

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the prefixes en-/em-, de-, pre-, and post- to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of prefixes as clues to the meaning of a word.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	<p>Review the characteristics of nonfiction.</p> <p>Determine the main idea of a text and explain how it is supported by key details.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use context to infer the meaning of an unknown word.</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 1-3: 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 en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), and post- (after).

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 1

Comprehension

Nonfiction: A piece of writing that tells true information. Nonfiction is written to tell facts and explain details about a topic, such as a real place, a real person, or a real event. Nonfiction often includes features that help the reader understand the text, such as headings, captions, graphs, maps, tables, and diagrams.

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

Vocabulary

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

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

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 talk about main idea and supporting details. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying words. We know that many words are made up of a combination of word parts.

What is the name of a word part that can be added to the beginning of a word?
(prefix)

B) Skill Introduction

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

Even the word prefix has a prefix.

NOTE: Underline the prefix pre-.

This is the prefix pre-.

The rest of the word is known as the root. The root of this word is fix.

LESSON 1

NOTE: Point to fix.

Each part of the word has its own meaning. Based on what you know about the word prefix, what do you think pre- means? (before)

The prefix pre- means "before," and the root fix means "to attach or put."

We know that a prefix is a letter or group of letters that comes at the beginning of a word. A prefix has its own meaning and changes the meaning of the word it is attached to.

Direct Skill Instruction and Guided Practice

10 minutes

When you see an unfamiliar word, look for a prefix that you know. If you can read the prefix, you can try to read the rest of the word.

Knowing the meanings of prefixes can help you when you are trying to figure out the meanings of unfamiliar words. When you see a word you don't know, start by looking for a prefix. Then, think about the meaning of the prefix and the meaning of the root. You can combine the two together to figure out the meaning of the new word.

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

NOTE: Write each prefix and meaning on the dry-erase board. Then, read them aloud. Point out that the prefixes pre- and post- have opposite meanings.

PREFIX	MEANING
en-/em-	make, cause to be
de-	reversing, removing, or undoing something
pre-	before
post-	after

I am going to write some words on the dry-erase board. Each word has one of these prefixes. Read each word along with me. Then, I want you to write the prefix on your dry-erase board. After that, we will use what we know about the prefix and root word to talk about the meaning of each word.

NOTE: Write the following words on the dry-erase board. Read the words, one at a time:

WORD	CORRECT RESPONSE
postseason	post- (after the regular season)
entrap	en- (to cause to be trapped)
defrost	de- (to remove frost)
preapprove	pre- (to approve in advance)
empower	em- (to make someone more powerful)

LESSON 1

Independent Practice

5 minutes

Turn to the Lesson 1 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they should make a list of other words that contain the prefixes en-/em-, de-, pre-, and post-. Students can read their word lists with partners.

Differentiation ↓

Review the prefixes and their meanings. Model how to complete the first item by looking for the prefix and the root. Model how to define the word. Then, encourage students to work on their own to complete the page. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

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

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

Turn to the Lesson 1 Fluency passage, "Musical Instruments," in your workbook.

B) Modeling

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

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

C) Read Aloud

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

D) Fluency Follow-up

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

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

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

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

E) Word Study Application

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

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

COMPREHENSION

Introduction

4 minutes

Introduce Skill in Isolation

Now let's focus on skills that are just as important as reading with fluency. We are going to turn our attention to the skills that will help us understand what we read. Understanding what we read is called comprehension. Today, we are going to talk about understanding the main idea and supporting details of a text.

What is the main idea of a text? (Possible responses: what the text is mainly about, the most important point of the text, the key idea)

The main idea is the most important idea of a text. Whenever you have a main idea, you also have details that support the main idea. Just like the legs of a table hold up the table top, there are details that support the main idea of a text. These details tell more information about the main idea.

Every paragraph in a selection has a main idea and key details. In addition, the entire selection has one main idea and key details that support the idea.

Identifying the main idea and looking for the supporting details will help you understand, or comprehend, what you are reading.

Direct Skill Instruction

9 minutes

There are two main categories of reading materials: fiction and nonfiction. Text that is fiction contains characters and events that are made up by the author. Text that is nonfiction tells true information.

Our fluency passage, "Musical Instruments," is a work of nonfiction. Nonfiction is written to tell facts and explain a topic, such as a real place, a real person, or a real event. Nonfiction often includes features that help the reader understand the text. Some examples of these features are headings, captions, graphs, maps, tables, and diagrams.

I am going to read the passage aloud, and I want you to think about the main idea of the passage, as well as the supporting details. Listen carefully. You may use your dry-erase board to write some of your ideas.

LESSON 1

NOTE: Read “Musical Instruments” aloud.

What is the main idea of this passage? (Possible response: Musical instruments can be classified into groups by the way they are played.)

What are some of the details that support the main idea? (Possible responses: The string group makes noises with strings, which can be plucked, struck, or played with a bow. String instruments include the violin, guitar, harp, cello, and bass. Instruments you hit to make a noise, such as drums, tambourines, and cymbals, are in the percussion group. Instruments made of brass or metal are in the brass group. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are brass instruments. Woodwind instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, such as a clarinet or saxophone.)

Do you notice any special features in this nonfiction passage? (headings)

Guided Practice

5 minutes

Let’s keep these ideas in mind while we work on a Comprehension page together. Turn to the Lesson 1 Comprehension page in your workbook. We will refer to the passage “Musical Instruments” as we complete the page.

Differentiation ↑

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

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.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words.

What is vocabulary? (Possible responses: words in a book; words in a certain language; a list of words and their definitions)

The vocabulary words we will learn today will help us understand the passage we will read during our next session. This new passage is about rocks.

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

B) Content Word Introduction

I am going to read some sentences with our vocabulary words. I want you to tell me what you think each word means, based on the context of the sentence.

LESSON 1

When you use the context of a sentence, you use what you know about other words in the sentence to figure out the meaning of an unknown word.

NOTE: Say each of the following sentences, one at a time. Write the vocabulary word on the dry-erase board as you say the sentence. Have the students tell you what they think the word means. Then, move on to the next sentence.

The ferocious lion's roar frightened its enemies.

What do you think ferocious means? (Accept all reasonable responses.)

The ground was covered with lava after the volcano erupted.

What do you think lava is? (Accept all reasonable responses.)

After a long, cold winter, I want to visit a tropical island.

What do you think tropical means? (Accept all reasonable responses.)

My legs were gritty from sitting in the sand at the beach.

What do you think gritty means? (Accept all reasonable responses.)

The ocean waves left behind ripples on the shore.

What do you think ripples are? (Accept all reasonable responses.)

My grandfather's large computer looks like an ancient piece of equipment.

What do you think ancient means? (Accept all reasonable responses.)

Turn to the Glossary at the end of your Anthology. What is a glossary? (An alphabetical list at the end of a book that includes important vocabulary words and their definitions)

Please turn to the Lesson 1 Vocabulary page in your workbook. You will use the Glossary as you complete this page.

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 ↓

Talk with students about how a glossary is arranged. 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 1

WRAP-UP

Summary/Closure

5 minutes

We have had a very busy session today. Tell me something about main idea and supporting details. (Possible responses: The main idea is the most important idea of a text. Supporting details tell more about, or support, the main idea. Identifying the main idea and supporting details will help you understand what you are reading.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 1 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 1

Prefixes

Directions: Write the prefix and the root word for each word given. Then, write the definition of the word. Use the chart to help you.

PREFIX	MEANING
en-/em-	make, cause to be
de-	reversing, removing, or undoing something
pre-	before
post-	after

1. detangle Prefix: **de** Root: **tangle**
Definition: **to remove tangles**

2. prejudge Prefix: **pre** Root: **judge**
Definition: **to judge before**

3. postdate Prefix: **post** Root: **date**
Definition: **to date after**

4. embolden Prefix: **em** Root: **bolden**
Definition: **to make bolder**

5. enrage Prefix: **en** Root: **rage**
Definition: **to make very angry**

FLUENCY | LESSON 1



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



COMPREHENSION | LESSON 1

Main Idea and Supporting Details

Directions: Refer to the passage "Musical Instruments" to complete the chart.

Main Idea:	Musical instruments can be classified into groups by the way they are played.
Supporting Detail 1:	The string group makes noises with strings, such as the violin, guitar, and harp.
Supporting Detail 2:	Instruments you hit to make a noise, such as drums, tambourines, and cymbals, are in the percussion group.
Supporting Detail 3:	A brass instrument is made of brass or metal and has a cone-shaped mouthpiece that you blow into, such as the trumpet, tuba, and trombone.
Supporting Detail 4:	Woodwinds are made of wood or metal. Some make noise when you blow over a hole, such as a flute, and others make noise when you blow through a mouthpiece with a wooden reed, such as a saxophone.

VOCABULARY | LESSON 1



Content Vocabulary

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

- ferocious
fierce, cruel, or violent
- lava
hot liquid rock from a volcano
- tropical
very hot and humid
- gritty
covered in small particles of stone or sand
- ripples
small waves
- ancient
from a long time ago; no longer in existence

LESSON 2

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes en-/em-, de-, pre-, and post- 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	Review the characteristics of nonfiction. Determine the main idea of a text and explain how it is supported by key details.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. 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 1-3: Student Pages
- ☐ Passage: "Rock Secrets," Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Highlighters

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

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

Nonfiction: A piece of writing that tells true information. Nonfiction is written to tell facts and explain details about a topic, such as a real place, a real person, or a real event. Nonfiction often includes features that help the reader understand the text, such as headings, captions, graphs, maps, tables, and diagrams.

Main Idea: The most important idea of a passage

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Vocabulary

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

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

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

LESSON PLAN

Welcome:

2 minutes

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

During today's lesson, we will read words with prefixes. We will also continue reading our fluency passage. Then, we will talk about the main idea and supporting details in our new passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

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

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

B) Skill Review

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

NOTE: Write the prefixes en-/em-, de-, pre-, and post- on the dry-erase board. Point to each prefix and ask students to tell you its definition: en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), post- (after).

LESSON 2

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 war can refer to a battle. On your dry-erase board, write the word we make when we combine the prefix post- with the word war.

Let's read the word together: postwar.

What does this new word mean? (occurring after a war or battle)

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

The word plane can refer to an airplane—a vehicle that flies through the air. On your dry-erase board, write the word we make when we combine the prefix de- with the word plane.

Let's read the word together: deplane.

What does this new word mean? (to remove from a plane; to leave a plane)

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

The word trap means "to catch something." On your dry-erase board, write the word we make when we combine the prefix en- with the word trap.

Let's read the word together: entrap.

What does this new word mean? (to cause to be caught; to cause to be trapped)

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

Independent Practice

5 minutes

Turn to the Lesson 2 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 a new word with each of the prefixes listed. Have them write the words at the bottom of the page. Students may share the words with the group.

Differentiation ↓

Review the prefixes in the chart. Read the first definition and root together. Model how to find and circle clue words in the definition. Then, write the correct prefix and read the word together. Read the remaining definitions and roots with the students. Encourage students to work independently to complete the page.

FLUENCY

Review

7 minutes

A) Fluency Focus

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

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

Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases. Pause between phrases and pause for punctuation.

Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet.

B) Reread Fluency Passage

Turn to the Lesson 2 Fluency passage, "Musical Instruments," in your workbook.

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

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

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

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

C) Fluency Follow-up

Take a moment to talk to your partner about fluency.

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

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

NOTE: Give partners a chance to discuss their fluency.

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

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

LESSON 2

COMPREHENSION

Introduction

3 minutes

A) Review Skill

During our last session, we talked about the characteristics of nonfiction text. Let's review what you know about nonfiction text. (Nonfiction text tells facts and explains a topic. Nonfiction text often includes features that help the reader understand the text, such as headings, captions, graphs, maps, tables, and diagrams.)

We also learned that every paragraph in a selection has a main idea and key details. In addition, the entire selection has one main idea and key details that support the idea. The main idea is the most important idea of a text, and the supporting details tell more about the main idea. We are going to talk more about main idea and supporting details today.

B) Introduce Text Selection (Anthology)

Before we read our new passage, tell me what you know about rocks. (Allow students to briefly discuss what they know.)

Use the Table of Contents to find "Rock Secrets" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

While we read the passage, I want you to think about the main idea and supporting details.

Strategies

10 minutes

I am going to read the first page of this passage, and I want you to follow along.

NOTE: Model, reading the the first page of "Rock Secrets" aloud. Then, discuss the sentence that states the main idea: "Every rock has a secret story to tell about what the earth was like in prehistoric times."

Now it's your turn to read.

NOTE: Ask individual students to read a paragraph or two. If needed, assist students with the pronunciations of the following rock names: obsidian, granite, and gastrolith.

NOTE: After reading, ask the following questions and write some of the students' responses on the dry-erase board:

Let's review the main idea of this passage. (Possible response: Rocks can tell us about life on earth during prehistoric times.)

What details support the main idea? (After millions of years of rainy and windy weather, mountains were reduced to sand. The sand stuck together and became a rock called sandstone. Sandstone can have ripples made by wind or waves from long ago. Sometimes lava cools so fast that it becomes a shiny, black rock called obsidian. Granite is formed underground where magma helps sparkly crystals grow. Limestone might contain fossils from animals that lived long ago. Petrified wood comes from trees that died in ancient forests. Some rocks are actually dinosaur bones. A gastrolith is a stone that once was in a dinosaur's stomach.)

Let's take a look at one of the paragraphs in this passage.

LESSON 2

NOTE: Read aloud the paragraph that begins: Rocks can tell stories...

Tell me the main idea of this paragraph. (Possible response: Rocks can tell us about animals that were alive long ago.)

What details support the main idea in this paragraph? (Possible responses: When ocean animals died, their shells and skeletons sank to the bottom of the sea. These remains became limestone. Limestone can contain fossils or shells of creatures that are now extinct. If you find some in your neighborhood, it might mean that it used to be covered by the sea.)

What features did you notice in this passage? How do these features help you understand what you are reading? (Possible responses: Labels with illustrations of different types of rocks show the reader what the rocks look like. The diagram of a volcano helps you understand lava and magma.)

Integrated Writing Activity

5 minutes

Now, let's keep these ideas in mind while you work on a Comprehension page. Please turn to the Lesson 2 Comprehension page in your workbook.

NOTE: Review the directions together. Then, guide students as they complete the page. Remind students to refer to the passage as they list supporting details.

Differentiation ↑

When students finish the page, they can write one or two additional details that support the main idea. Students can write these details at the bottom of the page.

Differentiation ↓

Work together to write the main idea of the passage. Next, model how to refer to the passage to find the first supporting detail. Then, monitor students as they complete the chart. If needed, ask students to list three supporting details, instead of four.

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: ferocious, lava, tropical, gritty, ripples, ancient. Read each word aloud together.

Can you find the words lava, gritty, and ripples in the passage "Rock Secrets"?

NOTE: Have students find the words and then share with the group, reading the sentence containing each word aloud. Discuss the meaning of the words, based on the context of the sentence.

B) Guided Practice

I am going to tell you the definition of one of our vocabulary words. I want you to think about the definition and write the word that matches on your dry-erase board.

NOTE: Say the first definition and have students write the matching vocabulary word on their dry-erase boards. Review the correct answer before moving on to the next word.

LESSON 2

from a long time ago; no longer in existence (ancient)

fierce, cruel, or violent (ferocious)

very hot and humid (tropical)

C) Independent Practice

Now turn to the Lesson 2 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 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 ↓

Read each vocabulary word with the students. Read the first sentence aloud and model how to complete the sentence by thinking aloud about the context. Assist students as they complete rest of the page. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the meaning of each vocabulary word.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Turn to your partner and tell each other a word that begins with the prefixes *en-/em-, de-, pre-, or post-*. Then, we will share the words together. (Possible responses include: enable, empower, detoxify, prepay, postscript, 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 2 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 2

Prefixes

Directions: Look at the prefix chart below. Then, read each definition, along with the root word that follows it. Add a prefix to the root word to form a new word that matches the definition.

PREFIX	MEANING
en-/em-	make, cause to be
de-	reversing, removing, or undoing something
pre-	before
post-	after

- to remove water from food: dehydrate
- to make something more entertaining: enliven
- to add a statement after the signature: postscript
- to date before: predate
- to reduce the worth of something: devalue
- happening before dawn: predawn

FLUENCY | LESSON 2



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



COMPREHENSION | LESSON 2

Main Idea and Supporting Details

Directions: Refer to the passage "Rock Secrets" to complete the chart.

<p>Main Idea:</p> <p>Rocks can tell us about life on earth during prehistoric times.</p>
<p>Supporting Detail 1:</p> <p>Sandstone can have ripples made by wind or waves from long ago.</p>
<p>Supporting Detail 2:</p> <p>A shiny, black rock called obsidian was formed when lava cooled quickly after a volcanic eruption.</p>
<p>Supporting Detail 3:</p> <p>Limestone might contain fossils from animals that lived in the ocean long ago.</p>
<p>Supporting Detail 4:</p> <p>A gastrolith is a stone that once was in a dinosaur's stomach.</p>

VOCABULARY | LESSON 2



Content Vocabulary

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. You may refer to the Glossary, if needed.

ancient	ferocious	gritty
lava	ripples	tropical

- Some rocks can have ripples made by waves or winds long ago.
- A rock can tell us what the earth was like in a hot, tropical area.
- Many ferocious dinosaurs roamed the earth in prehistoric times.
- When a volcano erupts, lava flows out.
- Some rocks are pieces of wood that came from dead trees in ancient forests.
- A rock that is sandy or gritty could be sandstone.

LESSON 3

LESSON OBJECTIVES

Word Study	Apply knowledge of the prefixes en-/em-, de-, pre-, and post- to read unfamiliar multisyllabic words in context and out of context. Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	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. Use context to infer the meaning of an unknown word.

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

- ☐ Lessons 1-3: Student Pages
- ☐ Passage: "Rock Secrets"
- ☐ 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 en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), and post- (after).

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

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

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

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

LESSON 3

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

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

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

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

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 write a summary of our passage. Finally, we will review our vocabulary words.

LESSON 3

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 en-/em-, de-, pre-, and post- on the dry-erase board.

Tell me the meaning of each prefix. (en-/em-: make, cause to be; de-: reversing, removing, or undoing something; pre-: before; post-: after)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. A syllable is a part of a word. Every syllable has one vowel sound. Dividing a word into syllables will help you read unknown words quickly, and being able to read words quickly will help with your comprehension.

There are rules that help us determine how to break words apart. We will use some of those rules today.

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

Here is a word from "Rock Secrets" that contains a prefix we studied.

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

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 pre- has one vowel sound, we don't need to divide it. This is the first syllable in the word.

NOTE: Write the syllable pre on an index card.

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

NOTE: Write the syllable his on an index card.

The part of the word that remains has two vowels, so we will probably have to divide it again. There is one consonant between two vowels in this part of the word. When one consonant is between two vowels, and the first vowel sound is short, we divide the word after the consonant.

NOTE: Write the syllable tor on one index card, and write the syllable ic on another index card.

Let's read each part of the word together: pre/his/tor/ic.

LESSON 3

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

Let's try another word.

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

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

Since this word has a prefix, we should start by dividing the word after it. The prefix post- has one vowel sound, so it is the first syllable in the word.

NOTE: Write post 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. But, when one consonant is between two vowels, and the first vowel sound is long, we should divide the word before the consonant.

NOTE: Write the syllable sea on one index card, and write the syllable son on another index card.

Now, let's say the parts of the word together: post/sea/son.

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

Here's another word.

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

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

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

NOTE: Write en on an index card.

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

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

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

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word.

The word is enable. There are three syllables in this word.

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

NOTE: Write the word prerecord on the dry-erase board. Then divide it into syllables: pre/re/cord.

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

LESSON 3

Independent Practice

5 minutes

Turn to the Lesson 3 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

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

Differentiation ↓

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

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Musical Instruments" 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 3 Fluency passage, "Musical Instruments," 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 understand main idea and supporting details.

B) Review Skill

Tell me what you have learned about main idea and supporting details. (The main idea is the most important idea of a passage. The supporting details tell more information about the main idea. Identifying the main idea and looking for the supporting details will help you understand what you are reading.)

C) Reread Text Selection (Anthology)

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

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

Extension of Skill Beyond Text

5 minutes

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

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 2 Comprehension page and look at your chart. You are going to use some of this information to write a summary of the passage "Rock Secrets." I want you to list the main idea and at least three 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 2 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 3 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 2 Comprehension page, if needed.

LESSON 3

Differentiation ↑

Guide students as they complete the page. 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 for the passage "Rock Secrets." You are going to act out some of our words silently.

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

Act like a ferocious dinosaur. (The students should make it look like they are fierce or cruel.)

Act like you are in a tropical setting. (The students should pretend they are hot and sweating.)

Show me what would happen if you touched lava. (The students should make it look like they are reacting to touching something very hot.)

B) Independent Practice

Turn to the Lesson 3 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 two or three 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 ↓

Assist students as they complete the page. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word that contains one of our prefixes and split it into syllables. I'll start: postmodern, post/mod/ern.

(Answers will vary, but the student should say a word that starts with 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 3 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 3

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



WORD STUDY | LESSON 3

Syllabication

Directions: Divide each word by writing each syllable in the chart below. Then, read the word.

Word	Syllable 1	Syllable 2	Syllable 3
1. decompose	<u>de</u>	<u>com</u>	<u>pose</u>
2. embolden	<u>em</u>	<u>bol</u>	<u>den</u>
3. postpone	<u>post</u>	<u>pone</u>	
4. endanger	<u>en</u>	<u>dan</u>	<u>ger</u>
5. preview	<u>pre</u>	<u>view</u>	

FLUENCY | LESSON 3



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



COMPREHENSION | LESSON 3

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

Directions: Write a one-paragraph summary of the passage "Rock Secrets." Include the main idea and at least three 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.

Rocks can tell us about life on earth during prehistoric times. For example, sandstone contains ripples made by wind or waves from long ago. A shiny, black rock called obsidian was formed when lava cooled quickly after a volcanic eruption. Limestone might contain fossils from animals that lived in the ocean long ago. A gastrolith is a stone that once was in a dinosaur's stomach. By looking at rocks, we can learn more about the story of the earth.

VOCABULARY | LESSON 3



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. tropical

Answers will vary.

2. ferocious

Answers will vary.

3. lava

Answers will vary.

Directions: Use context clues to complete each sentence with one of the following vocabulary words.

ancient

gritty

ripples

1. A piece of petrified wood comes from a tree that lived long ago in a(n)

ancient forest.

2. Millions of years of wind and rain caused **ripples** on sandstone.

3. Sandstone is **gritty** because it comes from desert sand that stuck together to form a rock.