

LESSON 13

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes -cy, -ive, -ion/-sion/-tion, and -ward to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes 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. Identify the overall structure of information in a text.
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 13-15: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -cy (state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-tion (the act or condition of being), and -ward (in a specified direction).

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

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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

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

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 suffixes. We will also practice reading a passage quickly and easily. Then, we will focus on our passage's main idea, supporting details, and structure. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying suffixes. Remember, a suffix is a word part that is added to the end of a word or root. So far, we have learned the suffixes -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), and -ible/-able (capable of or full of).

B) Skill Introduction

Today we are going to learn more suffixes.

NOTE: Write the following suffixes on the dry-erase board and read them aloud: -cy, -ive, -ion/-sion/-tion, and -ward.

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

Direct Skill Instruction and Guided Practice

10 minutes

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

NOTE: Write the meaning next to each suffix on the dry-erase board. Then, read them aloud. Point out that -cy and -ive have similar meanings.

SUFFIX	MEANING
-cy	state or quality
-ive	having the tendency to; having the function of
-ion/-sion/-tion	the act or condition of being
-ward	in a specified direction

Let's work with these suffixes.

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

What suffix is in this word? (-ive)

The root of this word is create. Notice that the letter e was dropped before adding the suffix -ive.

Listen to this sentence: My creative cousin made her own costume for the party.

What do you think the word creative means? (having the tendency to create)

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

NOTE: Write back on the dry-erase board.

We know the word back. Now, add the suffix -ward after the word back.

NOTE: Write ward after the word back on the dry-erase board.

What new word did you write? (backward)

How does adding the suffix -ward to the word back change its meaning? (The word now means "in the direction of back" or "directed behind or to the back.")

Now let's practice identifying suffixes. I am going to write more words on the dry-erase board. We will read each word together. I want you to write the suffix from each word on your dry-erase board. Then, we will use what we know about the suffix 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 suffix on their dry-erase boards. Then, discuss the correct answer, as well as the definition of the word.

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WORD	CORRECT RESPONSE
<i>subtraction</i>	tion; the act of subtracting
<i>urgency</i>	cy; state of being urgent *
<i>forward</i>	ward; in the direction ahead
<i>disruptive</i>	ive; having the tendency to disrupt

***NOTE:** Point out that the letter t is dropped from the root word urgent before adding the suffix.

Independent Practice

5 minutes

Turn to the Lesson 13 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they should make a list of other words that contain the suffixes -cy, -ive, -ion/-sion/-tion, and -ward. Students can read their word lists with partners.

Differentiation ↓

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

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

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

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 13 Fluency passage, "Healthy You: Get Some Sun," in your workbook.

B) Modeling

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

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

C) Read Aloud

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

D) Fluency Follow-up

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

E) Word Study Application

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

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

COMPREHENSION

Introduction

2 minutes

Introduce Skill in Isolation

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

Let's review some terms you already know. We know that the main idea is the most important idea of a passage. The author includes supporting details that tell more about, or support, the main idea. How does the author organize ideas and details? When we look at how a passage is organized, we focus on the structure of the text.

The structure of a passage helps the reader understand the content. When presenting his or her ideas, an author can rely on structures such as chronology, comparison, cause and effect, or problem and solution. Many times, an author uses headings to group together related information.

Direct Skill Instruction

11 minutes

When an author discusses events in chronological order, he or she tells about events in the order in which they happened. An author can also use comparison to structure a text, showing similarities and differences between people, events, or other things. If an author presents a reason something happens and the result of what happens, he or she is using a cause and effect structure. In some passages, an author will discuss what is wrong and how to fix it, using a problem and solution structure.

Headings are often used to break a passage into sections. The author uses headings to group related information together.

Let's take another look at our fluency passage "Healthy You: Get Some Sun." I am going to read the passage aloud. I want you to think about the main idea, the supporting details, and the structure of the passage.

NOTE: Read "Healthy You: Get Some Sun" aloud. Then, ask the following questions:

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What is the main idea of this passage? (Possible response: Sensible exposure to sunlight is healthy for your body.)

What are some of the supporting details? (Possible responses: Sunlight helps us produce vitamin D, which prevents diseases and strengthens bones. We should get between ten and fifteen minutes of sun each day. Sunlight can reduce stress and keep you calm. It can help you sleep better, which prevents you from getting sick. Sunlight is good for your mood. It makes you happier.)

What do you notice about the structure of this passage? (This passage is written using cause and effect.)

What headings would you add to this passage? Where would you place them? (Possible response: I would add the heading "Vitamin D" before the second paragraph, "Reduce Stress and Sleep Well" before the third paragraph, and "Mood Boost" before the fourth paragraph.)

Guided Practice

5 minutes

Turn to the Lesson 13 Comprehension page in your workbook. We will refer to the passage "Healthy You: Get Some Sun" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. When students finish the page, they should find examples of cause and effect in the passage. Students can write their examples at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

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

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words that will help us understand the passages we will read during our next session. These passages are about being healthy.

Let's take a look at our words.

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

nutrients

balanced

habit

lifestyles

resistance

maintaining

B) Content Word Introduction

I am going to read some sentences with our vocabulary words. Tell me what you think each word means, based on the context of the sentence. Remember, when you use context clues, 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. Have the students tell you what they think the word means. Then, move on to the next sentence.

It is important to eat a balanced diet in order to get the nutrients that will keep you healthy.

What do you think the words balanced and nutrients mean? (Accept all reasonable responses.)

If eating healthy foods becomes a habit, you will be used to eating that way.

What do you think the word habit means? (Accept all reasonable responses.)

Our lifestyles don't make it easy, but we should work on maintaining regular exercise schedules.

What do you think lifestyles and maintaining mean? (Accept all reasonable responses.)

The resistance from using weights helps you build stronger muscles.

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

Turn to the Lesson 13 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.

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WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. Tell me one way an author can organize his or her writing. (Possible responses: chronology, comparison, cause/effect, problem/solution, headings)

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

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 13 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 13

Suffixes

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

SUFFIX	MEANING
-cy	state or quality
-ive	having the tendency to; having the function of
-ion/-sion/-tion	the act or condition of being
-ward	in a specified direction

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

1. collect + ion = **collection**

Definition: **the act of collecting**

2. sky + ward = **skyward**

Definition: **in the direction of the sky**

3. detect + ive = **detective**

Definition: **having the function of detecting**

4. normal + cy = **normalcy**

Definition: **the state of being normal**

FLUENCY | LESSON 13



Healthy You: Get Some Vitamin D

Many people are worried about sun exposure. It is true that too much sun can cause skin damage, skin cancer, and premature aging. But it's also true that sensible sun exposure is healthy. How can sunlight help your body?



Vitamin D is important for good health. It helps prevent some diseases and strengthens bones. Our bodies produce vitamin D with the help of sunlight. We need between ten and fifteen minutes of sunlight each day to make a healthy amount of vitamin D.

Sunlight can also reduce stress and help you sleep better. Too much stress and not enough sleep can lead to illnesses. So, a moderate amount of sun exposure has been shown to help you feel calm and keep you from getting sick.

Plus, sunlight affects our moods. Experts say that it is good for your state of mind to spend some time in the sun. Doing so can boost your mood and make you happier.

So, make some time to enjoy the sun! Just make sure you do it in moderation. You want your sun exposure to be healthy and not harmful. Remember to use sunscreen if you are in the sun for more than ten minutes. Your body will thank you!



COMPREHENSION | LESSON 13

Main Idea, Supporting Details, and Text Structure

Directions: Refer to the passage "Healthy You: Get Some Sun" as you complete this page. Answer all questions in complete sentences.

1. What is the main idea of this passage?

The main idea of the passage is that sensible exposure to sunlight is healthy for your body.

2. What are some supporting details in this passage?

Sunlight helps us produce vitamin D, which prevents diseases and strengthens bones. We should get between ten and fifteen minutes of sun each day. Sunlight can reduce stress and keep you calm. It can help you sleep better, which prevents you from getting sick. Sunlight is good for your mood and makes you happier.

3. What structure does the author use in this passage?

The author uses a cause and effect structure in this passage.

4. What three headings would you add to this passage?

I would add these headings to the passage: "Vitamin D," "Reduce Stress and Sleep Well," and "Mood Boost."

VOCABULARY | LESSON 13



Content Vocabulary

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

1. nutrients

substances that provide nourishment

2. balanced

having different elements in the correct proportions

3. habit

a regular practice that can be hard to give up

4. lifestyles

the ways in which people live

5. resistance

an opposing force in exercise, usually involving pushing or pulling a weight

6. maintaining

causing something to continue

LESSON 14

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes -cy, -ive, -ion/-sion/-tion, and -ward to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes 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. Identify the overall structure of information in a text.
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 13-15: Student Pages
- ☐ Passages: "Healthy You: Eating Right," "Healthy You: Exercise," Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -cy (state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-tion (the act or condition of being), and -ward (in a specified direction).

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

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

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 suffixes. We will also continue reading our fluency passage. Then, we will read two new passages and discuss the main idea, supporting details, and structure of each. We will also compare these passages to our fluency passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

C) Access Prior Knowledge

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

D) Skill Review

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

NOTE: Write the suffixes -cy, -ive, -ion/-sion/-tion, and -ward on the dry-erase board. Point to each suffix and ask students to tell you its definition: -cy (state or quality), -ive

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(having the tendency to; having the function of), -ion/-sion/-tion (the act or condition of being), and -ward (in a specified direction).

Direct Skill Instruction and Guided Practice

10 minutes

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

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

Sometimes, you need to change a root word before you add a suffix. Let's take a look at some of those words.

The word fluency is made when the suffix -cy is added to the word fluent.

NOTE: Write the words fluency and fluent on the dry-erase board.

We know the word fluency, which means "the quality of being fluent." Notice that we had to drop the letter t at the end of fluent before adding -cy. We saw this in our last session with the word urgency.

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

The word accuracy is made when the suffix -cy is added to the word accurate.

NOTE: Write the words accuracy and accurate on the dry-erase board.

Accuracy means "the state of being accurate." Notice that the letters t and e were dropped from the end of accurate before adding -cy.

Let's read the word together: accuracy.

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

Let's talk about the suffixes -ion, -sion, and -tion. When a word ends with the letter t, add the suffix -ion.

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

This is the word subtract. Subtraction is formed by adding the suffix -ion to the root word subtract.

NOTE: Add ion to the word subtract.

When a word ends with the letters p, s, or d, drop that letter and add -sion.

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

This is the word extend. Extension is formed by adding the suffix -sion to the root word extend. The letter d is dropped first.

NOTE: Erase the letter d at the end of extend and add sion to form the word extension.

You also have to drop the letter e before adding these suffixes.

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

This is the word educate. Education is formed by adding the suffix -tion to the root word educate. The letter e is dropped first.

NOTE: Erase the letter e at the end of educate and add ion to form the word education.

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Independent Practice

5 minutes

Turn to the Lesson 14 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they should write a new word with each of the suffixes listed. Have them write the words at the bottom of the page. Students may share the words with the group.

Differentiation ↓

Review the suffixes in the chart. Read the first word and model how to find and underline the suffix. Read the remaining words with the students. Encourage students to work independently to complete the page. If needed, students may work with partners to write the sentences.

FLUENCY

Review

7 minutes

F) Fluency Focus

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

G) Reread Fluency Passage

Turn to the Lesson 14 Fluency passage, "Healthy You: Get Some Sun," in your workbook.

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

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

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

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

H) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well.

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.

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

COMPREHENSION

Introduction

3 minutes

A) Review Skill

Now, we are going to focus on our comprehension skills. Today, we will be reading two more passages about being healthy.

We know that the main idea is the most important idea of a passage. The author includes supporting details that tell more about, or support, the main idea.

When we look at how a passage is organized, we focus on the structure of the text. The structure of a passage helps the reader understand the content. When presenting his or her ideas, an author can rely on structures such as chronology, comparison, cause and effect, or problem and solution. Many times, an author uses headings to group together related information.

B) Introduce Text Selections (Anthology)

Our fluency passage is also about being healthy. Before we read our new passages, I want you to tell me what you learned about sunlight and health.

(Allow students to briefly discuss what they learned from the fluency passage.)

Use the Table of Contents to find "Healthy You: Eating Right" in your Anthology. Our other passage, "Healthy You: Exercise," is right after it.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the main idea, the supporting details, and the structure of each passage.

Strategies

10 minutes

Let's read "Healthy You: Eating Right." Follow along as I read aloud the first three paragraphs.

NOTE: Read aloud the first three paragraphs.

Now, it's your turn to read.

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

What is the main idea of this passage? (Possible response: Eating a balanced diet will keep your body healthy.)

What are some of the supporting details? (Possible responses: Eat a variety of fruits and vegetables every day, as well as protein and starchy foods. You can also eat dairy or non-dairy foods. Different healthy foods have different effects on the body. Vitamin C in an apple will help you fight colds and help repair body tissues, bones, and organs. The vitamin E in an apple is good for your skin and hair and keeps your cells from aging as quickly. Spinach helps keep your brain functioning, and it helps keep bones strong. It's fine to eat foods like cookies and pretzels, as long as you don't do it too much.)

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What do you notice about the structure of this passage? (This passage is written using cause and effect. The author also uses headings.)

Now, let's read "Healthy You: Exercise." 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. Ask the following questions after students finish reading aloud.

What is the main idea of this passage? (Possible response: Being active can help you stay healthy.)

What are some of the supporting details? (Possible responses: Everyday activities, such as vacuuming, gardening, or mowing the lawn, are great ways to keep your muscles strong and your body in shape. Aerobic exercise, such as running, biking, or swimming, will keep your heart in shape. Your heart pumps faster so that more oxygen can be moved around your body. Strength training is another form of exercise that involves lifting weights or doing something that causes resistance against your muscles. You don't always have to do the same exercise, but you should be consistent with the amount of time you spend moving.)

What do you notice about the structure of this passage? (This passage is written using cause and effect. The author also uses headings.)

Integrated Writing Activity

5 minutes

Turn to the Lesson 14 Comprehension page in your workbook. We will refer to both passages as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. Remind them to refer to the passage. When students finish the page, they can write about what they will do to stay healthy. Students can share their ideas with the group.

Differentiation ↓

Model how to refer to the passage as you complete the first chart. Have students work with partners to complete the second chart. Remind students to refer to the passage as they complete the page.

VOCABULARY

Review

7 minutes

C) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: nutrients, balanced, habit, lifestyles, resistance, maintaining. Read each word aloud together.

Can you find the words nutrients, balanced, and habit in the passage "Healthy You: Eating Right"?

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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.

D) 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.

causing something to continue (maintaining)

the ways in which people live (lifestyles)

an opposing force in exercise, usually involving pushing or pulling a weight
(resistance)

E) Independent Practice

Turn to the Lesson 14 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! Think about the suffixes we worked with today. Let's say some words with these suffixes. I'll start: infancy. (Possible responses include: decency, creative, reduction, downward, 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 14 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

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

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



WORD STUDY | LESSON 14

Suffixes

Directions: Look at the suffix chart below. Then, underline the suffix in each word below.

SUFFIX	MEANING
-cy	state or quality
-ive	having the tendency to; having the function of
-ion/-sion/-tion	the act or condition of being
-ward	in a specified direction

- upward
- completion
- protective
- privcy
- secrecy
- expensive
- homeward
- expansion

Directions: Choose two words from above. Write a sentence for each word. Underline the word in the sentence.

- Answers will vary.
- Answers will vary.

FLUENCY | LESSON 14



Healthy You: Get Some Vitamin D

Many people are worried about sun exposure. It is true that too much sun can cause skin damage, skin cancer, and premature aging. But it's also true that sensible sun exposure is healthy. How can sunlight help your body?



Vitamin D is important for good health. It helps prevent some diseases and strengthens bones. Our bodies produce vitamin D with the help of sunlight. We need between ten and fifteen minutes of sunlight each day to make a healthy amount of vitamin D.

Sunlight can also reduce stress and help you sleep better. Too much stress and not enough sleep can lead to illnesses. So, a moderate amount of sun exposure has been shown to help you feel calm and keep you from getting sick.

Plus, sunlight affects our moods. Experts say that it is good for your state of mind to spend some time in the sun. Doing so can boost your mood and make you happier.

So, make some time to enjoy the sun! Just make sure you do it in moderation. You want your sun exposure to be healthy and not harmful. Remember to use sunscreen if you are in the sun for more than ten minutes. Your body will thank you!



COMPREHENSION | LESSON 14

Main Idea, Supporting Details, and Text Structure

Directions: Refer to the passages as you complete this page.

"Healthy You: Eating Right"	
Main Idea	Eating a balanced diet will keep your body healthy.
Supporting Details	Eat a variety of fruits and vegetables every day, as well as protein and starchy foods. You can also eat dairy or non-dairy foods. Different healthy foods have different effects on the body. Vitamin C in an apple will help you fight colds and help repair body tissues, bones, and organs. Spinach helps keep your brain functioning, and it helps keep bones strong. It's fine to eat foods like cookies and pretzels, as long as you don't do it too much.
Structure	cause and effect; uses headings

"Healthy You: Exercise"	
Main Idea	Being active can help you stay healthy.
Supporting Details	Chores, such as vacuuming, gardening, or mowing the lawn, are great ways to keep your muscles strong and your body in shape. Aerobic exercise, such as running, biking, or swimming, will keep your heart in shape. Strength training is another form of exercise that involves lifting weights or doing something that causes resistance against your muscles. You don't always have to do the same exercise, but you should be consistent with the amount of time you spend moving.
Structure	cause and effect; uses headings

VOCABULARY | LESSON 14



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.

balanced	habit	lifestyles
maintaining	nutrients	resistance

- Strength training involves lifting weights or doing something that causes resistance against your muscles.
- As long it doesn't become an excessive habit, it's fine to enjoy sweet treats from time to time.
- Eating a balanced diet will give you the proper nutrition that your body needs.
- Our lifestyles don't always allow us to move around as much as we should.
- When you work hard at maintaining an active way of life, you will feel better and stay healthy.
- Fruits and vegetables contain nutrients that your body needs.

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes -cy, -ive, -ion/-sion/-tion, and -ward to read unfamiliar multisyllabic words in context and out of context.</p> <p>Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	<p>Analyze multiple accounts of the same topic, noting important similarities and differences.</p> <p>Write a paragraph integrating knowledge from multiple texts on the same topic.</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>

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

- ☐ Lessons 13-15: Student Pages
- ☐ Passages: "Healthy You: Eating Right," "Healthy You: Exercise"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -cy (state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-tion (the act or condition of being), and -ward (in a specified direction).

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

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

LESSON 15

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

- Every syllable has one vowel sound.
- In a word with a suffix, divide the word before the suffix.
- Divide a word between double consonants.
- 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 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

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

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

Then, we will reread our passages and write a paragraph about the information contained in them. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

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

NOTE: Write the suffixes -cy, -ive, -ion/-sion/-tion, and -ward on the dry-erase board.

Tell me the meaning of each suffix. (-cy: state or quality; -ive: having the tendency to or having the function of; -ion/-sion/-tion: the act or condition of being; -ward: in a specified direction)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. Dividing a word into syllables will help you read unknown words quickly. Being able to read words quickly will help with your comprehension.

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

Here is a word from one of our passages. Let's think about syllabication rules. Since every syllable has one vowel sound, we need to focus on vowel sounds as we divide this word.

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

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

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

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

NOTE: Write tion on an index card.

Now, let's look at the beginning of the word. There are two consonants between two vowels. When two consonants are between two vowels, we usually divide the word between the two consonants. But tr is a blend, so we don't want to separate those two letters. Since every syllable has one vowel sound, we can divide this part of the word after the letter u.

NOTE: Write nu on one index card, and write tri on another index card.

Let's read each part of the word together: nu/tri/tion.

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

Let's try another word from one of our passages.

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

LESSON 15

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

Since this word has a suffix, we should start by dividing the word before it. The suffix -ive has one vowel sound, so we don't need to divide it further. Notice that there are double consonants before the suffix. We should divide a word between double consonants, so we will include the letter *s* with our suffix.

NOTE: Write sive on an index card.

Let's look at the beginning of the word. There are two consonants between two vowels, so we know to divide between the consonants.

NOTE: Write ex on one index card, and write ces on another index card.

Now, let's say the parts of the word together: ex/ces/sive.

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

Here's another word from one of our passages.

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

On your dry-erase board, show me how to divide this word into syllables.

NOTE: Students should copy the word, divide it, and show you their answers. After you have seen the students' responses, divide the word into syllables: ac/tive.

This word has two syllables: ac/tive. Explain why it should be divided this way.

(Possible response: You should divide the word before the suffix, but since there are two consonants between two vowels, you need to divide the word between the letters *c* and *t*. The first syllable is ac, and the second syllable is tive.)

I'm going to divide some more words into syllables. Think about all the rules you know and tell me which rules I used.

NOTE: Write the following words on the dry-erase board, one at a time. Then, divide the word into syllables. Have students tell you the rules for each syllabicated word.

WORD	SYLLABLES	RULES
consistency	con/sis/ten/cy	Divide the word before the suffix. When two consonants are between two vowels, divide the word between the two consonants. Every syllable has one vowel sound.
production	pro/duc/tion	Divide the word before the suffix. When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant. Every syllable has one vowel sound.
literacy	lit/er/a/cy	Divide the word before the suffix. When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant. Every syllable has one vowel sound.

LESSON 15

Independent Practice

5 minutes

Turn to the Lesson 15 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 ↓

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

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

I) Establish Reading Goal

We have been reading "Healthy You: Get Some Sun" 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 15 Fluency passage, "Healthy You: Get Some Sun," in your workbook.

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

NOTE: Assist students with setting personal goals.

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

Now I want you to Whisper Read the story.

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

Differentiation ↑

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

Differentiation ↓

Select a reduced portion of the text for fluency practice.

LESSON 15

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the information from three passages about the same topic.

B) Review Skill

Tell me what you have learned about main idea, supporting details, and text structure. (The main idea is the most important idea of a passage, and supporting details tell more about it. The structure of a passage helps the reader understand the content. An author can use structures such as chronology, comparison, cause and effect, or problem and solution. An author can also use headings to group together related information.)

C) Reread Text Selections (Anthology)

Please turn to "Healthy You: Eating Right" 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. When you finish, take turns reading "Healthy You: Exercise."

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

Extension of Skill Beyond Text

5 minutes

Today, you are going to write a paragraph in which you integrate, or combine, the information you have learned from the three passages we have been reading: "Healthy You: Get Some Sun," "Healthy You: Eating Right," and "Healthy You: Exercise."

How are the "Healthy You" passages similar? (Possible responses: All three passages are about ways to stay healthy. All three passages use a cause and effect structure. The passages about eating right and exercise include headings.)

How are the "Healthy You" passages different? (Possible response: Each passage focuses on a different way to stay healthy: getting sun, eating right, or exercising.)

Turn to the Lesson 13 Comprehension page and look at your answers to the questions about the main idea and supporting details. Then, turn to the Lesson 14 Comprehension page and review your answers in the main idea and supporting details sections of the charts.

I want you to write some notes about each passage's main idea and supporting details on your dry-erase board. You will refer to this information as you write your paragraph.

NOTE: Students should write notes on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 13 and Lesson 14 Comprehension pages while writing.

Let's talk about what you wrote. (Briefly discuss the students' notes about the main idea and supporting details for each passage. Write some of the students' ideas on the dry-erase board.)

LESSON 15

How can you integrate, or combine, this information into one paragraph about staying healthy? (Possible response: I will write a paragraph that focuses on three ways to stay healthy, and I will support this main idea with details from each passage.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 15 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 13 and Lesson 14 Comprehension pages, as well as the passages, if needed.

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their paragraphs with partners. Students should look for a clear main idea, along with supporting details that integrate the information from all three passages, in their partners' paragraphs.

Differentiation ↓

Guide students as they write their sentences. Have students start by writing a sentence that combines the main ideas of the three passages. Then, have students state details that support the main idea. If time permits, have students share their paragraphs with partners. Students should look for a clear main idea, along with supporting details that integrate the information from all three passages, in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

F) Vocabulary Review

Today we will take one last look at our vocabulary words. I'm going to give you a direction that includes one of our words. You are going to follow the direction silently.

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

Show me an activity that you could turn into a healthy habit. (The students should make it look like they are running, walking, swimming, etc.)

Show me what you would do if you were using resistance training. (The students should pretend they are lifting weights or using exercise bands.)

Show me how you will feel if you eat a balanced diet which is full of nutrients. (The students should look like they are feeling happy, well-rested, or strong.)

G) Independent Practice

Turn to the Lesson 15 Vocabulary page in your workbook. Let's read the directions together.

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

LESSON 15

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 suffixes and split it into syllables. I'll start: demonstration, dem/on/stra/tion.

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

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 15 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 15

Syllabication

Directions: Place a line between the syllables in each word. Then, read each word.

1. **ex / pan / sion**
2. **pro / gres / sive**
3. **out / ward**
4. **ac / cur / a / cy**
5. **pro / tec / tive**
6. **re / duc / tion**
7. **for / ward**
8. **fre / quen / cy**

FLUENCY | LESSON 15



Healthy You: Get Some Vitamin D

Many people are worried about sun exposure. It is true that too much sun can cause skin damage, skin cancer, and premature aging. But it's also true that sensible sun exposure is healthy. How can sunlight help your body?



Vitamin D is important for good health. It helps prevent some diseases and strengthens bones. Our bodies produce vitamin D with the help of sunlight. We need between ten and fifteen minutes of sunlight each day to make a healthy amount of vitamin D.

Sunlight can also reduce stress and help you sleep better. Too much stress and not enough sleep can lead to illnesses. So, a moderate amount of sun exposure has been shown to help you feel calm and keep you from getting sick.

Plus, sunlight affects our moods. Experts say that it is good for your state of mind to spend some time in the sun. Doing so can boost your mood and make you happier.

So, make some time to enjoy the sun! Just make sure you do it in moderation. You want your sun exposure to be healthy and not harmful. Remember to use sunscreen if you are in the sun for more than ten minutes. Your body will thank you!



COMPREHENSION | LESSON 15

Multiple Texts with the Same Topic: Your Turn to Write

Directions: Write a paragraph in which you combine the information you have learned from the "Healthy You" passages. 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.

According to the "Healthy You" passages, if you want to lead a healthy lifestyle, you should get some sun, eat a balanced diet, and find ways to move your body. In "Healthy You: Get Some Sun," the author states that sunlight helps us produce vitamin D, which prevents diseases and strengthens bones. Sunlight can reduce stress, keep you calm, and help you sleep better. In "Healthy You: Eating Right," the author recommends eating a balanced diet, filled with a variety of fruits and vegetables, protein, and starchy foods. Different healthy foods have different effects on the body, such as helping you fight colds and keeping your bones strong. In "Healthy You: Exercise," the author says that household chores, aerobic exercise, and strength training are great ways to move your body, help your heart, and build strong muscles. It's fine to do a variety of activities, as long as you set aside a consistent amount of time each day to do them.

VOCABULARY | LESSON 15



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. maintaining
causing something to continue
2. lifestyles
the ways in which people live
3. nutrients
substances that provide nourishment

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

balanced habit resistance

1. Using weights or exercise bands provides **resistance** that helps strengthen your muscles.
2. I try to stay healthy by eating a **balanced** diet and riding my bike every day.
3. Make it a **habit** to enjoy a safe amount of sunlight every day.