6

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the suffixes we have been learning about. What is a suffix? (A suffix is a letter or group of letters added to the end of a word. A suffix has its own meaning. Adding a suffix to a word changes the meaning of the word.)

NOTE: Write the suffixes -ity, -ment, -ful, and -ible/-able on the dry-erase board.

Tell me the meaning of each suffix. (-ity: quality or state of being; -ment: state or condition of being; -ful: having or full of; -ible/-able: capable of or full of)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables, or parts, today. We know that every syllable has one vowel sound. Dividing a word into syllables will help you read unknown words quickly. Being able to read words quickly will help with your comprehension.

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

Here is a word from "Music Fright Night" that contains a suffix we studied.

What is the suffix in this word? (-ful)

Let's think about syllabication rules. Since every syllable has one vowel sound, we need to focus on vowel sounds as we divide this word.

If a word contains a suffix, we should start by dividing the word before the suffix. Then, if the suffix has more than one vowel sound, we need to divide it further.

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

Since the suffix -ful has one vowel sound, we don't need to divide it. This is the last syllable in the word.

NOTE: Write the syllable ful on an index card.

Now, let's look at the beginning of the word. There are two consonants between two vowels. When two consonants are between two vowels, we should divide the word between the two consonants.

NOTE: Write the syllable won on one index card, and write the syllable der on another index card.

Each of these two parts has one vowel sound, so we are finished dividing the word.

Let's read each part of the word together: won/der/ful.

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

Let's try another word from our passage.

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

What is the suffix in this word? (-ible)

LESSON 6

Since this word has a suffix, we should start by dividing the word before it. The suffix -ible has two vowel sounds, so we need to divide it further.

When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.

NOTE: Write the syllable i on one index card, and write the syllable ble on another index card.

Let's look at the beginning of the word. There are two vowels together, but they make one sound. So, that is the first syllable in the word.

NOTE: Write the syllable aud on an index card.

Now, let's say the parts of the word together: aud/i/ble.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word. The word is audible. There are three syllables in this word.

Here's another word from our passage.

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

What is the suffix in this word? (-ity)

Let's start by dividing the word before the suffix. The suffix -ity has two vowel sounds, so we need to divide it further.

The letter y is acting as a vowel in this suffix, so the consonant is between two vowels. When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.

NOTE: Write the syllable it on one index card, and write the syllable y on another index card.

Let's look at the beginning of the word. This part of the word also has one consonant in between two vowels. The first vowel sound is short, so we will divide this part of the word after the consonant.

NOTE: Write the syllable ab on one index card, and write the syllable il on another index card.

Now, let's say the parts of the word together: ab/il/it/y.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word. The word is ability. There are four syllables in this word.

I'm going to divide one last word from our passage into syllables.

NOTE: Write the word requirement on the dry-erase board. Then divide it into syllables: re/quire/ment.

Tell me why I divided it this way. (We should start by dividing the word before the suffix -ment. We know that this suffix has one vowel sound, so the suffix doesn't need to be divided further. The rest of this word has one consonant in between two vowels. Since the first vowel sound is long, we divide the word before the consonant. This leaves us with the first two syllables in the word: re/quire.)

LESSON 6

Independent Practice

5 minutes

Turn to the Lesson 6 Word Study page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the page independently. Review the page together after the students have completed it.

Differentiation ↑

When they have completed the page, students should list the syllabication rules they used at the bottom of the page.

Differentiation ↓

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

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

D) Establish Reading Goal

We have been reading "Nighttime Frights" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased accuracy, rate, and expression.

Turn to the Lesson 6 Fluency passage, "Nighttime Frights," in your workbook.

As you Whisper Read today, think about our goals: reading with speed, reading accurately, and reading with expression. Think about what you did well during our last session, as well as what you needed to work on. Take a moment to set your own personal fluency goal today.

NOTE: Assist students with setting personal goals.

E) Whisper Read, Checking Fluency Against Personal Goal (Independent)

Now I want you to Whisper Read the story.

NOTE: Direct students to Whisper Read the selection, monitoring students as they read. Students can reread the selection if time permits.

Differentiation ↑

Have the students use a timer to see how long it takes to read the passage with accuracy and expression.

Differentiation ↓

Select a reduced portion of the text for fluency practice.

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the plot of a story.

B) Review Skill

Tell me what you have learned about the plot of a story. (Plot is the action, or what happens, in a story. When we identify the plot of the story, we tell the main events in the order in which they happened. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.)

C) Reread Text Selection (Anthology)

Please turn to "Music Fright Night" in your Anthology. This time, you and a partner will read to each other. Switch after every page and help each other with any difficult words.

NOTE: Assign each student a partner. Listen as they read to each other. Provide assistance, as needed.

Extension of Skill Beyond Text

5 minutes

In our last lesson, you completed a chart about the plot of "Music Fright Night." Today, you are going to use that information to write a summary of the passage.

A summary is a short piece written in your own words in which you retell the most important parts of a story. A good summary includes all the important parts of a story, but it leaves out the small details. You do not have to retell the entire text!

Turn to the Lesson 5 Comprehension page and look at your chart. Since you are going to use some of this information to write a summary, I want you to list at least one important detail from the story's exposition, rising action, climax, falling action, and resolution on your dry-erase board. You will refer to this information as you write your summary.

NOTE: Students should list events on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their summaries. If needed, they may refer to the Lesson 5 Comprehension page while writing.

Activity: Your Turn to Write

5 minutes

Now it's time to write your summary. Turn in your workbook to the Lesson 6 Comprehension page.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to use the information from their dry-erase boards. Students may refer to the Lesson 5 Comprehension page, if needed.

Differentiation ↑

Encourage students to include more than one important detail from each part of the story. Guide students as they complete the page. When they finish the page, students

LESSON 6

should share their summaries with partners. Students should look for a detailed description of the plot in their partners' summaries.

Differentiation ↓

As students work on the page, have them focus on including one detail from each part of the story. Guide students as they use the information from their dry-erase boards to write their sentences. When they finish the page, have students share their summaries with partners. Students should look for a detailed description of the plot in their partners' summaries.

VOCABULARY

Review/Extension Activity

7 minutes

D) Vocabulary Review

Today we will take one last look at the vocabulary we have learned for the passage "Music Fright Night." You are going to act out some of our vocabulary words silently.

NOTE: Verify that students are acting out each word correctly.

Act like you are playing a melody on a piano. (The students should make it look like they are playing the piano.)

Show me how you would move if you strutted across the room. (The students should walk with confidence.)

Show me what Sydney probably looked like when she "coiled back into her shell" after the custodian complimented her. (The students should make it look like they are embarrassed or shy.)

E) Independent Practice

Turn to the Lesson 6 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

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

Differentiation ↓

Model how to write the first sentence and show how to include details from the story in the sentence. Then, assist students as they complete the page. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word that ends with one of our suffixes and split it into syllables. I'll start: enjoyable, en/joy/a/ble.

(Answers will vary, but the student should say a word that ends with one of the suffixes and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 6 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

LESSON 6

Answers and Sample Responses are **Bold** or **Shaded**.



WORD STUDY | LESSON 6

Syllabication

Directions: Place a line between the syllables in each word. Write the number of syllables on the line. Then, read each word.

1. **com / fort / a / ble** _____ **4**
2. **de / light / ful** _____ **3**
3. **en / gage / ment** _____ **3**
4. **flex / i / ble** _____ **3**
5. **hope / ful** _____ **2**
6. **fes / tiv / it / y** _____ **4**
7. **con / vert / i / ble** _____ **4**
8. **treat / ment** _____ **2**

FLUENCY | LESSON 6



Nighttime Frights

Aiden pulled the bed covers tightly over his head, convinced he heard a sound. Maybe it was something unspeakable hiding in his closet, or perhaps it was a stranger lurking outside his window. Aiden strained to listen, but he heard only silence and the pounding of his heart. His hands became clammy with nervous sweat, and his pulse was a race car.

Suddenly, Aiden's sister Katrina appeared in his doorway. She was babysitting while their parents went out to dinner and a movie.

"What are you doing?" Katrina asked.

Aiden popped his head out from under the covers. "I heard something!" he declared in terror, certain that something bad was about to happen.

Katrina, confident that there was nothing wrong, heard the fear in Aiden's voice and knew she had to act fast. "I have the perfect solution," she said, her voice as cool as a cucumber.

Aiden looked at Katrina with a mixture of surprise and disbelief.

"Knock, knock," his sister began.

Aiden hesitated at first but finally asked in return, "Who's there?"

"Dwayne," Katrina answered.

Aiden replied, "Dwayne who?"

Katrina knew she had Aiden right where she wanted him and prepared to deliver the punchline.

"Dwayne the bath tub! I'm dwooning!" she exclaimed.

Aiden erupted into a fit of giggles and immediately began to feel better.

"Whenever you're feeling frightened, just think of happy, funny thoughts," Katrina proudly stated. "It works every time!"

Katrina gave her brother a hug and walked out of his room, closing the door. "Crisis averted," she said quietly, and she went back to the den to finish reading her book.



COMPREHENSION | LESSON 6

Summary (Plot): Your Turn to Write

Directions: Write a one-paragraph summary of the passage "Music Fright Night." Include at least one important detail from the exposition, rising action, climax, falling action, and resolution of the story. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

On the bus ride home from school, Sydney tells her friend Leah that she doesn't want to play piano in an upcoming concert. Sydney is nervous and afraid to perform in front of an audience, but Leah doesn't understand. That evening, Sydney plays a classical melody on the piano in her living room so she can relax. Sydney tells her mother about her fears, but her mom tells her she still has to perform in the concert. Sydney's mother promises to find a way to help her get over her fear and makes arrangements for her to rehearse at the school's auditorium. Sydney practices in the auditorium. After a while, she starts to feel more at ease. On the night of the concert, Sydney goes first and does well. After she performs, Sydney is finally able to relax and enjoy the rest of the show.

VOCABULARY | LESSON 6



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the story "Music Fright Night."

1. strutted

Answers will vary.

2. acoustics

Answers will vary.

3. coiled

Answers will vary.

4. classics

Answers will vary.

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

1. auditorium

Answers will vary.

2. melody

Answers will vary.