

## LESSON OBJECTIVES

|               |   |
|---------------|---|
| Word Study    | <p>Apply knowledge of word roots to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of word roots as clues to the meaning of a word.</p>    |
| Fluency       | <p>Read a passage with accuracy, appropriate rate, and expression.</p>  |
| Comprehension | <p>Determine the main idea of a text and explain how it is supported by key details.</p> <p>Make inferences from a text.</p>  |
| Vocabulary    | <p>Determine the meaning of content words used in text.</p> <p>Use homophones and homographs correctly.</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> |
|-------------------------------------|---------------------------------|--|------------------------------------|

## Lesson Materials

- ☐ Lessons 25-27: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

## SKILL DEFINITIONS

### Word Study

**Root:** The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. These roots are reviewed in this lesson: duce/duct (lead), tract (pull or draw), ped/pod (foot), scrip/scribe (write), spec/spect (see or look), and mit/miss (send or let go).

### 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

# LESSON 25

## Comprehension

**Main Idea:** The most important idea of a passage

**Supporting Details:** The smaller parts of a passage that tell more about, or support, the main idea

**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.

## 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.

**Homographs:** Words that may or may not sound alike but have the same spelling and different meanings

**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

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### 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 roots. We will also practice reading a passage quickly and easily. Then, we will identify the main idea and supporting details and make inferences from our fluency passage. Finally, we will learn some new vocabulary words.***

## WORD STUDY

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### Introduction:

3 minutes

#### A) Access Prior Knowledge

***Let's begin by talking about roots.***

***What is a root?*** (A root is the main part of a word. Roots can be words that stand alone, or they can be parts that cannot stand alone.)

***Remember that by adding a prefix, a suffix, or both, to a root, you can create a new word. And if you know the meaning of a root, you can often figure out the meaning of an unknown word.***

## B) Skill Introduction

**Today we are going to read words that contain roots we have studied. Turn to the Lesson 25 Word Study page in your workbook. Let's review the roots and their meanings at the top of the page.**

**NOTE:** Read the roots aloud and review their meanings.

*Direct Skill Instruction and Guided Practice*

*10 minutes*

**Let's work with some of these roots. Listen to this sentence: Please don't distract me by singing while I am trying to focus on my homework.**

**Which word contains a familiar root?** (distract)

**What is the root?** (tract)

**What does the root mean?** (pull or draw)

**Which words in the sentence provide clues to the meaning of the word?** (singing while I am trying to focus on my homework)

**What do you think distract means?** (to pull or draw away someone's attention)

**Great! You used what you know about the root and the context clues in the sentence to define the word.**

**Let's try another: The buyers will carefully inspect the house to make sure it is in good shape before signing the papers.**

**Which word contains a familiar root?** (inspect)

**What is the root?** (spect)

**What does the root mean?** (see or look)

**Which words in the sentence provide clues to the meaning of the word?** (carefully; to make sure it is in good shape)

**What do you think inspect means?** (to look at closely to assess conditions)

**I am going to write some words on the dry-erase board. We will read each word together. I want you to write the root from each word on your dry-erase board. Then, we will use what we know about the root 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 root on the dry-erase board. Then, discuss the correct answer, as well as the definition of the word.

| WORD                       | CORRECT RESPONSE  |
|----------------------------|---|
| <b><i>emit</i></b>         | mit; to let something out                                     |
| <b><i>pedometer</i></b>    | ped; an instrument for measuring the distance covered on foot |
| <b><i>manuscript</i></b>   | scrip; a piece of writing, a book                             |
| <b><i>introduction</i></b> | duct; the section that leads into a book                      |

# LESSON 25

## Independent Practice

5 minutes

**Turn to the Lesson 25 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 may write definitions for some of the words they circled. Students may write the definitions at the bottom of the page.

### Differentiation ↓

Review the roots and meanings together. Read the first sentence together and model how to find the word with the root, as well as the context clues that help define the word. Then, encourage students to work independently to complete the page. Provide assistance to students, as needed.

## FLUENCY

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### 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 25 Fluency passage, "Eight Arms and Eight Ways," in your workbook.**

#### B) Modeling

**Notice that this passage includes a list. 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.**

#### E) Word Study Application

**There are two words in this passage that contain roots we have studied. I want you to locate a word with the root spect and a word with the root duce. Let's use what we know to read the words.**

**NOTE:** Have the students find the words spectator and produce. Students may underline or circle the words in the passage.

## 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 main idea, supporting details, and making inferences.***

***We know that the main idea is the most important idea of a text. Supporting details give more information about the main idea. Identifying the main idea and looking for the supporting details will help you comprehend what you are reading.***

***You can use clues in the passage, as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of the text. We know that this is called making inferences.***

### Direct Skill Instruction

11 minutes

***We are going to take another look at our fluency passage "Eight Arms and Eight Ways." As I read this passage, I want you to think about the main idea and supporting details.***

**NOTE:** Read "Eight Arms and Eight Ways" aloud. Then, ask the following questions:

***What is the main idea of this passage?*** (Possible response: An octopus can protect itself in a variety of ways.)

***What are some of the supporting details in this passage?*** (Possible responses: has great eyesight to watch for danger; has no bones so it can squeeze through narrow cracks; can change color and match its surroundings; can pretend to be another animal; pulls water into its body and shoots it out a tube called a siphon; can produce a dark cloud of ink; can lose an arm and regrow it later; has poisonous spit)

***Let's make inferences by answering some questions that will help us better understand the passage.***

***Why do you think the author presented the information in the form of a list?*** (Possible response: Since an octopus has eight arms, the author probably thought it would be a good idea to organize the information into a list of eight items.)

***Based on what you have read, why do you think an octopus can protect itself in so many different ways?*** (Possible responses: There must be many dangers in the ocean. An octopus has to be prepared to face different dangerous situations. An octopus must have many predators.)

***We learned that an octopus can squeeze through cracks and hide in small spaces, even shells. Why do you think this is helpful?*** (Possible response: The octopus can stay safe because its predators must be too large to fit in those spaces.)

***Why does the author mention a balloon when discussing how the octopus uses its siphon?*** (Possible response: Most people can picture what a balloon looks like when

# LESSON 25

you blow it up and let it go, so it helps the reader imagine what an octopus would look like when it is getting away from an enemy.)

**Which method of protection is most fascinating to you? Why?** (Accept all reasonable responses.)

## Guided Practice

5 minutes

**Turn to the Lesson 25 Comprehension page in your workbook. We will refer to the passage "Eight Arms and Eight Ways" as we work together to complete the page.**

### Differentiation ↑

Have students include eight supporting details about how octopuses protect themselves.

### Differentiation ↓

Reread the passage with the students. Direct them to underline phrases about the main idea, as well as phrases that will help them identify supporting details. Tell the students to refer to the passage as they complete the chart. Encourage students to include at least four supporting details.

## 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. Some of our vocabulary words have homophones, words that sound the same but have different spellings and meanings. Some of our new vocabulary words are homographs. Homographs are words that may or may not sound alike but have the same spelling and different meanings. You need to use the context of the sentence to figure out the correct way to pronounce the word.**

**Let's take a look at the vocabulary words that have homophones.**

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

*prey*

*weigh*

*whole*

*week*

**These are the vocabulary words that are homographs.**

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

*minute*

*tear*

#### B) Content Word Introduction

**Let's start with the meanings of the words that are homophones.**

**NOTE:** Say each word and its definition aloud.

**prey:** *an animal that is hunted for food*

**weigh:** *to have a specified amount of heaviness*

**whole:** *in one piece*

**week:** *a period of seven days*

**Can you think of a homophone for any of these words?** (pray; way; hole; weak)

**Now, let's talk about the words that are homographs. Here are the pronunciations and meanings of the words as they are used in our passage.**

**NOTE:** Say each word and its definition aloud.

**minute:** *a period of time equal to sixty seconds*

**tear:** *to pull or rip something apart by force*

**Can you think of a homograph for any of these words?**

**NOTE:** Have students pronounce a few of the words differently and define the words together. Or, if needed, pronounce a few of the words differently and define the words together.

**We will talk more about homophones and homographs during our next session.**

**Turn to the Lesson 25 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.

# LESSON 25

## WRAP-UP

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### Summary/Closure

5 minutes

**We worked very hard today. Tell me something you learned about how an octopus protects itself.** (Accept all reasonable responses.)

**NOTE:** Encourage each student to respond.

**Now you will complete your Learning Log for this lesson.**

**NOTE:** Direct students to turn to the Lesson 25 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 25

### Roots

**Directions:** Review the roots and their meanings in the chart. Then, read each sentence. Circle the word in the sentence that contains one of the roots. Underline the context clues in the sentence that can help define the word you circled.

| ROOT         | MEANING        |
|--------------|----------------|
| duce/duct    | lead           |
| mit/miss     | send or let go |
| ped/pod      | foot           |
| scrip/scribe | write          |
| spec/spect   | see or look    |
| tract        | pull or draw   |

- The sculpture stood on a **pedestal** in the middle of the room.
- What **message** did the author **inscribe** when she signed your book?
- In **retrospect**, I think I should have gone to bed earlier last night.
- I had to **retract** the leash because my dog had wandered too far away.
- The orchestra's **conductor** led the musicians through several difficult performances.
- The **radio station** **transmitted** an emergency **message** about an approaching storm to its listeners.

## FLUENCY | LESSON 25



### Eight Arms and Eight Ways

Hundreds of different types of octopuses live in the sea. Some are smaller than a baby's hand, while others are longer than a minivan. But they all have rounded bodies and eight strong arms. And they're smart!

Here are eight amazing ways an octopus can protect itself:

1. An octopus has great eyesight. It acts as a spectator, watching for danger so it can stay away from enemies.
2. An octopus has no bones. It can squeeze through narrow cracks and hide in tight spaces. Some even carry shells with them to hide in when needed.
3. An octopus can change color and make its skin smooth, bumpy, or spiky to match its surroundings, so enemies can't find it.
4. One type of octopus pretends to be other, more dangerous animals. It twists its body and arms to look like a poisonous flatfish or sea snake.
5. An octopus usually crawls along on its arms. But it can pull water into its body and shoot it out a tube, called a siphon, to jet away fast, like a balloon you blow up and quickly release.
6. If an enemy comes near, an octopus will produce a dark cloud of ink and squirt it out from its siphon. The enemy can't see through the ink cloud, so this allows the octopus to escape.
7. If an octopus is attacked, it can lose an arm and regrow it later.
8. Octopus spit is poisonous. Most kinds of poison aren't very strong, but the poison from a blue-ringed octopus is powerful enough to kill a person.



## COMPREHENSION | LESSON 25

### Main Idea and Supporting Details

**Directions:** Refer to the passage "Eight Arms and Eight Ways" to identify the main idea. Include at least four supporting details in the chart below.

|                      |   |
|----------------------|---|
| Main Idea:           | <b>An octopus can protect itself in a variety of ways.</b>                |
| Supporting Detail 1: | <b>has great eyesight to watch for danger</b>                             |
| Supporting Detail 2: | <b>has no bones so it can squeeze through narrow cracks</b>               |
| Supporting Detail 3: | <b>can change color and match its surroundings</b>                        |
| Supporting Detail 4: | <b>can pretend to be another animal</b>                                   |
| Supporting Detail 5: | <b>pulls water into its body and shoots it out a tube called a siphon</b> |
| Supporting Detail 6: | <b>can produce a dark cloud of ink</b>                                    |
| Supporting Detail 7: | <b>can lose an arm and regrow it later</b>                                |
| Supporting Detail 8: | <b>has poisonous spit</b>   |

## VOCABULARY | LESSON 25



### Content Vocabulary

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

1. minute  
**a period of time equal to sixty seconds**
2. prey  
**an animal that is hunted for food**
3. weigh  
**to have a specified amount of heaviness**
4. tear  
**to pull or rip something apart by force**
5. whole  
**in one piece**
6. week  
**a period of seven days**

# LESSON 26

## LESSON OBJECTIVES

|               |   |
|---------------|---|
| Word Study    | Apply knowledge of word roots to read unfamiliar multisyllabic words in context and out of context.<br>Use understanding of word roots as clues to the meaning of a word.                               |
| Fluency       | Read a passage with accuracy, appropriate rate, and expression.   |
| Comprehension | Determine the main idea of a text and explain how it is supported by key details.<br>Make inferences from a text.<br>Compare and contrast the overall structure of information in two nonfiction texts. |
| Vocabulary    | Determine the meaning of content words used in text.<br>Use homophones and homographs correctly.<br>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 25-27: Student Pages
- ☐ Passage: "How to Swallow a Crocodile," Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

## SKILL DEFINITIONS

### Word Study

**Root:** The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. These roots are reviewed in this lesson: duce/duct (lead), tract (pull or draw), ped/pod (foot), scrip/scribe (write), spec/spect (see or look), and mit/miss (send or let go).

### 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

**Main Idea:** The most important idea of a passage

**Supporting Details:** The smaller parts of a passage that tell more about, or support, the main idea

**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.

## 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.

**Homographs:** Words that may or may not sound alike but have the same spelling and different meanings

**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

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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 roots. We will also continue reading our fluency passage. Then, we will read a new passage and discuss its main idea and supporting details. Finally, we will continue working with our new vocabulary words.***

## WORD STUDY

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Introduction:

3 minutes

### A) Access Prior Knowledge

***We have been reviewing roots. Remember, a root is the main part of a word. Roots can be words that stand alone, or they can be parts that cannot stand alone.***

***By adding a prefix, a suffix, or both, to a root, you can create a new word. And if you know the meaning of a root, you can often figure out the meaning of an unknown word.***

# LESSON 26

## B) Skill Review

*Let's begin by quickly reviewing the roots and their meanings.*

**NOTE:** Say a root and ask students about the meaning.

| ROOT                | MEANING        |
|---------------------|----------------|
| <i>duce/duct</i>    | lead           |
| <i>mit/miss</i>     | send or let go |
| <i>ped/pod</i>      | foot           |
| <i>scrip/scribe</i> | write          |
| <i>spec/spect</i>   | see or look    |
| <i>tract</i>        | pull or draw   |

*Direct Skill Instruction and Guided Practice*

*10 minutes*

**Think about some words that contain these roots. 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 that contain the roots. 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 root in each word, and talk about the meaning of each word.

**Let's work with some of these roots. Listen to this sentence: An aqueduct was constructed to carry the water over the valley.**

**Which word contains a familiar root?** (aqueduct)

**What is the root?** (duct)

**What does the root mean?** (lead)

**Which words in the sentence provide clues to the meaning of the word?** (carry the water)

**What do you think aqueduct means?** (something that leads water)

**Let's try another: Please remit your payment for the field trip to the school as soon as possible.**

**Which word contains a familiar root?** (remit)

**What is the root?** (mit)

**What does the root mean?** (send or let go)

**Which words in the sentence provide clues to the meaning of the word?** (payment, to the school)

**What do you think remit means?** (to send money)

**Great! You can figure out the meaning of an unknown word by using what you know about the parts of the word and thinking about the context of the sentence.**

## Independent Practice

5 minutes

**Turn to the Lesson 26 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 may write definitions for some of the words they wrote. Students may write the definitions at the bottom of the page.

### **Differentiation** ↓

Review the roots and meanings together. Read the first sentence together and model how to use the context clues to select the correct root. Then, encourage students to work independently to complete the page. Provide assistance to students, 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 26 Fluency passage, "Eight Arms and Eight Ways," 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.

**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.

# LESSON 26

## COMPREHENSION

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### Introduction

3 minutes

#### A) Review Skill

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

***During our last session, we talked about main idea, supporting details, and making inferences.***

***We know that the main idea is the most important idea of a text. Supporting details give more information about the main idea. When you make inferences from the text, you use clues in the passage, as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of the text.***

#### B) Introduce Text Selection (Anthology)

***Today we will be reading a nonfiction passage about how snakes eat. Before we read the passage, tell me what you know about snakes.***

**NOTE:** Have a brief discussion in which students tell you what they know about snakes.

***Use the Table of Contents to find "How to Swallow a Crocodile" in your Anthology.***

#### C) State Lesson Objective/Purpose Based on Skill

***I want you to think about the main idea and supporting details. I also want you to focus on the structure of the passage and how it compares to our fluency passage.***

### Strategies

10 minutes

***Follow along as I read aloud the first paragraph.***

**NOTE:** Read aloud the first paragraph.

***Now, it's your turn to read.***

**NOTE:** Have students take turns reading aloud. Make sure to have students read the captions for each diagram. After reading, ask the following questions:

***What is the main idea of this passage?*** (Possible response: When pythons eat, they use enough energy to devour creatures that are larger than they are.)

***What are some of the supporting details in this passage?*** (Possible responses: don't need to eat very often; may eat only a few times a year; get enough energy from one meal to last for months; helps them survive and keeps them safe; get energized with burst of speed when it's time to eat; have similar organs to humans; long and thin organs; teeth angle backward; flexible jaw; can stretch jaws wide; swallow their prey whole; muscles move meal through body; body changes to break down food; stomach expands to hold meal; acids break down meal; stored as fat to provide energy; burns more energy when digesting than when resting; takes about six days to fully digest meal)

***Based on what you have read, what can you infer about where snakes live?***  
(Possible responses: Snakes probably live where it is warm, so they don't have to

## LESSON 26

expend a lot of energy. Snakes probably live in areas where food is difficult to find, since they can go long periods of time without eating.)

**What features do you notice in this nonfiction passage?** (labeled diagrams with captions)

**How does the structure of our comprehension passage compare to the structure of our fluency passage?** (Possible response: Our fluency passage is presented in the form of a list, while our comprehension passage uses a cause and effect structure and includes labeled diagrams.)

### Integrated Writing Activity

5 minutes

**Turn to the Lesson 26 Comprehension page in your workbook. We will refer to "How to Swallow a Crocodile" as we work together to complete the page.**

#### Differentiation ↑

Have students include two additional supporting details about pythons. Students may write these details at the bottom of the page. Students can share their ideas with the group.

#### Differentiation ↓

Have students skim the passage and look for phrases about the main idea, as well as phrases that will help them identify supporting details.

## VOCABULARY

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### Review

7 minutes

#### A) Review Content Words

**Let's review our content vocabulary words.**

**NOTE:** Write the vocabulary words on the dry-erase board: minute, tear, prey, weigh, whole, week. Leave a space next to the last four words for their homophones, which you will write during Guided Practice. Read each word aloud together.

#### B) Guided Practice

**Let's start with our homographs. Remember, homographs are words that may or may not sound alike but have the same spelling and different meanings. I am going to say one of our words, and I want you to find it in the Glossary. We will look at the pronunciation and read the definition aloud. Then, we will talk about a different pronunciation and meaning for the word.**

**NOTE:** Say the following words, one at a time. The students should find the word in the Glossary. Read each definition aloud together. Then, discuss the other pronunciation and meaning. Those pronunciations and meanings are listed below:

**minute:** (my NOOT) extremely small

**tear:** (TEER) a fluid appearing in or flowing from the eye

**When you see one of these words in a sentence, think about the context in which it is used. Then, you will know how to pronounce it.**

**Now, let's look at our homophones. We know that homophones are words that sound the same but have different spellings and meanings.**

## LESSON 26

**The word prey means "an animal that is hunted for food." The word pray is its homophone.**

**NOTE:** Write the word pray on the dry-erase board, beside the word prey.

**The word pray means "to offer a prayer."**

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

**Think about the word weigh. In our passage, weigh means "to have a specified amount of heaviness." Its homophone is way.**

**NOTE:** Write the word way on the dry-erase board, beside the word weigh.

**The word way can mean "a style of doing something" or "a path or road."**

**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 hole and weak beside the words whole and week 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.** (hole: a hollow place or opening; weak: lacking strength or energy)

### C) Independent Practice

**Now turn to the Lesson 26 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 use any of the homographs or 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 ↓**

For the first part of the page, have students Whisper Read each sentence to themselves. Then, have them replace the underlined word with the definitions to determine which one makes the most sense. 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

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### Summary/Closure

5 minutes

**We certainly learned a lot today! Think about the roots we reviewed today.**

**Let's say some words with these roots. I'll start: *distraction*.** (Possible responses include: spectacles, describe, pedestrian, omission, deduce, 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 26 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 26

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



## WORD STUDY | LESSON 26

### Roots

**Directions:** Review the roots and their meanings in the chart. Then, add a root to the prefix or suffix below to create a new word that completes each sentence.

| ROOT         | MEANING        |
|--------------|----------------|
| duce/duct    | lead           |
| mit/miss     | send or let go |
| ped/pod      | foot           |
| scrip/scribe | write          |
| spec/spect   | see or look    |
| tract        | pull or draw   |

1. What medicine did the doctor pre-**scribe** for your cough?
2. The beautiful museum is our town's most popular at-**tract** ion for visitors.
3. Placing a camera on a tri-**pod** will help keep it steady.
4. We will help the teacher set up the exhibit after the other students are dis-**miss** ed from class.
5. During last night's ceremony, new members were in-**duct** ed into the honor society.
6. Intro-**spect** ion involves looking inside yourself and thinking about your actions.

## FLUENCY | LESSON 26



### Eight Arms and Eight Ways

Hundreds of different types of octopuses live in the sea. Some are smaller than a baby's hand, while others are longer than a minivan. But they all have rounded bodies and eight strong arms. And they're smart!

Here are eight amazing ways an octopus can protect itself:

1. An octopus has great eyesight. It acts as a spectator, watching for danger so it can stay away from enemies.
2. An octopus has no bones. It can squeeze through narrow cracks and hide in tight spaces. Some even carry shells with them to hide in when needed.
3. An octopus can change color and make its skin smooth, bumpy, or spiky to match its surroundings, so enemies can't find it.
4. One type of octopus pretends to be other, more dangerous animals. It twists its body and arms to look like a poisonous flatfish or sea snake.
5. An octopus usually crawls along on its arms. But it can pull water into its body and shoot it out a tube, called a siphon, to jet away fast, like a balloon you blow up and quickly release.
6. If an enemy comes near, an octopus will produce a dark cloud of ink and squirt it out from its siphon. The enemy can't see through the ink cloud, so this allows the octopus to escape.
7. If an octopus is attacked, it can lose an arm and regrow it later.
8. Octopus spit is poisonous. Most kinds of poison aren't very strong, but the poison from a blue-ringed octopus is powerful enough to kill a person.



## COMPREHENSION | LESSON 26

### Main Idea and Supporting Details

**Directions:** Refer to the passage "How to Swallow a Crocodile" to identify the main idea. Include five supporting details in the chart below.

|  |
|--|
| Main Idea:<br><b>When pythons eat, they use enough energy to devour creatures that are larger than they are.</b>   |
| Supporting Detail 1:<br><b>Pythons don't need to eat very often, so they save up energy for when they do eat.</b>  |
| Supporting Detail 2:<br><b>A python's flexible jaw can stretch wide open to swallow its prey, such as a crocodile, whole.</b>                              |
| Supporting Detail 3:<br><b>Muscles move the prey through the python's body, as the python's body changes to break down the food.</b>                       |
| Supporting Detail 4:<br><b>A python's stomach expands, while acids break down the food and store it as fat to provide energy.</b>                          |
| Supporting Detail 5:<br><b>A python burns more energy when digesting than when resting, and it takes a python about six days to fully digest its meal.</b> |

## VOCABULARY | LESSON 26



### Content Vocabulary

**Directions:** Read each sentence. Circle the correct meaning of the underlined homograph, based on the word's context.

1. A single tear fell down the baby's cheek. (**fluid from the eye**; rip with force)
2. It took less than a minute for us to decide what to eat for lunch. (small; **sixty seconds**)

**Directions:** Circle the correct homophone to complete each sentence.

1. The tiny creature was too **weak**/week to fight back.
2. A python can way/**weigh** up to 200 pounds!
3. A python coils itself around its pray/**prey**.
4. Why is there a **hole**/whole in the front yard?

## LESSON OBJECTIVES

|               |  |
|---------------|--|
| Word Study    | Apply knowledge of word roots to read unfamiliar multisyllabic words in context and out of context.<br>Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words. |
| Fluency       | Read a passage with accuracy, appropriate rate, and expression.  |
| Comprehension | Apply knowledge of main idea and key details to write a summary of a nonfiction text selection.  |
| Vocabulary    | Determine the meaning of content words used in text.<br>Use homophones and homographs correctly.   |

|                          |                      |                             |                         |
|--------------------------|----------------------|-----------------------------|-------------------------|
| Word Study<br>18 minutes | Fluency<br>7 minutes | Comprehension<br>18 minutes | Vocabulary<br>7 minutes |
|--------------------------|----------------------|-----------------------------|-------------------------|

## Lesson Materials

- ☐ Lessons 25-27: Student Pages
- ☐ Passage: "How to Swallow a Crocodile"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

## SKILL DEFINITIONS

### Word Study

**Root:** The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. These roots are reviewed in this lesson: duce/duct (lead), tract (pull or draw), ped/pod (foot), scrip/scribe (write), spec/spect (see or look), and mit/miss (send or let go).

**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.
- When dividing a word with affixes into syllables, first divide the word into the root word and affixes. Then, if possible, divide the parts into syllables.

# LESSON 27

- In a word with a prefix, divide the word after the prefix.
- In a word with a suffix, divide the word before the suffix.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).
- The ending -ed 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.

## 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

**Main Idea:** The most important idea of a passage

**Supporting Details:** The smaller parts of a passage that tell more about, or support, the main idea

**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

**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.

**Homographs:** Words that may or may not sound alike but have the same spelling and different meanings

# LESSON PLAN

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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 roots into syllables as we practice reading them. We will also continue reading our fluency passage.***

**Then, we will reread our passage and write a summary. Finally, we will review our vocabulary words.**

## WORD STUDY

### Review Word Study Skills

2 minutes

**Let's begin reviewing what we have learned about roots. What is a root?** (the main part of a word; can be words that stand alone or parts that cannot stand alone)

**Remember that by adding an affix to a root, you can create a new word. And if you know the meaning of a root, you can often figure out the meaning of an unknown word.**

**Let's review the roots we have learned.**

**NOTE:** Write the following roots on the dry-erase board. Then, read them aloud and review their meanings: duce/duct (lead), tract (pull or draw), ped/pod (foot), scrip/scribe (write), spec/spect (see or look), and mit/miss (send or let go).

### 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.**

**Look at this word from "How to Swallow a Crocodile."**

**NOTE:** Write the word permit on the dry-erase board.

**This word has a root that we studied. What is the root in this word?** (mit)

**When dividing a word with affixes into syllables, we divide the word into the root word and affixes first. We also know to divide a word after a prefix and before a suffix. We need to check those word parts to see if we need to divide them further.**

**The root mit has one vowel sound, so it is one syllable in the word. We can divide the word before this root.**

**NOTE:** Write mit on an index card.

**We also know to divide the word here because there are two consonants between two vowels.**

**Now, let's look at the beginning of the word. Remember, every syllable has one vowel sound. There is one vowel sound in this part of the word, so this is the first syllable.**

**NOTE:** Write per on an index card.

**Let's read each part of the word together: per/mit.**

**NOTE:** Hold up (or point to) each index card as you say each syllable. Now, let's read the word: permit. This word has two syllables.

**Let's look at another word.**

**NOTE:** Write the word detracted on the dry-erase board.

# LESSON 27

**Think about the syllabication rules we have learned in our sessions. I want you to write this word on your dry-erase board and divide the word into syllables. Then, we will share our answers.**

**NOTE:** Have students write the word and divide it into syllables.

**How did you divide this word? What did you think about as you divided this word?** (You can divide the word this way: de/tract/ed. This word has the root tract. We can divide the word before and after the root. This leaves us with three syllables: de/tract/ed. Another rule can be applied here, since the word ends with -ed. This ending adds a syllable to the word because the root ends with the letter t.)

**NOTE:** Divide the word into syllables on the dry-erase board, as students explain what to do.

**Let's look at another word.**

**NOTE:** Write the word podiatrist on the dry-erase board.

**I want you to divide this word into syllables. Then, we will share our answers.**

**NOTE:** Have students write the word and divide it into syllables.

**How did you divide this word? What did you think about as you divided this word?** (You can divide the word this way: po/di/a/trist. This word begins with the root pod, so we should start by dividing the word after the root. However, the letter d is between two vowels. Since the first vowel sound is long, we should divide before the consonant. If the first vowel sound was short, we would divide after the consonant. There are two vowels in the middle of the word, each making their own sound, so we divide the word between them: po/di/a. The end of the word starts with a blend and has another vowel, so that is the last syllable: trist.)

**NOTE:** Divide the word into syllables on the dry-erase board, as students explain what to do.

**As we know, dividing a word into smaller parts makes it easier to read the word.**

## Independent Practice

5 minutes

**Turn to the Lesson 27 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 ↓

Model how to divide the first word into syllables. Then, assist students as they divide the next word into syllables. Encourage students to complete the rest of the page independently. Remind students that every syllable has one vowel sound. Students may circle the vowel sounds if needed before dividing the words into syllables.

## FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

### A) Establish Reading Goal

**We have been reading "Eight Arms and Eight Ways" 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 27 Fluency passage, "Eight Arms and Eight Ways," 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.

## COMPREHENSION

Review

8 minutes

### A) State Lesson Objective/Purpose Based on Skill

**Today we are going to show that we know how to summarize nonfiction text.**

### B) Review Skill

**Tell me what you have learned about main idea and supporting details.** (Possible response: The main idea is the most important idea of a text, and supporting details give more information about the main idea.)

### C) Reread Text Selection (Anthology)

**Please turn to "How to Swallow a Crocodile" 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.

# LESSON 27

Extension of Skill Beyond Text

5 minutes

***In our last lesson, you completed a chart about the main idea and supporting details of "How to Swallow a Crocodile." Today, you are going to use that information to write a summary of the passage.***

***Remember, a summary is a piece written in your own words that tells the main idea and some key supporting details of a text. A summary does not retell the entire text.***

***The summary you write today should introduce the main idea, include supporting details, and end with a closing sentence.***

***Turn to the Lesson 26 Comprehension page and look at your chart. You are going to use some of this information to write your summary. I want you to list the main idea and at least four key supporting details on your dry-erase board. You will refer to this information as you write your summary.***

**NOTE:** Students should list the main idea and key supporting details on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their summaries. If needed, they may refer to the Lesson 26 Comprehension page while writing.

Activity: Your Turn to Write

5 minutes

***Now it's time to write your summary. Turn in your workbook to the Lesson 27 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 26 Comprehension page, if needed.

## **Differentiation ↑**

Encourage students to include five supporting details in their summaries. When they finish the page, students should share their summaries with partners. Students should look for a clear main idea, supporting details, and closing sentence in their partners' summaries.

## **Differentiation ↓**

As students work on the page, tell them that the first sentence in the summary should state the main idea, and the remaining sentences in the summary should state the supporting details. Guide students as they use the information from their dry-erase boards to write each sentence. Provide assistance with a closing sentence, if needed. When they finish the page, have students share their summaries with partners. Students should look for a clear main idea, supporting details, and closing sentence in their partners' summaries.



## VOCABULARY

## Review/Extension Activity

7 minutes

## A) Vocabulary Review

**Today we will take one last look at the vocabulary words we have learned from "How to Swallow a Crocodile."**

**I'm going to write our homographs on the dry-erase board and say the meaning of each word. I want you to tell me how to pronounce each word.**

**NOTE:** Write the following words on the dry-erase board: minute, tear. Point to the first word and say its meaning. Then, have students tell you the correct way to pronounce the homograph. Continue with the other words.

**NOTE:** Point to minute. a period of time equal to sixty seconds (MIN it)

**NOTE:** Point to tear. to pull or rip something apart by force (TAYR)

**Now, let's look at some of our other vocabulary words. 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 hole and whole on the dry-erase board. Then, point to hole and say the following sentence:

**I can't believe I was able to run the hole race.** (thumbs down)

**Here's another pair of homophones.**

**NOTE:** Write the words weak and week on the dry-erase board. Then, point to week and say the following sentence:

**We have two projects due next week.** (thumbs up)

## B) Independent Practice

**Turn to the Lesson 27 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 homophones or homographs on the page. Students may write the definitions at the bottom of the page.

**Differentiation** ↓

For the first part of the page, discuss the definition of tear from the passage and model how to write a sentence. Then, direct students to write a sentence for minute. For the second part of the page, 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. After they complete the page, students may work with partners to review the vocabulary words and their meanings.

# LESSON 27

## WRAP-UP

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### 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: deduct, de/duct.*** (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 27 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 27

### Syllabication

**Directions:** Divide the following words into syllables. Then, read each word.

| WORD       | WORD DIVIDED INTO SYLLABLES |
|------------|-----------------------------|
| inspector  | <b>in / spect / or</b>      |
| manuscript | <b>man / u / script</b>     |
| transcribe | <b>tran / scribe</b>        |
| podium     | <b>po / di / um</b>         |
| conduct    | <b>con / duct</b>           |
| distracted | <b>dis / tract / ed</b>     |
| admit      | <b>ad / mit</b>             |
| introduce  | <b>in / tro / duce</b>      |

## FLUENCY | LESSON 27



### Eight Arms and Eight Ways

Hundreds of different types of octopuses live in the sea. Some are smaller than a baby's hand, while others are longer than a minivan. But they all have rounded bodies and eight strong arms. And they're smart!

Here are eight amazing ways an octopus can protect itself:

1. An octopus has great eyesight. It acts as a spectator, watching for danger so it can stay away from enemies.
2. An octopus has no bones. It can squeeze through narrow cracks and hide in tight spaces. Some even carry shells with them to hide in when needed.
3. An octopus can change color and make its skin smooth, bumpy, or spiky to match its surroundings, so enemies can't find it.
4. One type of octopus pretends to be other, more dangerous animals. It twists its body and arms to look like a poisonous flatfish or sea snake.
5. An octopus usually crawls along on its arms. But it can pull water into its body and shoot it out a tube, called a siphon, to jet away fast, like a balloon you blow up and quickly release.
6. If an enemy comes near, an octopus will produce a dark cloud of ink and squirt it out from its siphon. The enemy can't see through the ink cloud, so this allows the octopus to escape.
7. If an octopus is attacked, it can lose an arm and regrow it later.
8. Octopus spit is poisonous. Most kinds of poison aren't very strong, but the poison from a blue-ringed octopus is powerful enough to kill a person.



## COMPREHENSION | LESSON 27

### Summary (Main Idea and Supporting Details): Your Turn to Write

**Directions:** Write a one-paragraph summary of the passage "How to Swallow a Crocodile." Include the main idea and at least four key supporting details from the passage. 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.

**When pythons eat, they use enough energy to devour creatures that are larger than they are. Pythons don't need to eat very often, so they save up energy for when they do eat. A python's flexible jaw can stretch wide open to swallow its prey (such as a crocodile) whole. Muscles move the prey through the python's body, as the python's body changes to break down the food. A python's stomach expands, while acids break down the food and store it as fat to provide energy. A python burns more energy when digesting than when resting. This whole process takes about six days.**

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## VOCABULARY | LESSON 27



### Content Vocabulary Review

**Directions:** Write a sentence for each homograph that matches the meaning used in the passage "How to Swallow a Crocodile."

1. tear  
**Answers will vary.**
2. minute  
**Answers will vary.**

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

1. Pythons are big snakes, and some **weigh** 200 pounds. (way, weigh)
2. When it's time to eat, pythons get a burst of energy to catch their **prey**. (pray, prey)
3. Pythons can open their mouths very wide, which enables them to swallow their meals **whole**. (hole, whole)
4. It takes a python about a **week** to fully digest its meal. (weak, week)