

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the word roots scrip/scribe, spec/spect, and mit/miss to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of word roots as clues to the meaning of a word.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	<p>Determine the point of view of a text.</p> <p>Describe how a narrator's point of view influences how events are described.</p> <p>Describe the events of a story from an alternate point of view.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
-------------------------------------	---------------------------------	--	------------------------------------

Lesson Materials

- ☐ Lessons 16-18: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

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

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

LESSON 16

Comprehension

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Vocabulary

Content Words: Words from a text that are important to understanding the content of 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 the roots scrip/scribe, spec/spect, and mit/miss. We will also practice reading a passage quickly and easily. Then, we will discuss how the narrator's point of view influences the way he or she describes the events in a story. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying parts of words. We know that prefixes and suffixes are known as affixes. An affix is a word part that can be added to the beginning or end of a word or root. A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone.

So far, we have learned the roots duce/duct (lead), tract (pull or draw), and ped/pod (foot).

B) Skill Introduction

Today we are going to learn more roots.

NOTE: Write the following roots on the dry-erase board and read them aloud: scrip/scribe, spec/spect, and mit/miss.

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

Direct Skill Instruction and Guided Practice

10 minutes

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

LESSON 16

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

ROOT	MEANING
scrip/scribe	write
spec/spect	see or look
mit/miss	send or let go

Let's work with these roots.

Write the root scribe on your dry-erase board.

NOTE: Write scribe on the dry-erase board.

The root scribe means "write." Now, add the prefix in-, which can mean "in," before the root scribe.

NOTE: Write in- before scribe on the dry-erase board.

What new word did you write? (inscribe)

If you inscribe someone's name in a book, what are you doing? (writing the person's name in a book)

The root spect means "see or look."

NOTE: Write spect on the dry-erase board.

Let's add a prefix and a suffix to this root: the prefix in- and the suffix -or.

NOTE: Give students a moment to write and share their responses. Write the answer on the dry-erase board: inspector.

Let's read the word together: inspector. What does it mean? (someone who inspects; someone who looks at something closely)

Look at this word.

NOTE: Write dismiss on the dry-erase board.

What root is in this word? (miss)

Let's read the word together: dismiss. We know that the root miss means "send or let go." The word dismiss means "to send someone away."

I am going to write more words on the dry-erase board. We will read each word together. I want you to write the root from each word on your dry-erase board. Then, we will use what we know about the root to figure out the meaning of the word.

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

LESSON 16

WORD	CORRECT RESPONSE
<i>speculate</i>	spec; to look at something and guess a possible answer when you don't have enough information
<i>admit</i>	mit; to allow someone to enter or be sent in
<i>transcript</i>	script; an exact written copy of something

Independent Practice

5 minutes

Turn to the Lesson 16 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

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

Differentiation ↓

Review the roots and meanings together. Then, read the first word together and model how to find the root and write a definition for the word. Encourage students to work independently to find the root in each remaining word. Then, have students work with partners to define the words. 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 16 Fluency passage, "Lion's Story," 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 dismissed. 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.

We know that point of view refers to the voice that tells the story. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Direct Skill Instruction

11 minutes

The narrator's point of view affects what information is revealed about the events and characters in the story.

Let's take another look at our fluency passage "Lion's Story." I am going to read the passage aloud. I want you to think about the point of view from which this story is told and how the point of view influences the way the events are described.

NOTE: Read "Lion's Story" aloud. Then, ask the following questions:

From whose point of view is this story told? (a first-person narrator: Lion)

What information does Lion provide about himself? (Possible responses: Lion describes how he feels about being the King of the Jungle. He believes that no one will bother him. He doesn't believe that a small creature can be helpful to him.)

How does Lion describe the events of the story? (Possible responses: He ate a handful of berries and fell into a deep sleep. A fluttering in his ear woke him up, and he discovered that it was a mouse. He growled at Mouse and threatened to eat him, in order to show him who was the boss. He laughed uncontrollably when Mouse offered to be his friend—and possibly save him one day—if he let him go. When he got trapped in a hunter's net, he couldn't believe that Mouse was able to free him. He apologized to Mouse for laughing at him and said they would be friends forever.)

How does Lion's point of view affect what the reader understands about the story? (Possible response: Lion's point of view helps the reader understand his personality and his view of the other animals in the jungle, but it doesn't help the reader understand Mouse's thoughts and feelings.)

LESSON 16

What could you learn from Mouse that you didn't learn from Lion? (Possible response: Mouse might tell more about what made him approach a sleeping lion, how he came up with the reason that Lion should let him go, and what he was thinking as he was saving Lion from the net.)

Guided Practice

5 minutes

Turn to the Lesson 16 Comprehension page in your workbook. We will refer to the passage "Lion's Story" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. When students finish the page, they can add details to another part of the story from Lion's point of view. Students can share their ideas with the group.

Differentiation ↓

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

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words. They will help us understand the passage we will read during our next session. Our next passage is about the same events as our fluency passage, but it is told from a different point of view.

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

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

scurrying

peeked

desperate

fierce

scampered

gratitude

B) Content Word Introduction

Let's talk about what these words mean.

NOTE: Say each word and its definition aloud.

scurrying: moving with short, quick steps

peeked: looked quickly, especially from a hidden location

desperate: involving a last-chance effort when faced with a bad situation

LESSON 16

fierce: strong and powerful

scampered: ran quickly

gratitude: the quality of being thankful for an act of kindness

Turn to the Lesson 16 Vocabulary page in your workbook. It's your turn to use the Glossary to define these words.

NOTE: Review the directions on the page. Provide assistance, as needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should write their own sentences for two vocabulary words. Allow students to share their sentences with the group.

Differentiation ↓

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

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. Tell me about something we did during our session, from your point of view. (Each student should describe an activity from the Word Study, Fluency, Comprehension, or Vocabulary portion of the lesson, using first-person point of view. Accept all reasonable responses.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 16 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 16

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



WORD STUDY | LESSON 16

Roots

Directions: Review the roots and their meanings in the chart. Then, underline the root in each word and write its definition on the line.

ROOT	MEANING
scrip/scribe	write
spec/spect	see or look
mit/miss	send or let go

1. sub**mit**
to send something for approval
2. de**scribe**
to write details about someone or something's characteristics, qualities, etc.
3. in**spect**
to look at something closely
4. post**script**
writing added to the end of a letter
5. **spect**ator
a person who looks on or watches

FLUENCY | LESSON 16



Lion's Story

Since I am King of the Jungle, no one dares to bother me. That changed one day, after I finished eating a handful of berries and fell into a deep sleep. When a fluttering on my ear woke me up, I opened my eyes and saw a mouse scurrying down my arm. I slapped my paw down on the mouse's tail to stop him.

"What are you doing?" I growled. "How dare you crawl all over the King of the Jungle? I should eat you right now to show you who's boss!" The frightened little mouse shook with fear.

"I'm so sorry, Lion," Mouse said. "I was trying to get some of those berries you dropped. Please don't eat me! If you let me go, I will be your friend forever, and one day I may even be able to save your life!"



I started laughing uncontrollably at the idea of a tiny mouse saving the life of a mighty creature like myself.

"You made my day with laughter, little one," I bellowed. "Go ahead and be my friend, and don't forget to save me one day." With that, I dismissed him.

Well, the very next day, I was caught in a hunter's net. I struggled and roared as the net wrapped tighter and tighter around me. Suddenly, Mouse appeared at my side and started nibbling his way through the ropes of the net. I could not believe my eyes. Within minutes, I was free!

"You saved my life! I am sorry to have laughed at you, but I didn't expect someone so small to be capable of such a mighty task. But you, my friend, have proven me wrong. I am glad to have you as my friend," I said.

And so, we became the best of friends, always sharing berries with each other.



COMPREHENSION | LESSON 16

Point of View

Directions: Refer to the passage "Lion's Story" as you complete this page. Answer all questions in complete sentences.

1. What information does Lion provide about himself?
According to Lion, he is the King of the Jungle. He believes that no one will bother him. He doesn't believe that a small creature can be helpful to him.
2. How does Lion describe some of the events of the story?
Lion says he ate a handful of berries and fell into a deep sleep. A fluttering in his ear woke him up, and he discovered that it was a mouse. Lion growled at Mouse and threatened to eat him, in order to show him who was the boss. He laughed uncontrollably when Mouse offered to be his friend—and possibly save him one day—if he let him go. When he got trapped in a hunter's net, he couldn't believe that Mouse was able to free him. He apologized to Mouse for laughing at him and said they would be friends forever.
3. How does Lion's point of view affect what the reader understands about the story?
Lion's point of view helps the reader understand his personality and his view of the other animals in the jungle, but it doesn't help the reader understand Mouse's thoughts and feelings.
4. Pretend you are Lion. Explain how you got stuck in the hunter's net.
I was strutting around the jungle, admiring my kingdom and looking for a snack. Then, I noticed something in the clearing ahead of me. From a distance, it looked like a rabbit. By the time I approached and realized my mistake, it was too late. I found myself gathered in a net, dangling from a tree. I was stuck!

VOCABULARY | LESSON 16



Content Vocabulary

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

1. scurrying
moving with short, quick steps
2. peeked
looked quickly, especially from a hidden location
3. desperate
involving a last-chance effort when faced with a bad situation
4. fierce
strong and powerful
5. scampered
ran quickly
6. gratitude
the quality of being thankful for an act of kindness

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the word roots scrip/scribe, spec/spect, and mit/miss to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of word roots as clues to the meaning of a word.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	<p>Determine the point of view of a text.</p> <p>Describe how a narrator's point of view influences how events are described.</p> <p>Describe the events of a story from an alternate point of view.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use the relationship between synonyms and antonyms to better understand the meanings of words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
-------------------------------------	---------------------------------	--	------------------------------------

Lesson Materials

- ☐ Lessons 16-18: Student Pages
- ☐ Passage: "Mouse's Story"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

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

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

LESSON 17

Comprehension

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Vocabulary

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

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite meanings

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 the roots scrip/scribe, spec/spect, and mit/miss. We will also continue reading our fluency passage. Then, we will read a story—with the same events as our fluency passage—that is told from a different point of view. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

We have been talking about roots. What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone. You can add an affix, which is a prefix or a suffix, to a root.)

B) Skill Review

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

NOTE: Write the roots scrip/scribe, spec/spect, and mit/miss on the dry-erase board. Point to each root and ask students for its definition: scrip/scribe (write), spec/spect (see or look), and mit/miss (send or let go).

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that contain these roots. Talk to a partner about the words. Then, we will share them together.

NOTE: Take a few minutes for this activity. Give the students some time to think about words that contain the roots. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-

LESSON 17

erase board. Read each word together, identify the root in each word, and talk about the meaning of each word.

Let's add some affixes to roots. Remember, an affix is a prefix or a suffix.

We will start with this word.

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

What is the root in this word? (spect)

Listen to this sentence: The fireworks show was a spectacle in the sky.

What does spectacle mean? (something you can see that attracts attention)

Let's try another example with the root scribe.

NOTE: Write the following on the dry-erase board: pre + scribe = ?

Look at the prefix and the root. Together, what new word is formed? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers. Write the word prescribe on the dry-erase board.

You should have written prescribe. Based on what you know about the prefix and the root, what does prescribe mean? (to write an order for medicine or treatment)

Let's do one more example with the root miss.

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

Let's read this word: mission.

Listen to this sentence: Grandmother asked us to go on a mission to collect wildflowers from the yard.

What does the word mission mean? (the act or instance of sending someone to carry out a task)

Independent Practice

5 minutes

Turn to the Lesson 17 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

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

Differentiation ↓

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

LESSON 17

FLUENCY

Review

7 minutes

A) Fluency Focus

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

B) Reread Fluency Passage

Turn to the Lesson 17 Fluency passage, "Lion's Story," in your workbook.

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

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

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

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

C) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well.

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

NOTE: Give partners a chance to discuss their fluency.

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

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

COMPREHENSION

Introduction

3 minutes

A) Review Skill

Now, we are going to focus on our comprehension skills. Today, we will read a story about Lion and Mouse, told from Mouse's point of view.

We know that point of view refers to the voice that tells the story. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

B) Introduce Text Selection (Anthology)

The narrator's point of view affects what information is revealed about the events and characters in the story. In our last session, we talked about Lion's point of view in "Lion's Story." We made some predictions about what we could learn from Mouse's side of the story. Let's review our ideas. (Allow students to briefly discuss what they think they will learn from Mouse.)

Use the Table of Contents to find "Mouse's Story" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about how Mouse's point of view influences the way the events are described. You should also think about the similarities and differences between the two versions of the story.

Strategies

10 minutes

Let's read "Mouse's Story." 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 information does Mouse provide about himself? (Possible responses: Mouse describes how he gathers food for his family. He describes how desperate he felt after Lion grabbed his tail and how determined he was to prove to Lion that he could save his life.)

How does Mouse describe the events of the story? (Possible responses: Mouse saw Lion take a handful of berries into his mouth and drop half of them on the ground. After Lion fell asleep, Mouse quietly began walking up his arm to reach the berries that he had dropped. Lion suddenly woke up and grabbed Mouse by the tail. Mouse tried to explain what he was doing, but Lion didn't seem to care. Mouse desperately offered to be Lion's friend and to save him one day. Lion laughed at Mouse, and Mouse was surprised when Lion let him go. The next day, Mouse heard Lion's roars and saw that he was stuck in a net. Mouse quickly began to nibble at the rope and freed Lion. Lion was grateful, and the two became best friends. Mouse doesn't have to look around for food anymore because Lion always makes sure he has plenty to eat.)

How does Mouse's point of view affect what the reader understands about the story? (Possible response: Mouse's point of view helps the reader understand why he was trying to get the berries. The reader also learns how Mouse felt when he was caught and how desperate he was to be set free. Mouse also explains that Lion takes good care of him and makes sure he is fed. The reader doesn't learn about Lion's thoughts and feelings in this version of the story.)

What is similar about the two versions of this story? (Possible response: The setting, characters, and plot are the same.)

What is different about the two versions? (Possible response: We find out more about each narrator's thoughts and feelings.)

In our next session, we will write about Lion's capture and escape from the point of view of the hunter. What might we learn from the hunter? (Accept all reasonable responses.)

LESSON 17

Integrated Writing Activity

5 minutes

Turn to the Lesson 17 Comprehension page in your workbook. We will refer to "Mouse's Story" as we work together to complete the page.

Differentiation ↑

Guide students as they work on the page. When students finish the page, they can add details to another part of the story from Mouse's point of view. 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

Review

7 minutes

A) Review Content Words

Turn to the Lesson 17 Vocabulary page in your workbook. Let's review our vocabulary words and their definitions.

NOTE: Have student volunteers read the words and their meanings aloud.

B) Guided Practice

Today, we are going to work with synonyms and antonyms. Remember, synonyms are words with similar meanings, and antonyms are words that have opposite meanings.

Based on the definition, tell me a synonym for scurrying. (Possible responses: rushing, trotting, darting)

Based on the definition, tell me an antonym for scurrying. (Possible responses: walking, loafing, dawdling)

Take a moment to think of other words that are synonyms and antonyms for our vocabulary words.

NOTE: Give students some time to think about synonyms and antonyms.

Let's share our ideas with the group.

NOTE: Allow time for students to briefly share their synonyms and antonyms.

C) Independent Practice

Now, go back to the Lesson 17 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 question aloud and discuss the meaning of the underlined word. Model how to use the definitions in the chart to find the word's antonym. Assist students as they complete rest of the page. 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 roots we worked with today. Let's say some words with these roots. I'll start: transmit. (Possible responses include: describe, prescription, perspective, dismiss, 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 17 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 17

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



WORD STUDY | LESSON 17

Roots

Directions: Review the roots and their meanings in the chart. Underline the root in each word below.

ROOT	MEANING
scrip/scribe	write
spec/spect	see or look
mit/miss	send or let go

retrospect omit description spectrum permission

Directions: Read the following sentences. Use what you know about each root's meaning to choose the word that completes each sentence. Then, write the word on the line.

- The rainbow has a wide spectrum of colors.
- In retrospect, I should have worn layers to the race.
- We need permission to enter the dog park.
- In her essay, Rose gave a beautiful description of her grandmother.
- Make sure you don't omit any important facts from your presentation.

FLUENCY | LESSON 17



Lion's Story

Since I am King of the Jungle, no one dares to bother me. That changed one day, after I finished eating a handful of berries and fell into a deep sleep. When a fluttering on my ear woke me up, I opened my eyes and saw a mouse scurrying down my arm. I slapped my paw down on the mouse's tail to stop him.

"What are you doing?" I growled. "How dare you crawl all over the King of the Jungle? I should eat you right now to show you who's boss!" The frightened little mouse shook with fear.

"I'm so sorry, Lion," Mouse said. "I was trying to get some of those berries you dropped. Please don't eat me! If you let me go, I will be your friend forever, and one day I may even be able to save your life!"



I started laughing uncontrollably at the idea of a tiny mouse saving the life of a mighty creature like myself.

"You made my day with laughter, little one," I bellowed. "Go ahead and be my friend, and don't forget to save me one day." With that, I dismissed him.

Well, the very next day, I was caught in a hunter's net. I struggled and roared as the net wrapped tighter and tighter around me. Suddenly, Mouse appeared at my side and started nibbling his way through the ropes of the net. I could not believe my eyes. Within minutes, I was free!

"You saved my life! I am sorry to have laughed at you, but I didn't expect someone so small to be capable of such a mighty task. But you, my friend, have proven me wrong. I am glad to have you as my friend," I said.

And so, we became the best of friends, always sharing berries with each other.



COMPREHENSION | LESSON 17

Point of View

Directions: Refer to the passage "Mouse's Story" as you complete this page. Answer all questions in complete sentences.

- What information does Mouse provide about himself?

According to Mouse, it is his job to gather food for his family. He was so desperate after Lion captured him that he decided to offer to save his life. Then he was determined to prove that he could do it.

- How does Mouse describe some of the events of the story?

Mouse was gathering food for his family when he saw Lion put some berries into his mouth and drop some on the ground. After Lion fell asleep, Mouse quietly began walking up his arm to reach the berries that he had dropped. Lion suddenly woke up and grabbed Mouse by the tail. When Mouse desperately offered to save Lion one day, Lion laughed at him and let him go. The next day, Mouse rescued Lion from a hunter's net. The two are now best friends, and Lion always makes sure Mouse has plenty to eat.

- How does Mouse's point of view affect what the reader understands about the story?

Mouse's point of view helps the reader understand why he was trying to get the berries, how Mouse felt when he was caught, and how desperate he was to be set free. The reader doesn't learn about Lion's thoughts and feelings in this version of the story.

- Pretend you are Mouse. Give more details about how you rescued Lion from the hunter's net.

Lion was stuck in a net, and the hunter was quickly approaching. I had to act fast. So, I did what I do best, I nibbled and nibbled. It took every bit of energy I had, but I finally nibbled a hole that was large enough for Lion to escape through. He told me to meet him back at his den before dashing away. When the hunter reached the net, he was angry. And he didn't even notice me as I scurried off toward Lion's home.

VOCABULARY | LESSON 17



Content Vocabulary

Directions: Review the words and their definitions. Then, use the vocabulary words to answer the questions below.

WORD	DEFINITION
scurrying	moving with short, quick steps
peeked	looked quickly, especially from a hidden location
desperate	involving a last-chance effort when faced with a bad situation
fierce	strong and powerful
scampered	ran quickly
gratitude	the quality of being thankful for an act of kindness

- Which vocabulary word is an antonym for gentle? fierce
- Which vocabulary word is an antonym for walking? scurrying
- Which vocabulary word is a synonym for dashed? scampered
- Which vocabulary word is a synonym for watched? peeked
- Which vocabulary word is an antonym for confident? desperate
- Which vocabulary word is a synonym for appreciation? gratitude

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the word roots scrip/scribe, spec/spect, and mit/miss 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>Describe how a narrator's point of view influences how events are described.</p> <p>Rewrite part of a story from an alternate point of view.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use the relationship between synonyms and antonyms to better understand the meanings of words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
-------------------------------------	---------------------------------	--	------------------------------------

Lesson Materials

- ☐ Lessons 16-18: Student Pages
- ☐ Passage: "Mouse's Story"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

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

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

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

LESSON 18

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

- Every syllable has one vowel sound.
- When dividing a word with affixes into syllables, first divide the word into the root word and affixes. Then, if possible, divide the parts into syllables.
- In a word with a prefix, divide the word after the prefix.
- In a word with a suffix, divide the word before the suffix.
- The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.
- When one consonant is between two vowels, and the first vowel sound is 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.
- Divide a word between double consonants.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).

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

Point of View: The voice that tells the story in fiction text. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story.

Vocabulary

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

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite meanings

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 that contain the roots scrip/scribe, spec/spect, and mit/miss into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread our passage

and tell part of the story from the hunter's point of view. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the roots we have been learning about. What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone. You can add an affix, which is a prefix or a suffix, to a root.)

NOTE: Write the roots scrip/scribe, spec/spect, and mit/miss on the dry-erase board.

What do these roots mean? (scrip/scribe: write; spec/spect: see or look; mit/miss: send or let go)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

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

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

This word from "Mouse's Story" contains one of the roots we studied.

What is the root in this word? (spect)

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

The root spect has one vowel sound, so it is one syllable in the word. But let's take a look at the prefix. The prefix is re-. This prefix has only one vowel sound, so it is the first syllable in the word.

NOTE: Write re on one index card, and write spect on another index card.

Now, let's look at the end of the word. This part of the word contains the inflectional ending -ed. The ending -ed does not add a syllable, unless the root ends with the letters *d* or *t*. Our root ends with the letter *t*, so the ending -ed is the final syllable in the word.

NOTE: Write ed on an index card.

Let's read each part of the word together: re/spect/ed.

NOTE: Hold up (or point to) each index card as you say each syllable.

Now, let's read the word: respected. There are three syllables in the word respected.

Let's try another word.

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

This word has a root that we know. What is the root? (spec)

We know that the root spec has one vowel sound, so it is the first syllable in the word. We can also apply the rule for one consonant between two vowels.

LESSON 18

Notice that the letter *c* is between the vowels *e* and *u*. Since the first vowel is short, we should divide the word after the consonant.

NOTE: Write the root spec on an index card.

Let's look at the rest of the word. We see another consonant between two vowels here. This time, the letter *u* makes a long sound, so we should divide before the consonant. The word ends with a silent *e*, so we do not have to divide the end of the word any further. These are the last two syllables in the word.

NOTE: Write u on one index card, and write late on another index card.

Now, let's say the parts of the word together: *spec/u/late*.

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

Let's look at the one more word.

NOTE: Write the word intermission on the dry-erase board. Then, divide it into syllables: in/ter/mis/sion.

Why did I divide the word this way? (Possible response: We should start by finding the root and affixes. The root is miss, the prefix is inter, and the suffix is ion. The prefix has two consonants in between two vowels, so we divide between the two consonants: in/ter. Since there are double consonants in the rest of the word, we should split up the root and suffix this way: mis/sion.)

Now, let's say the parts of the word together: *in/ter/mis/sion*.

NOTE: Point to each syllable on the dry-erase board as you read it. First, say it slowly. Then, read the word. The word is intermission.

By dividing a word into smaller parts, we were able to read the word. It helps to split a word into smaller parts!

Independent Practice

5 minutes

Turn to the Lesson 18 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. Provide assistance, as needed. For the second part of the page, allow students to work with partners to answer each question.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Lion's Story" 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 18 Fluency passage, "Lion's Story," 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 point of view.

B) Review Skill

Tell me what you have learned about point of view. (Point of view refers to the voice that tells the story. A narrator is the person or character who tells the story, describes the characters, and explains what is happening in the story. In first-person point of view, the narrator is part of the story. In third-person point of view, the narrator is not a character in the story. The narrator's point of view affects what information is revealed about the events and characters in the story.)

C) Reread Text Selection (Anthology)

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

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

LESSON 18

Extension of Skill Beyond Text

5 minutes

We have been talking about how the narrator's point of view influences the way the events of a story are described. During our last session, we started thinking about how the hunter might describe Lion's capture and escape.

Today, you are going to write a paragraph in which you use the point of view of the hunter. As the hunter, you will describe what happens once Lion is trapped, as well as what happens as Lion escapes.

If you were the hunter, what would you be doing, thinking, and feeling as Lion gets trapped in the net? How would you describe what happens when Lion escapes? Write some ideas on the dry-erase board and share your ideas with a partner. Then, we will talk about our ideas together. You will refer to this information as you write your paragraph.

NOTE: Give students some time to write notes on their dry-erase boards and talk with partners.

Let's talk about what you wrote. (Briefly discuss the students' ideas.)

How will you begin your paragraph? (Accept all reasonable responses.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 18 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, as well as the passage, if needed.

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their paragraphs with partners. Students should make sure their partners' paragraphs are narrated by the hunter and describe what he does, thinks, and feels during Lion's capture and escape.

Differentiation ↓

Guide students as they use the information from their dry-erase boards to write their paragraphs. Remind students that since the paragraph is narrated by the hunter, they must use pronouns such as I, me, and my. Students' paragraphs should include a sentence that introduces the paragraph, as well as sentences about what the hunter does, what he thinks, and how he feels. Encourage students to talk about their ideas with partners, if needed. When they finish the page, students should share their paragraphs with partners. Students should make sure their partners' paragraphs are narrated by the hunter and describe what he does, thinks, and feels during Lion's capture and escape.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at our vocabulary words. We have been focusing on synonyms and antonyms. What are synonyms and antonyms? (Synonyms are words that have similar meanings. Antonyms are words that have opposite meanings.)

I'm going to say two words. If the words are synonyms, I want you to stand up. If the words are antonyms, I want you to sit down.

NOTE: Say each pair of words. Students should stand up for synonyms or sit down for antonyms.

WORDS	CORRECT RESPONSE
fierce, powerful	stand up (synonyms)
scampered, strolled	sit down (antonyms)
peeked, ignored	sit down (antonyms)
desperate, frantic	stand up (synonyms)

B) Independent Practice

Turn to the Lesson 18 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 may repeat the activity, using another vocabulary word.

Differentiation ↓

Model how to select a word, its synonym, and its antonym. Model how to write a sentence for the synonym and a sentence for the antonym. Assist students as they complete the page. After completing the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word that contains one of our roots and split it into syllables. I'll start: omission, o/mis/sion. (Answers will vary, but the student should say a word that contains one of the roots and correctly split it into syllables.)

NOTE: Encourage each student to respond.

LESSON 18

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 18 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 18

Syllabication

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

WORD	WORD DIVIDED INTO SYLLABLES
inscription	in / scrip / tion
perspective	per / spect / ive
dismissal	dis / mis / sal
transcribe	tran / scribe

Directions: Answer each question with one of the words from above.

- Which word refers to the act of letting people go? **dismissal**
- Which word means "to write thoughts or notes"? **transcribe**
- Which word can refer to words that have been written in a book?
inscription
- Which word refers to a way of seeing something? **perspective**

FLUENCY | LESSON 18



Lion's Story

Since I am King of the Jungle, no one dares to bother me. That changed one day, after I finished eating a handful of berries and fell into a deep sleep. When a fluttering on my ear woke me up, I opened my eyes and saw a mouse scurrying down my arm. I slapped my paw down on the mouse's tail to stop him.

"What are you doing?" I growled. "How dare you crawl all over the King of the Jungle? I should eat you right now to show you who's boss!" The frightened little mouse shook with fear.

"I'm so sorry, Lion," Mouse said. "I was trying to get some of those berries you dropped. Please don't eat me! If you let me go, I will be your friend forever, and one day I may even be able to save your life!"



I started laughing uncontrollably at the idea of a tiny mouse saving the life of a mighty creature like myself.

"You made my day with laughter, little one," I bellowed. "Go ahead and be my friend, and don't forget to save me one day." With that, I dismissed him.

Well, the very next day, I was caught in a hunter's net. I struggled and roared as the net wrapped tighter and tighter around me. Suddenly, Mouse appeared at my side and started nibbling his way through the ropes of the net. I could not believe my eyes. Within minutes, I was free!

"You saved my life! I am sorry to have laughed at you, but I didn't expect someone so small to be capable of such a mighty task. But you, my friend, have proven me wrong. I am glad to have you as my friend," I said.

And so, we became the best of friends, always sharing berries with each other.



COMPREHENSION | LESSON 18

Point of View: Your Turn to Write

Directions: Think about the passages "Lion's Story" and "Mouse's Story." Write a paragraph about Lion's capture and rescue from the point of view of the hunter. Your paragraph should describe what the hunter does, thinks, and feels. Begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

After setting up a net to trap the lion, I climbed a nearby tree and waited. I was far enough away to keep myself safe from the King of the Jungle. I took out my binoculars and watched the area. An hour later, I saw him. I couldn't believe my good luck! I had left a stuffed rabbit on top of the net, and it immediately got the lion's attention. He walked right over to the trap, and before he could realize what was happening, the net scooped him up. The lion roared and struggled, so I decided to let him tire himself out before making my way over to him. I closed my eyes for just a few moments, dreaming about the reward I would claim for my magnificent catch. But when I opened my eyes, he was gone. The lion disappeared, just like magic! I ran over to the net, only to find that something had taken tiny bites out of the rope. I was devastated. Who could have possibly helped the lion escape?

VOCABULARY | LESSON 18



Content Vocabulary Review

Directions: Review the vocabulary words and definitions. Choose a vocabulary word from the chart and write the word on the line below. Next, write a synonym for the word and an antonym for the word. Then, write one sentence for the word's synonym and one sentence for the word's antonym.

WORD	DEFINITION
scurrying	moving with short, quick steps
peeked	looked quickly, especially from a hidden location
desperate	involving a last-chance effort when faced with a bad situation
fierce	strong and powerful
scampered	ran quickly
gratitude	the quality of being thankful for an act of kindness

Vocabulary word: **Answers will vary.**

Synonym: **Answers will vary.**

Antonym: **Answers will vary.**

1. Synonym Sentence:

Answers will vary.

2. Antonym Sentence:

Answers will vary.