

LESSON 19

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes <u>ir-/il-/im-</u>, <u>multi-</u>, <u>over-</u>, and <u>under-</u> 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	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Identify the structural elements of a poem.</p> <p>Explain the major differences between stories, poems, and drama.</p> <p>Explain how a series of stanzas fits together to provide the overall structure of a poem.</p> <p>Interpret the meaning of figurative language in a text.</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 19-21: 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 ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

Fluency

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

Accuracy: Reading words without making mistakes

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Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

Figurative Language: Language 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.

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

Drama: A type of literature that is designed to be performed on a stage, also known as a play. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions.

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 prefixes. We will also practice reading a passage quickly and easily. Then, we will discuss the characteristics and structure of poetry. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying prefixes, which are added to the beginning of words or roots. So far, we have learned these prefixes: en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), post- (after), dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), and anti- (against).

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: ir-/il-, im-, multi-, over-, and under-.

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
ir-/il-/im-	not
multi-	many or more
over-	over, above
under-	beneath, below

Let's work with some of these prefixes.

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

What prefix is in this word? (im-)

Listen to this sentence: It is impossible for me to get there without taking the bus.

What do you think the word impossible means? (not possible)

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

NOTE: Write color on the dry-erase board.

We know the word color. Now, add the prefix multi- before the word color.

NOTE: Write multi before the word color on the dry-erase board.

What new word did you write? (multicolor)

How does adding the prefix multi- to the word color change its meaning? (The word now means "many colors.")

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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.

WORD	CORRECT RESPONSE
<i>undersea</i>	under; below sea level
<i>overachieve</i>	over; to achieve above what is expected
<i>multilevel</i>	multi; involving many levels
<i>irregular</i>	ir; not regular

Independent Practice

5 minutes

Turn to the Lesson 19 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. It may be necessary to talk to students about which prefix sounds right in the new word when deciding whether to use ir-, il-, or im-.

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 19 Fluency passage, "My Shadow," in your workbook.

B) Modeling

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

NOTE: Read the first four lines of the poem.

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.

E) Word Study Application

This poem doesn't contain a word that begins with one of our prefixes, so we are going to think of a word that relates to a part of the poem. At the end of the poem, the narrator says that he is awake, but his shadow is still asleep in bed. Can you think of a word that begins with one of our prefixes and means "to sleep over or above the amount of time you should"? (oversleep)

NOTE: Write the word oversleep on the dry-erase board and read it together.

COMPREHENSION

Introduction

2 minutes

Introduce Skill in Isolation

It's time to turn our attention to our comprehension skills. Today we are going to talk about poems.

A poem is a literary form that usually has a rhythm, or beat. Poems are usually written in short phrases. Many times, the lines of a poem rhyme. Poets use descriptive words to create a feeling or image in the reader's mind. These types of words are known as figurative language.

We have talked about figurative language in other sessions. Examples of figurative language include simile, metaphor, and personification. A simile compares things directly, using the words like, as, or than. A metaphor compares things by making one similar thing stand in for another, using the words is or was. Personification gives human qualities to something that is not human.

Direct Skill Instruction

11 minutes

Let's talk about text structure. We know that a story is made up of sentences, and those sentences form paragraphs. Paragraphs can come together to make the chapters of a book.

A poem has a different structure than a story. A poem is divided into lines. A stanza is a group of lines that make up a section of the poem, similar to a

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paragraph. The lines of a poem may or may not be written in complete sentences.

A drama, or a play, is designed to be performed on a stage. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions. It is broken into acts and scenes.

We are going to take another look at our fluency passage "My Shadow." As I read this poem, I want you to think about its structure and what you learn from each stanza. I also want you to think about examples of figurative language in the poem.

NOTE: Read "My Shadow" aloud. Then, ask the following questions:

What do you notice about the structure of this poem? (Possible responses: Each pair of lines rhyme. Each stanza contains four lines. There are four stanzas in the poem.)

What is this poem about? (Possible response: In this poem, a boy describes his shadow.)

What did you learn about the shadow in the first stanza? (Possible responses: The boy describes his shadow as very much like him. His shadow goes in and out. His shadow jumps before him when he jumps into bed.)

What did you learn about the shadow in the second stanza? (Possible responses: The way the shadow grows is funny. The shadow doesn't grow slowly, like all children do. Sometimes the shadow gets very tall, other times it is very small.)

What did you learn about the shadow in the third stanza? (Possible responses: The shadow doesn't know how to play. The shadow stays very close to the boy. The boy thinks the shadow is a coward.)

What did you learn about the shadow in the fourth stanza? (Possible responses: One morning, the boy got up before the sun was up, but his shadow stayed asleep. The boy says the shadow is lazy.)

Look at the last line of the third stanza: "I'd think shame to stick to someone as that shadow sticks to me!" What does the boy mean when he says this? (Possible response: The boy is saying that he would never follow someone around as much as his shadow follows him.)

Why do you think the shadow was "asleep" at the end of the poem? (Possible response: The sun wasn't up, so the boy couldn't see his shadow.)

What figurative language is used in this poem? (Possible responses: Simile: "he sometimes shoots up taller like a bouncy rubber ball"; Personification: "I see him jump before me")

NOTE: Take a moment to discuss the meaning of each example of figurative language.

Guided Practice

5 minutes

Turn to the Lesson 19 Comprehension page in your workbook. We will refer to the poem "My Shadow" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. When students finish the page, have them write about how the boy feels about his shadow. Students can share their ideas with the group.

Differentiation ↓

Model how to answer the first question by referring back to the text. Then, guide students as they complete the page. Assist students as they answer the questions, as needed.

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. Our next passage is about a bear who decides that he is the king of the forest.

Some of these words may be familiar to you. When I read each word, raise your hand if you want to tell me how you think the word will be used in the story.

NOTE: As you say each word, write it on the dry-erase board. Then, allow students to briefly share how they think the word is used in the story.

hibernation

declare

reluctantly

loyal

minerals

suspected

B) Content Word Introduction

We know that all words have a denotation, which is 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.

hibernation: a type of deep sleep that some animals go into during winter

declare: to make something known officially

reluctantly: in an unwilling and hesitant way

loyal: faithful; showing constant support

minerals: substances, such as some stones, that are formed naturally in the ground

suspected: believed to be the case; guessed

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.

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What thoughts or feelings are brought to mind when you hear the word hibernation? (Possible responses: comfort, cozy, happiness, relaxing, drowsy, etc.)

What images do you think of when you hear the word loyal? (Possible responses: friends, dog, family, etc.)

Turn to the Lesson 19 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 about the differences between a story, a poem, and a play. (Possible responses: A story contains sentences and paragraphs. A poem contains lines and stanzas. A play is written for performance and contains dialogue. A play usually includes a list of characters, a set description, and stage directions.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 19 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 19

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
ir-/il-/im-	not
multi-	many or more
over-	over, above
under-	beneath, below

1. **multi** use (designed to have more than one use)
2. **under** achieve (to achieve below a certain level)
3. **il** legal (not legal)
4. **over** work (doing above the normal amount of work)
5. **ir** replaceable (something that cannot be replaced)
6. **im** perfect (not perfect)

FLUENCY | LESSON 19



My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like a bouncy rubber ball,
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think shame to stick to someone as that shadow sticks to me!

One morning, very early, before the Sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like a total sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

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COMPREHENSION | LESSON 19

Text Structure: Poetry

Directions: Refer to the poem "My Shadow" as you complete this page. Answer all questions in complete sentences.

1. What did you learn about the shadow in the first stanza?
The boy describes his shadow as very much like him.
His shadow jumps before him when he jumps into bed.
2. What did you learn about the shadow in the second stanza?
The shadow doesn't grow slowly, like all children do.
The way the shadow grows is funny. Sometimes the shadow gets very tall, other times it is very small.
3. What did you learn about the shadow in the third stanza?
The shadow doesn't know how to play, like other children do. The shadow stays very close to the boy, and the boy thinks the shadow is a coward.
4. What did you learn about the shadow in the fourth stanza?
One morning, the boy got up before the sun was up, but his shadow stayed asleep. The boy says the shadow is lazy.

VOCABULARY | LESSON 19



Content Vocabulary

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

1. hibernation
a type of deep sleep that some animals go into during winter
2. declare
to make something known officially
3. reluctantly
in an unwilling and hesitant way
4. loyal
faithful; showing constant support
5. minerals
substances, such as some stones, that are formed naturally in the ground
6. suspected
believed to be the case; guessed

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LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes <u>ir-/il-/im-</u> , <u>multi-</u> , <u>over-</u> , and <u>under-</u> 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 the structural elements of drama. Explain the major differences between stories, poems, and drama. Explain how a series of scenes fits together to provide the overall structure of a play.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary. Use a glossary to determine the meaning of content vocabulary words.

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

- ☐ Lessons 19-21: Student Pages
- ☐ Passage: "King Bear," 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 ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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

Drama: A type of literature that is designed to be performed on a stage, also known as a play. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions.

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

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 prefixes. We will also continue reading our fluency passage. Then, we will discuss the characteristics and structure of drama. Finally, we will continue working with our new vocabulary words.

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WORD STUDY

Introduction:

3 minutes

A) 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.)

B) Skill Review

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

NOTE: Write the prefixes ir-/il-/im-, multi-, over-, and under- on the dry-erase board. Point to each prefix and ask students to tell you its definition: ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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 paid refers to receiving money for work. On your dry-erase board, write the word we make when we combine the prefix under- with the word paid.

Let's read the word together: underpaid.

What does this new word mean? (being paid below what you should earn for your work)

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

The word responsible means "being accountable for something." On your dry-erase board, write the word we make when we combine the prefix ir- with the word responsible.

Let's read the word together: irresponsible.

What does this new word mean? (not being accountable; not showing responsibility)

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

The word purpose means "function, role, or use." On your dry-erase board, write the word we make when we combine the prefix multi- with the word purpose.

Let's read the word together: multipurpose.

What does this new word mean? (having many functions)

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

Independent Practice

5 minutes

Turn to the Lesson 20 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

A) Fluency Focus

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

B) Reread Fluency Passage

Turn to the Lesson 20 Fluency passage, "My Shadow," 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.

Next, tell your partner one thing he or she should continue working on.

NOTE: Give partners a chance to discuss their fluency.

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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

Now, we are going to focus on our comprehension skills. Today, we will be reading a play, otherwise known as drama.

During our last session, we focused on text structure. We know that a story is made up of sentences, and those sentences form paragraphs. Paragraphs can come together to make the chapters of a book.

A poem has a different structure than a story. A poem is divided into lines. A stanza is a group of lines that make up a section of the poem, similar to a paragraph. The lines of a poem may or may not be written in complete sentences.

A drama, or a play, is designed to be performed on a stage. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions. It is broken into acts and scenes.

B) Introduce Text Selection (Anthology)

Today we will be reading a play that takes place in a forest. The characters are animals. Before we read this play, let's think about different animal tales we know. How do the animal characters often match their personalities? Tell me some examples of animal characters and what they are like.

NOTE: Engage students in a brief discussion about animal behaviors in literature, such as a crafty fox, a mean wolf, or a wise owl.

Use the Table of Contents to find "King Bear" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the structure of the drama "King Bear" and what you learn from each scene.

Strategies

10 minutes

Look at the first page of "King Bear." Do you see the different markings on the page? After the title, we see a list of characters who will appear in the play. They are listed in the order that they appear.

After the list of characters, we see Act I. This is the first part of the play. Acts often have different settings and stage setups. Under Act I is the setup for the scene.

Follow along as I read aloud the first page.

NOTE: Read aloud the first page.

Now, it's your turn to read.

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NOTE: Have students take turns reading aloud. Do not assign characters. Try to have each student take a turn reading a portion of the play aloud. Ask the following questions after students finish reading.

What events happen in Act I? (Possible responses: The Bear Family wakes from their winter hibernation, and Papa Bear decides that he wants to become king of the forest. His wife and daughter aren't thrilled with the idea. Fox tells him that this is a great idea and congratulates him on becoming king. Papa Bear marches around the forest to spread the news. Mama Bear makes him a flower crown. Papa Bear tells Rabbit that he must deliver him food and minerals on different days of the week so that he can serve his king.)

What events happen in Act II? (Possible responses: Fox calls a meeting and gives a speech to the forest animals. He tells the animals that they can declare themselves kings and queens just like Papa Bear did. That way, everyone in the forest would be kings and queens and not have to be ruled by anyone. The forest animals like the idea and make themselves crowns out of flowers. Everyone was happy.)

What events happen in Act III? (Possible responses: Rabbit goes to Papa Bear when he should be delivering fruit and tells Papa that he is now a king and will not be waiting on him. He explains that all of the animals of the forest are doing this and that he is not above anyone. Baby Bear says that things will be the way they have always been: The animals will rule themselves. So, everyone wore flower crowns and lived happily ever after.)

Integrated Writing Activity

5 minutes

Turn to the Lesson 20 Comprehension page in your workbook. We will refer to "King Bear" as we work together to complete the page.

Differentiation ↑

Have students include at least three events from each act. Guide students as they work on the page and encourage them to use complete sentences in the chart.

Differentiation ↓

Have students locate the beginning and end of each act. Model how to list events from Act I by referring back to the text. Encourage students to include at least two events from each act. Guide students as they complete the page.

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: hibernation, declare, reluctantly, loyal, minerals, suspected. 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

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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.

declare: to make something known officially

minerals: substances, such as some stones, that are formed naturally in the ground

hibernation: a type of deep sleep that some animals go into during winter

Now I want you to think about the connotations for the words loyal, suspected, and reluctantly. 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.

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 20 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 prefixes we worked with today. Let's say some words with these prefixes. I'll start: overcook. (Possible responses include: imperfect, illegal, irregular, overthrow, underground, 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 20 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 20

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



WORD STUDY | LESSON 20

Prefixes

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

underline multigrain improbable overrule irrelevant

1. It is improbable that you will see the moon on this very cloudy night.
2. The questions that ask about your employment are irrelevant, since they don't apply to you.
3. My grandparents' bakery has the best multigrain bread.
4. We need to underline the prefix in the word before using it in a sentence.
5. It is likely the judge will overrule the jury's decision.

FLUENCY | LESSON 20



My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like a bouncy rubber ball,
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think shame to stick to someone as that shadow sticks to me!

One morning, very early, before the Sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like a total sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

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COMPREHENSION | LESSON 20

Text Structure

Directions: Use the drama "King Bear" to list events from each act in the chart below.

Act I:

- **Bear Family wakes from winter hibernation.**
- **Papa Bear decides he wants to become king of the forest.**
- **Fox congratulates Papa Bear.**
- **Mama Bear makes a flower crown for Papa Bear.**
- **Papa Bear tells Rabbit that he must deliver him food.**

Act II:

- **Fox calls a meeting.**
- **Fox tells the animals that they can declare themselves kings and queens just like Papa Bear did.**
- **The forest animals like the idea and make themselves crowns out of flowers.**
- **Everyone was happy.**

Act III:

- **Rabbit tells Papa Bear that he is now a king and will not be waiting on him.**
- **Rabbit explains that all of the animals of the forest are doing this and that he is not above anyone.**
- **Baby Bear says that things will be the way they have always been: The animals will rule themselves.**
- **Everyone wore flower crowns and lived happily ever after.**

VOCABULARY | LESSON 20



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.

1. When you declare something, you make it known officially. denotation
2. The word hibernation makes me feel warm and cozy. connotation
3. The word loyal reminds me of my dog. connotation
4. The word minerals makes me think about crystals. connotation
5. The word reluctantly means that you are doing something in a hesitant way. denotation
6. The word suspected is another word for guessed. denotation

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes <u>ir-/il-/im-</u>, <u>multi-</u>, <u>over-</u>, and <u>under-</u> 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	<p>Explain how a series of scenes fits together to provide the overall structure of a play.</p> <p>Write a summary of the plot of a text.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</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 19-21: Student Pages
- ☐ Passage: "King Bear"
- ☐ 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 ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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 21

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

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

Drama: A type of literature that is designed to be performed on a stage, also known as a play. A drama is mostly made up of dialogue and usually includes a list of characters, a set description, and stage directions.

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 prefixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread our passage and summarize the plot. 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 ir-/il-/im-, multi-, over-, and under- on the dry-erase board.

Tell me the meaning of each prefix. (ir-/il-/im-: not; multi-: many or more; over-: over, above; under-: beneath, below)

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: impatient.

Here is a word from "King Bear" that contains a prefix we studied.

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

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? (one)

Since the prefix im- has one vowel sound, we don't need to divide it further. The prefix is the first syllable in the word.

NOTE: Write im on an index card.

Now, let's look at the rest of the word. Notice that there is a consonant between two vowels. When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant. If the first vowel sound is short, divide the word after the consonant. In this word, the first vowel sound is long, so we will divide before the consonant.

LESSON 21

NOTE: Write pa on an index card.

There are two vowels at the end of the word, but they make one sound, so this part of the word is the last syllable.

NOTE: Write tient on an index card.

Let's read each part of the word together: im/pa/tient.

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

Let's try another word.

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

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

Since this word has a prefix, we should start by dividing the word after it. The prefix il- has one vowel sound, so we don't need to divide it. Another rule that can be used here is the double consonant rule. When there are double consonants, you divide between the consonants. Now we have the first syllable in the word.

NOTE: Write il on an 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.

NOTE: Write leg on an index card.

Since this word ends with the letters -le, we know that the final syllable includes the consonant that comes before the -le. Now we have the last two syllables.

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

Now, let's say the parts of the word together: il/leg/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 illegible. There are four syllables in this word.

Here's another word.

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

I want you to divide this word on your dry-erase board. Then, show me how your work.

NOTE: Students should write the word and divide it. Then, they should show you the work on their dry-erase boards.

This is how you should divide this word: mul/ti/tal/ent/ed.

NOTE: Divide the word into syllables on the dry-erase board.

Let's read the word: multitalented.

Tell me why it should be divided this way. (We should start by finding the prefix multi-. Since this prefix has two vowel sounds, we need to divide it again. There are two consonants between two vowels. We need to divide between the two consonants: mul/ti. There is one consonant between two vowels. Since the first vowel sound is short, we divide after the consonant. This word ends with the inflectional ending -ed. The root ends with the letter t, so -ed adds a syllable to the word. The remaining syllables are tal/ent/ed.)

LESSON 21

Independent Practice

5 minutes

Turn to the Lesson 21 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 (underestimate) 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

A) Establish Reading Goal

We have been reading "My Shadow" 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 21 Fluency passage, "My Shadow," in your workbook.

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

NOTE: Assist students with setting personal goals.

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

Now I want you to Whisper Read the story.

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

Differentiation ↑

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

Differentiation ↓

Select a reduced portion of the text for fluency practice.

LESSON 21

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the plot of the drama we have been reading.

B) Review Skill

Tell me what you have learned about a drama. (Possible response: A drama is designed to be performed on a stage and is mostly made up of dialogue. Drama usually includes a list of characters, a set description, and stage directions. It is broken into acts and scenes.)

The acts and scenes of a drama, or play, fit together to tell us the plot. What does plot mean? (Possible response: Plot refers to what happens in the story, including the exposition, rising action, climax, falling action, and resolution.)

C) Reread Text Selection (Anthology)

Please turn to "King Bear" in your Anthology. This time, we will reread it as a play. I'm going to assign different students to play the different characters in the play.

NOTE: Assign a student to each of the parts of the play, keeping in mind that Fox, Narrator, and Papa Bear will have the largest parts.

Extension of Skill Beyond Text

5 minutes

Today, you are going to write a summary of "King Bear."

We have written summaries before. What is a summary? (Possible response: A summary is a short piece written in your own words in which you retell the most important parts of a story. You leave out the small details in a summary.)

You will include important events from the three acts of the play in your summary. Turn to the Lesson 20 Comprehension page and look at your answers in the chart.

I want you to write some notes about the important events from each act on your dry-erase board. You will refer to this information as you write your paragraph.

NOTE: Students should write notes 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 20 Comprehension page while writing.

Let's talk about what you wrote. (Briefly discuss the students' notes about the important events in each act. 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 summary. Turn in your workbook to the Lesson 21 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 20 Comprehension page, as well as the passage, if needed.

Differentiation ↑

Encourage students to include more than two important events from each act of the play. Guide students as they complete the page. When they finish the page, students 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 important event from each act of the play. 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

A) Vocabulary Review

Today we will take one last look at the vocabulary we have learned for the passage "King Bear." 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 a bear in hibernation. (The students should make it look like they are sleeping.)

Show me how you would move if you are doing something reluctantly. (The students should move slowly, as if they are unwilling to do something.)

Show me what King Bear probably looked like when he thanked Rabbit for being loyal. (The students should make it look like they are pleased and happy.)

B) Independent Practice

Turn to the Lesson 21 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.

LESSON 21

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: multisyllabic, mul/ti/syl/lab/ic.

(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 21 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 21

Syllabication

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

underestimate	illogical	multinational
immature	irresistible	overdrive
overrated	overpower	multistep

Three Syllables	Four Syllables	Five Syllables
immature	overrated	underestimate
overdrive	illogical	irresistible
multistep	overpower	multinational

FLUENCY | LESSON 21



My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like a bouncy rubber ball,
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think shame to stick to someone as that shadow sticks to me!

One morning, very early, before the Sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like a total sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

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COMPREHENSION | LESSON 21

Summary (Plot): Your Turn to Write

Directions: Write a one-paragraph summary of the drama "King Bear." Include at least two important events from each act of the play. 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.

In the play "King Bear," Papa Bear declared that he was king of the forest after he and his family woke up from winter hibernation. Fox heard Papa Bear talking about his decision and congratulated him. Mama Bear made Papa Bear a flower crown. When Papa Bear marched through the forest to share his news with the other animals, he told Rabbit that he must deliver him food. Then, Fox called a meeting in the forest and told the animals that they could declare themselves kings and queens just like Papa Bear did. The forest animals were very happy with this idea and made themselves crowns out of flowers. Later, when Rabbit explained to Papa Bear that he and the other animals were also kings and queens, Papa Bear was confused. But Baby Bear explained that things would be the way they had always been, and the animals would rule themselves. In the end, everyone wore flower crowns and lived happily ever after.

VOCABULARY | LESSON 21



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the drama "King Bear."

1. hibernation

Answers will vary.

2. declare

Answers will vary.

3. minerals

Answers will vary.

4. suspected

Answers will vary.

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

1. reluctantly

Answers will vary.

2. loyal

Answers will vary.