

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes <i>dis-</i>, <i>inter-</i>, <i>mis-</i>, and <i>anti-</i> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of prefixes as clues to the meaning of a word.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	<p>Identify cause-and-effect relationships in a passage.</p> <p>Make inferences from a text.</p> <p>Determine the theme of a passage.</p> <p>Compare and contrast two or more characters, settings, or events.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use homophones correctly.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

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

- ☐ Lessons 10-12: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

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Expression: Showing feeling when reading

Comprehension

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

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

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

Characters: The people or animals in a story

Setting: Where and/or when a story takes place

Vocabulary

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

Homophones: Words that sound the same but have different spellings and meanings. The meanings of homophones can be determined by figuring out how they are used in sentences. Understanding homophones will help students with reading, writing, and spelling. Examples of homophones include to/too/two, bare/bear, dear/deer, meat/meet, and sail/sale.

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 prefixes. We will also practice reading a passage quickly and easily. Then, we will make inferences, determine the theme, and compare characters in a passage. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying prefixes. Remember, a prefix is a word part that is added to the beginning of a word or root. So far, we have learned the prefixes

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en-/em- (make, cause to be), **de-** (reversing, removing, or undoing something), **pre-** (before), and **post-** (after).

B) Skill Introduction

Today we are going to learn more prefixes.

NOTE: Write the following prefixes on the dry-erase board and read them aloud: **dis-**, **inter-**, **mis-**, and **anti-**.

Can you think of any words that contain these prefixes? (Accept all reasonable responses.)

Direct Skill Instruction and Guided Practice

10 minutes

Let's read each prefix and talk about its meaning.

NOTE: Write the meaning next to each prefix on the dry-erase board. Then, read them aloud.

PREFIX	MEANING
dis-	not or opposite of
inter-	between, among
mis-	wrong or bad
anti-	against

Let's work with some of these prefixes.

NOTE: Write the word **antidote** on the dry-erase board. Then, read it aloud.

What prefix is in this word? (anti-)

Listen to this sentence: The vet gave our dog an antidote after he ate a poisonous plant.

What do you think the word antidote means? (medicine that works against a poison)

Let's do the next example together. Write the word state on your dry-erase board.

NOTE: Write **state** on the dry-erase board.

We know the word state. Now, add the prefix inter- before the word state.

NOTE: Write **inter** before the word **state** on the dry-erase board.

What new word did you write? (interstate)

How does adding the prefix inter- to the word state change its meaning? (The word now means "between states.")

Now let's practice identifying prefixes. I am going to write more words on the dry-erase board. We will read each word together. I want you to write the prefix from each word on your dry-erase board. Then, we will use what we know about the prefix to figure out the meaning of the word.

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

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WORD	CORRECT RESPONSE
<i>dishonest</i>	dis; not honest
<i>misspell</i>	mis; to spell wrong
<i>international</i>	inter; between or among nations
<i>antiwar</i>	anti; against war

Independent Practice

5 minutes

Turn to the Lesson 10 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they should write two sentences using any of the words with prefixes. Students may write the sentences at the bottom of the page. Have students read their sentences aloud to the group.

Differentiation ↓

Review the prefixes and meanings together. Then, read the first definition together and model how to find the correct prefix to complete each word. Encourage students to work independently to complete the page. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency.

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 10 Fluency passage, "The Little Fly and the Great Moose," 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 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.

If you are not reading every word you see, you should set a goal for accuracy. If you are not reading at a good pace, you should set a goal for speed. 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 contains one of the prefixes we studied today. Let's use what we know to read the word.

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

COMPREHENSION

Introduction

2 minutes

Introduce Skill in Isolation

Now, we are going to focus on our comprehension skills.

Let's review some terms you already know. We will be identifying cause-and-effect relationships in text. The cause of a situation is why something happens. The effect is what happens as a result of the cause.

You are also familiar with the terms character, setting, and theme. Characters are the people or animals in the story. The setting is where and when the story takes place. The theme is the message that the author teaches us through the events and characters. Sometimes, a theme can be a little lesson or a piece of wisdom.

We often make inferences, or read between the lines, when reading a story. We can rely on the text, illustrations, and our own knowledge and experiences when making inferences. As we read a story, we can look for clues and make guesses about how the characters are alike and different. Characters can be compared and contrasted based on their actions, thoughts, words, and physical appearance. Settings and events can be compared and contrasted as well. We can also make inferences about characters based on how they interact with others.

Direct Skill Instruction

11 minutes

In our fluency passage, "The Little Fly and the Great Moose," we learn about two very different characters, Moose and Fly. We also learn a lesson through the theme of the passage.

I am going to read the passage aloud. I want you to think about cause-and-effect relationships. I also want you to focus on the characters Moose and Fly, as well as the setting and theme of the story. Listen carefully. You may use your dry-erase board to write some of your ideas.

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NOTE: Read “The Little Fly and the Great Moose” aloud. Then, discuss the following:

Tell me about the setting of this story. (Possible response: This story takes place long ago along the Merrimac River.)

Compare and contrast the setting at the beginning to the setting at the end. (Possible response: The story has the same setting at the beginning and end. In the beginning, the Merrimac River is calm and peaceful, with water that all animals enjoy. By the end of the story, the river is noisy because of the rapids.)

Tell me an example of a cause-and-effect relationship in this story. (Possible responses: When Moose walked, the ground shook. As Moose drank from the river, the water level dropped. When Fly tried bit harder on another leg, Moose stamped his foot in annoyance. Fly bit Moose in many spots, so Moose shook, snorted, stamped, and kicked. Moose couldn’t see fly, so he couldn’t fight back. Since Moose left prints from his feet in the river, the water rushed noisily through it.)

NOTE: Encourage students to write notes about Moose and Fly on their dry-erase boards.

What inferences can we make about Moose? (Possible responses: Moose is a very large and heavy animal who drinks a lot of water. He is intimidating and doesn’t have friends. He doesn’t try to solve problems, gets angry, and gives up easily.)

What events in the story help us make these inferences about Moose? (Possible responses: Moose drank so much water that the water levels in the river dropped. When he stomped, his feet made holes. Moose is by himself and no animal wants to confront him. Moose left the river after not being able to figure out what was biting him, and he never came back.)

Think about how the other animals interact with each other, Moose, and Fly.

What can we infer about the other animals? (Possible responses: The other animals are concerned, but they aren’t willing to do anything about the problem with Moose. It’s as if they want to complain about the problem, but they don’t want to solve it. We can infer this because they are worried about the river but none of them volunteer to confront Moose. The animals aren’t very nice because they laugh at Fly when she volunteers to chase away Moose. They seem to believe that you have to be big and strong to do anything about the problem.)

Think about how Fly interacts with the other animals and Moose. What inferences can we make about Fly? (Possible responses: Fly is brave and smart. Fly is a problem-solver. Fly has confidence in her abilities and isn’t bothered when others don’t believe in her. Fly doesn’t give up.)

What events in the story help us make these inferences about Fly? (Possible responses: Fly is the only creature who volunteers to get Moose to leave the river. Fly has a plan and carries it out, despite the other animals laughing at her. Fly keeps biting and bothering Moose until he runs off.)

Tell me about the theme of this story. (Possible responses: Brains can be more important than size. You can be small but do great things. Something small beats something large. A clever plan can solve a problem. Have faith in yourself, even when others don’t.)

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Guided Practice

5 minutes

Turn to the Lesson 10 Comprehension page in your workbook. We will refer to the passage "The Little Fly and the Great Moose" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. Remind them to refer to the passage and to their notes on their dry-erase boards. When students finish the page, they can write about how Moose and Fly interact. Students can write their ideas at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Model how to select a detail about Moose, as well as support from the passage or dry-erase board, to add to the chart. Guide students as they complete the chart. Remind students to refer to the passage and to their notes on their dry-erase boards as they complete the page. If needed, have students list two details for each character, instead of three.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

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

You know these words, but they can be confused with other words. Each of these vocabulary words has a homophone: a word that sounds the same but has a different spelling and meaning.

Let's take a look at these words.

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

there

great

passed

poor

made

wail

Can you tell me a sentence that uses one of these words? We use them a lot in our writing, so it's important to make sure we are using them correctly.

NOTE: Briefly allow students to share sentences for a few of the words.

B) Content Word Introduction

Let's talk about what these words mean.

NOTE: Say each word and its definition aloud.

there: in, at, or to that place or position

great: large or remarkable in size

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passed: elapsed; gone by

poor: having no luck; unfortunate

made: caused to happen

wail: a cry of pain, grief, or anger

We will talk more about these words and their homophones during our next session.

Turn to the Lesson 10 Vocabulary page in your workbook. It's your turn to use the Glossary to define these 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 write their own sentences for two vocabulary words. Allow students to share their sentences with the group.

Differentiation ↓

Read the vocabulary words together. Model how to locate the first word in the Glossary of the Anthology. Monitor students as they complete the rest of the page. Then, direct students to work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. We just talked about homophones. Can you think of other examples of homophones? (Possible responses: bare/bear, dear/deer, meat/meet, and sail/sale)

NOTE: Encourage each student to respond. Write the examples on the dry-erase board and talk about the meaning of each word.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 10 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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



WORD STUDY | LESSON 10

Prefixes

Directions: Review the prefixes and their meanings in the chart. Then, read each incomplete word and the definition that follows. Write the correct prefix to complete the word.

PREFIX	MEANING
dis-	not or opposite of
inter-	between, among
mis-	wrong or bad
anti-	against

1. **inter** net (the worldwide computer network that allows information to be shared between people)
2. **anti** social (someone who is against being social)
3. **dis** trust (to not trust someone or something)
4. **mis** information (wrong or bad information)
5. **mis** behave (to behave badly)
6. **dis** agree (to not agree)

FLUENCY | LESSON 10



The Little Fly and the Great Moose

Long ago, the Merrimac River flowed peacefully, filled with delicious water that animals from far and wide enjoyed. The largest of those animals was Moose. Bigger than mighty Bear, Moose stood as tall as the highest tree, and when he walked, the ground shook beneath his heavy feet.

A serious problem arose. While Moose happily drank from the refreshing river, the water level started to drop. The beavers and fish worried about their homes in the river. They wanted Moose to stop drinking the water. They begged rabbits, pleaded with foxes, and cried to deer. But no one was brave enough to confront Moose, not even Bear.



At last, one fearless creature volunteered to chase Moose away: Fly. The animals laughed at Fly, telling her she was too tiny to defeat him. But Fly had a clever plan.

First, Fly landed on one of Moose's legs and bit him. This action didn't bother Moose, who easily brushed her off. Next, Fly tried another leg and bit harder, but Moose only stamped his foot in annoyance. Then, Fly buzzed quickly from spot to spot on Moose's hide, biting sharply as she went. Furious Moose shook, snorted, stamped, and kicked. He dashed along the riverbank, wildly trying to discover who was biting him. He couldn't see Fly, so Moose couldn't fight back. Eventually, he ran off. Fly's plan was a success!

Although Moose disappeared from the river, prints from his massive feet remained. The Merrimac came rushing in to fill the deep holes made where Moose stamped. No longer did the river flow quietly. Instead, it rushed noisily through rapids where Moose's feet had torn up the ground.



COMPREHENSION | LESSON 10

Comparing Characters

Directions: In the left column of the chart, list details about Moose, and in the right column of the chart, list details about Fly. Use brief quotations from "The Little Fly and the Great Moose" or the notes on your dry-erase board to support each detail.

Moose	Fly
1. very large, heavy animal who drinks a lot of water; Moose drank so much water that the water levels in the river dropped. When he stomped, his feet made holes.	1. brave and smart problem-solver; Fly is the only creature who volunteers to get Moose to leave the river.
2. doesn't try to solve problems, gets angry, and gives up easily; Moose left the river after not being able to figure out what was biting him, and he never came back.	2. has confidence in her abilities and isn't bothered when others don't believe in her; Fly has a plan and carries it out, despite the other animals laughing at her.
3. intimidating and doesn't have friends; Moose is by himself and no animal wants to confront him.	3. doesn't give up; Fly keeps biting and bothering Moose until he runs off.

VOCABULARY | LESSON 10



Content Vocabulary

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

1. there
in, at, or to that place or position
2. great
large or remarkable in size
3. passed
elapsed; gone by
4. poor
having no luck; unfortunate
5. made
caused to happen
6. wail
a cry of pain, grief, or anger

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LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes dis-, inter-, mis-, and anti- to read unfamiliar multisyllabic words in context and out of context. Use understanding of prefixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify cause-and-effect relationships in a passage. Make inferences from a text. Determine the theme of a passage. Compare and contrast two or more characters, settings, or events.
Vocabulary	Determine the meaning of content words used in text. Use homophones correctly. Use a glossary to determine the meaning of content vocabulary words.

Word Study

18 minutes

Fluency

7 minutes

Comprehension

18 minutes

Vocabulary

7 minutes

Lesson Materials

- ☐ Lessons 10-12: Student Pages
- ☐ Passage: "The Mirror," Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

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

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

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

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

Characters: The people or animals in a story

Setting: Where and/or when a story takes place

Vocabulary

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

Homophones: Words that sound the same but have different spellings and meanings. The meanings of homophones can be determined by figuring out how they are used in sentences. Understanding homophones will help students with reading, writing, and spelling. Examples of homophones include to/too/two, bare/bear, dear/deer, meat/meet, and sail/sale.

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 prefixes. We will also continue reading our fluency passage. Then, we will make inferences, determine the theme, and compare characters in our new passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

C) Access Prior Knowledge

We have been talking about prefixes. What is a prefix? (A prefix is a letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word.)

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D) Skill Review

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

NOTE: Write the prefixes dis-, inter-, mis-, and anti- on the dry-erase board. Point to each prefix and ask students to tell you its definition: dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

Direct Skill Instruction and Guided Practice

10 minutes

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

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

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

The word treat refers to dealing with someone or something in a certain way. On your dry-erase board, write the word we make when we combine the prefix mis- with the word treat.

Let's read the word together: mistreat.

What does this new word mean? (dealing with someone in a bad way; treating someone badly)

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

The word own means "to have or keep something." On your dry-erase board, write the word we make when we combine the prefix dis- with the word own.

Let's read the word together: disown.

What does this new word mean? (not owning; refusing to have or keep something)

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

The word relate means "to show a connection." On your dry-erase board, write the word we make when we combine the prefix inter- with the word relate.

Let's read the word together: interrelate.

What does this new word mean? (to have a connection between)

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

Independent Practice

5 minutes

Turn to the Lesson 11 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 activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should write definitions for at least two of the words. Students may write the definitions at the bottom of the page. Students can share their definitions with the group.

Differentiation ↓

Read each word with the students. Ask students to find and circle the prefixes in each word. Model how to complete the first sentence by using the context of the sentence and the meaning of each root. Then, encourage students to work independently to complete the rest of the page. Provide assistance, as needed.

FLUENCY

Review

7 minutes

F) 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.

G) Reread Fluency Passage

Turn to the Lesson 11 Fluency passage, "The Little Fly and the Great Moose," 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.

H) 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.

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COMPREHENSION

Introduction

3 minutes

A) Review Skill

Now, we are going to focus on our comprehension skills. Today, we will be reading a folktale from Korea.

We will be thinking about cause-and-effect relationships, as well as the characters, setting, and theme of this story. The cause of a situation is why something happens. The effect is what happens as a result of the cause.

The characters are the people or animals in the story, and the setting tells where and when the story takes place. The theme is the message that the author teaches us through the events and characters. Sometimes, a theme can be a little lesson or a piece of wisdom.

We have also worked on making inferences, or reading between the lines. We rely on the text, illustrations, and our own knowledge and experiences when making inferences.

B) Introduce Text Selection (Anthology)

Before we read our new passage, I want you to tell me what you would think about a mirror if you saw one for the very first time. (Allow students to briefly discuss their thoughts.)

Use the Table of Contents to find "The Mirror" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the story's characters, setting, and theme. Pay attention to cause-and-effect relationships, too.

Strategies

10 minutes

Let's read "The Mirror." Follow along as I read aloud the first three paragraphs.

NOTE: Read aloud the first three paragraphs.

Now, it's your turn to read.

NOTE: Have students take turns reading aloud. Ask the following questions after students finish reading aloud.

Tell me about the setting of this story. (Possible responses: This story takes place long ago. In the beginning, the story is set in the home of a husband and wife at night. The new moon is in the sky. Then, the story takes place in a city, and the full moon is in the sky. The husband goes to a shop to buy a gift for his wife. The story ends back at the husband and wife's home.)

What inferences can we make about the wife? (Possible responses: She doubts her husband's ability to remember. She is helpful. She likes gifts. She has never seen a mirror before. She fights for what she believes in.)

What events in the story help us make these inferences? (Possible responses: She is sad because she doesn't think her husband will remember to buy her a comb. She tells her husband that the moon will help him remember. She tries to help her husband remember what to get her by pointing out the crescent-shaped moon. As soon as her

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husband gets home, the wife asks for her gift. She thinks she sees a young girl in the mirror. She argues with her mother about the young girl in the mirror.)

What inferences can we make about the husband? (Possible responses: He likes to give his wife gifts. He is forgetful. He is easily confused. He is willing to ask for help. He doesn't know what a mirror is. He feels inferior to his wife, who is from a rich family.)

What events in the story help us make these inferences? (Possible responses: He asks his wife what he can get her from the city. After being in the city for many days, he doesn't remember what he is supposed to get his wife. He looks up at the full moon and thinks he is supposed to get his wife a gift with the same shape. He asks a shopkeeper for assistance. He believes that his wife will know what a mirror is because she is from a rich family.)

Think about how the people in the story interact with each other. What can we infer about them? (Possible responses: Everyone is angry, upset, and ready to argue. They don't take the time to talk to each other and think about what is happening with the mirror.)

Tell me about the theme of this story. (Possible responses: A single misunderstanding can cause many problems. Ask questions when you don't understand something. Don't rush to judgment. Communication is important.)

Tell me an example of a cause-and-effect relationship from this story. (Possible responses: The wife wanted her husband to remember to get her a comb, so she pointed to the new crescent moon to help him. The husband forgot what to get his wife, so he asked the shopkeeper for something shaped like the full moon. The wife didn't know what a mirror was, so she thought her husband brought home a young woman. The wife thought she saw a young girl, and her mother saw an old woman, so they argued about it. The boy cried and thought another boy took his rice when he saw himself in the mirror. The neighbor saw an old man when he looked in the mirror. He was getting ready to punch the old man when he dropped the mirror.)

Integrated Writing Activity

5 minutes

Turn to the Lesson 11 Comprehension page in your workbook. We will refer to "The Mirror" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. Remind them to refer to the passage. When students finish the page, they can write about how they would solve the misunderstanding about the mirror. Students can share their ideas with the group.

Differentiation ↓

Model how to refer to the passage as you answer the first question. Review the remaining questions and encourage students to work with partners to answer them. Remind students to refer to the passage as they complete the page.

LESSON 11

VOCABULARY

Review

7 minutes

C) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: there, great, passed, poor, made, wail. Leave a space next to each word for its homophone, which you will write during Guided Practice. Read each word aloud together.

D) Guided Practice

Today, we are going to continue focusing on homophones. Homophones are words that sound the same but have different spellings and meanings. The meanings of homophones can be determined by figuring out how they are used in sentences. Understanding homophones will help you when you read, write, and spell.

Let's talk about the homophones for our vocabulary words.

The word there means "in, at, or to that place or position." The words their and they're are its homophones.

NOTE: Write the words their and they're on the dry-erase board, beside the word there.

The word their means "belonging to them." The word they're is a contraction for "they are."

Listen to these sentences and point to the homophone I am using in each one.

NOTE: Say each sentence and have students point to there, their, or they're.

They're going to have a lot of homework tonight. (they're)

Please put the cookies over there. (there)

The children put their toys in the basket. (their)

Think about the word great. In our passage, great means "large or remarkable in size." Its homophone is grate.

NOTE: Write the word grate on the dry-erase board, beside the word great.

When you grate something, you are shredding it. For example, you can grate a block of cheese to put it on a pizza.

Can you think of sentences for these two homophones? (Accept all reasonable responses.)

Let's look at homophones for the rest of our words.

NOTE: Write the words past, pour, maid, and whale beside the words passed, poor, made, and wail on the dry-erase board.

Think about the meaning of each vocabulary word. Then, tell me what you know about the meaning of each homophone. (past: what has already happened; pour: to dispense from a container; maid: a household worker who cleans; whale: a large mammal with a blowhole for breathing)

E) Independent Practice

Turn to the Lesson 11 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 ↑

Allow students to use the Glossary as they write the definitions, if needed. After completing the page, students may use two of the homophones 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 ↓

Review the words in the first part with students. Allow students to use the Glossary as they write the definitions, if needed. For the second part of the page, allow students to Whisper Read the sentences with partners. Have the partners discuss which homophone makes sense in each sentence. Monitor students for progress. After they complete the page, students 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 prefixes dis-, inter-, mis-, and anti-. Let's say some words with these prefixes. I'll start: international.

(Possible responses include: disconnect, intervene, misprint, antiwar, 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 11 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 11

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



WORD STUDY | LESSON 11

Prefixes

Directions: Underline the prefix in each word below. Then, use the words to complete the sentences.

interview misprint disobeying
antibacterial misleading

1. You can fight germs by washing your hands with **antibacterial** soap.
2. The dog got in trouble for **disobeying** its owner.
3. I decided to **interview** my grandparents for my history project.
4. Our teacher had to explain the **misleading** test directions.
5. We noticed a **misprint** in the restaurant menu.

FLUENCY | LESSON 11



The Little Fly and the Great Moose

Long ago, the Merrimac River flowed peacefully, filled with delicious water that animals from far and wide enjoyed. The largest of those animals was Moose. Bigger than mighty Bear, Moose stood as tall as the highest tree, and when he walked, the ground shook beneath his heavy feet.

A serious problem arose. While Moose happily drank from the refreshing river, the water level started to drop. The beavers and fish worried about their homes in the river. They wanted Moose to stop drinking the water. They begged rabbits, pleaded with foxes, and cried to deer. But no one was brave enough to confront Moose, not even Bear.



At last, one fearless creature volunteered to chase Moose away: Fly. The animals laughed at Fly, telling her she was too tiny to defeat him. But Fly had a clever plan.

First, Fly landed on one of Moose's legs and bit him. This action didn't bother Moose, who easily brushed her off. Next, Fly tried another leg and bit harder, but Moose only stamped his foot in annoyance. Then, Fly buzzed quickly from spot to spot on Moose's hide, biting sharply as she went. Furious Moose shook, snorted, stamped, and kicked. He dashed along the riverbank, wildly trying to discover who was biting him. He couldn't see Fly, so Moose couldn't fight back. Eventually, he ran off. Fly's plan was a success!

Although Moose disappeared from the river, prints from his massive feet remained. The Merrimac came rushing in to fill the deep holes made where Moose stamped. No longer did the river flow quietly. Instead, it rushed noisily through rapids where Moose's feet had torn up the ground.



COMPREHENSION | LESSON 11

Characters and Theme

Directions: Refer to the passage "The Mirror" as you answer each question in complete sentences.

1. What can you infer about the wife?
The wife doubts her husband's ability to remember, so she knows she should be helpful.
2. What can you infer about the husband?
The husband is forgetful and easily confused, but he is willing to ask for help.
3. How do the husband and wife interact in the beginning of the story?
In the beginning of the story, the husband and wife seem kind to each other. The husband wants to get his wife a gift when he travels, so he asks her what she would like. The wife is sad that her husband will forget what that she wants a comb, so she tells him to look at the moon to help remember.
4. How do the wife, her mother, the boy, and the neighbor interact?
The wife, the mother, the boy, and the neighbor completely misunderstand what they see in the mirror. The wife and her mother argue about seeing a young woman and an old woman in the mirror. The little boy cries because he thinks someone is taking his rice. The neighbor gets angry because he thinks the boy is being bullied.
5. What is the theme of this story?
This story is centered around a series of misunderstandings. I learned that you should ask questions before you rush to judgment.

VOCABULARY | LESSON 11



Content Vocabulary

Directions: Write the definition for each vocabulary word. Use the Glossary, if needed.

1. great
large or remarkable in size
2. there
in, at, or to that place or position

Directions: Circle the correct homophone to complete each sentence.

1. Please poor/**pour** a glass of water for each person at the table.
2. My baby brother let out a loud **wail**/whale when I put him down.
3. We **made**/maid blueberry pancakes for breakfast.
4. In the passed/**past**, students could only use the computers in the library.

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes <i>dis-</i>, <i>inter-</i>, <i>mis-</i>, and <i>anti-</i> to read unfamiliar multisyllabic words in context and out of context.</p> <p>Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Write a paragraph about the characters in a passage, focusing on how their interactions contribute to the theme.
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use homophones correctly.</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 10-12: Student Pages
- ☐ Passage: "The Mirror"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

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

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

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

- Every syllable has one vowel sound.
- In a word with a prefix, divide the word after the prefix.

LESSON 12

- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).
- The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.
- When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.
- When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.

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

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

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

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

Characters: The people or animals in a story

Setting: Where and/or when a story takes place

Vocabulary

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

Homophones: Words that sound the same but have different spellings and meanings. The meanings of homophones can be determined by figuring out how they are used in sentences. Understanding homophones will help students with reading, writing, and spelling. Examples of homophones include to/too/two, bare/bear, dear/deer, meat/meet, and sail/sale.

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will divide words with prefixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread "The Mirror" and write about the characters in the story. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

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

NOTE: Write the prefixes dis-, inter-, mis-, and anti- on the dry-erase board.

Tell me the meaning of each prefix. (dis-: not or opposite of; inter-: between, among; mis-: wrong or bad; anti-: against)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. 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: intervened.

Here is a word from "The Mirror" that contains a prefix we studied.

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

Let's think about syllabication rules. Remember, every syllable has one vowel sound. Keep that in mind as we divide words into syllables.

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

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

Since the prefix inter- has two vowel sounds, we need to divide it. We know that when two consonants are between two vowels, we should divide the word between the two consonants. Now we have the first two syllables in the word.

NOTE: Write in on one index card, and write ter on another index card.

Now, let's look at the rest of the word. It ends with the inflectional ending -ed. The ending -ed does not add a syllable, unless the root ends with the letters d or t. Since the root doesn't end with d or t, the rest of this word is the last syllable.

LESSON 12

NOTE: Write the syllable vened on an index card.

Let's read each part of the word together: in/ter/vened.

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

Let's try another word.

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

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

Since this word has a prefix, we should start by dividing the word after it. The prefix anti- has two vowel sounds, so we need to divide it. We know that when two consonants are between two vowels, we should divide the word between the two consonants. Now we have the first two syllables in the word.

NOTE: Write an on one index card, and write ti on another index card.

Let's look at the rest of the word. Notice that there is one consonant between two vowels. We know that if a consonant is between two vowels, and the first vowel is short, we should divide after the consonant. But, when one consonant is between two vowels, and the first vowel sound is long, we should divide the word before the consonant.

NOTE: Write the syllable vi on one index card, and write the syllable rus on another index card.

Now, let's say the parts of the word together: an/ti/vi/rus.

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

Here's another word.

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

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

Let's start by dividing the word after the prefix. The prefix dis- has one vowel sound, so it is the first syllable in the word.

NOTE: Write dis on an index card.

Let's look at the end of the word. This word ends with the letters -le. When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.

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

Now, let's say the parts of the word together: dis/a/ble.

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

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

NOTE: Write the word mismanage on the dry-erase board. Then divide it into syllables: mis/man/age.

Tell me why I divided it this way. (We should start by dividing the word after the prefix mis-. We know that this prefix has one vowel sound, so the prefix doesn't need to be divided further. The rest of this word has one consonant in between two vowels.

LESSON 12

Since the first vowel sound is short, we divide the word after the consonant. The letter e at the end of the word is silent, so this leaves us with the last two syllables: man/age.)

Independent Practice

5 minutes

Turn to the Lesson 12 Phonics and 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 ↓

Read each word with the students. Model how to divide the first word (intermingle) into syllables and write it in the correct column. Monitor students as they divide the remaining 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

I) Establish Reading Goal

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

Turn to the Lesson 12 Fluency passage, "The Little Fly and the Great Moose," 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.

J) 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.

LESSON 12

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the characters and theme of "The Mirror."

B) Review Skill

Tell me what you have learned about characters, theme, cause-and-effect relationships, and making inferences. (The characters are the people or animals in the story. The theme is the message that the author teaches us through the events and characters. The cause of a situation is why something happens. The effect is what happens as a result of the cause. Making inferences means that you are reading between the lines. We rely on the text, illustrations, and our own knowledge and experiences when making inferences.)

C) Reread Text Selection (Anthology)

Please turn to "The Mirror" 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

Today, you are going to write a paragraph about the characters in "The Mirror." You will focus on how their interactions contribute to the theme of the story.

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

I want you to write some notes about the characters on your dry-erase board. Focus on your inferences, as well as how the characters acted in the story. Also include some details about the theme. You will refer to this information as you write your paragraph.

NOTE: Students should list the important facts on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 11 Comprehension page while writing.

Let's talk about what you wrote. (Briefly discuss details about the characters, how they interact, and how their interaction contributes to the theme. Write some of the students' ideas on the dry-erase board.)

Activity: Your Turn to Write

5 minutes

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

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

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their paragraphs with partners. Students should look for details about the characters, as well as a connection to the theme of the story, in their partners' paragraphs.

Differentiation ↓

Guide students as they write their sentences. Have students include some sentences about the husband and wife, as well as the wife's mother, the boy, and the neighbor. Remind them to write about how the characters interact and how they contribute to the story's theme. If time permits, have students share their paragraphs with partners. Students should look for details about the characters, as well as a connection to the theme of the story, in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

F) Vocabulary Review

Today we will take one last look at our vocabulary words, which are homophones. What are homophones? (words that sound the same but have different spellings and meanings)

I'm going to write a pair of homophones on the dry-erase board. Then, I will point to one of the words and use it in a sentence. If I use the word correctly, show me thumbs up. If I don't use the word correctly, show me thumbs down.

NOTE: Write the words poor and pour on the dry-erase board. Then, point to pour and say the following sentence:

The pour man couldn't remember what his wife wanted from the city. (thumbs down)

Here's another pair of homophones.

NOTE: Write the words passed and past on the dry-erase board. Then, point to past and say the following sentence:

Try not to worry about the past, and just think about the future. (thumbs up)

Here are two more homophones.

NOTE: Write the words their and there on the dry-erase board. Then, point to there and say the following sentence:

The children ate there breakfast. (thumbs down)

G) Independent Practice

Turn to the Lesson 12 Vocabulary page in your workbook. Let's read the directions together.

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

LESSON 12

Differentiation ↑

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

Differentiation ↓

Model how to complete the first sentence. Then, talk about the meanings of the homophones as students complete the second sentence. Encourage students to complete the page independently and provide assistance as needed. 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 contains one of our prefixes and split it into syllables. I'll start: intercept, in/ter/cept. (Answers will vary, but the student should say a word that contains one of the prefixes and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 12 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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



WORD STUDY | LESSON 12

Syllabication

Directions: Read the words below. Determine the number of syllables in each word. Then, write each word in the correct column.

intermingle	misinform	disinfect
antibody	distrust	mismatch
interim	antiseptic	misspelled

Two Syllables	Three Syllables	Four Syllables
misspelled	misinform	intermingle
distrust	interim	antibody
mismatch	disinfect	antiseptic

FLUENCY | LESSON 12



The Little Fly and the Great Moose

Long ago, the Merrimac River flowed peacefully, filled with delicious water that animals from far and wide enjoyed. The largest of those animals was Moose. Bigger than mighty Bear, Moose stood as tall as the highest tree, and when he walked, the ground shook beneath his heavy feet.

A serious problem arose. While Moose happily drank from the refreshing river, the water level started to drop. The beavers and fish worried about their homes in the river. They wanted Moose to stop drinking the water. They begged rabbits, pleaded with foxes, and cried to deer. But no one was brave enough to confront Moose, not even Bear.



At last, one fearless creature volunteered to chase Moose away: Fly. The animals laughed at Fly, telling her she was too tiny to defeat him. But Fly had a clever plan.

First, Fly landed on one of Moose's legs and bit him. This action didn't bother Moose, who easily brushed her off. Next, Fly tried another leg and bit harder, but Moose only stamped his foot in annoyance. Then, Fly buzzed quickly from spot to spot on Moose's hide, biting sharply as she went. Furious Moose shook, snorted, stamped, and kicked. He dashed along the riverbank, wildly trying to discover who was biting him. He couldn't see Fly, so Moose couldn't fight back. Eventually, he ran off. Fly's plan was a success!

Although Moose disappeared from the river, prints from his massive feet remained. The Merrimac came rushing in to fill the deep holes made where Moose stamped. No longer did the river flow quietly. Instead, it rushed noisily through rapids where Moose's feet had torn up the ground.



COMPREHENSION | LESSON 12

Characters and Theme: Your Turn to Write

Directions: Write a paragraph about the characters in "The Mirror," focusing on how their interactions contribute to the theme. Your paragraph should include details about the characters, what they do, and how they interact. Make sure that you connect these details to the theme 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.

The Korean folktale "The Mirror" contains a series of misunderstandings. In the beginning of the story, the husband and wife seem kind to each other. The husband wants to get his wife a gift when he travels, so he asks her what she would like. The wife is sad that her husband will forget what that she wants a comb, so she tells him to look at the crescent moon to help remember the shape of the gift. Of course, her husband is forgetful and easily confused. He notices the full moon in the sky, so he asks a shopkeeper to help him find something in that shape. When the husband returns with a round mirror, no one knows what it is or what it does. The wife, the mother, the boy, and the neighbor completely misunderstand what they see in the mirror. The wife and her mother argue about seeing a young woman and an old woman in the mirror. The little boy cries because he thinks someone took his rice. The neighbor got angry because he thought the boy was being bullied. In the end, the husband's gift to his wife was destroyed by the angry neighbor. The actions of these characters taught me that you should ask questions before you rush to judgment.

VOCABULARY | LESSON 12



Content Vocabulary Review

Directions: Choose the correct homophone to complete each sentence and write it on the line.

- Rex and Wanda prepared dinner as a surprise for **their** mother.
(there, their, they're)
- Wanda learned how to **grate** the carrots for the salad. (grate, great)
- Wanda **passed** the salad bowl to Rex, who had chopped the lettuce.
(passed, past)
- Wanda told Rex to **pour** water into the glasses on the table.
(poor, pour)
- Together, Rex and Wanda **made** a delicious soup. (made, maid)
- Their mother was thrilled with the surprise, but she let out a high-pitched **wail** when she walked into the kitchen and saw the mess! (wail, whale)