

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of affixes to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of affixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Identify the key elements of a mystery.</p> <p>Describe the plot and theme of a narrative passage.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</p> <p>Use the relationship between synonyms and antonyms to better understand the meanings of words.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

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

- ☐ Lessons 28-30: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), post- (after), dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), anti- (against), ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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 -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), -ible/-able (capable of or full of), -cy (state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-

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tion (the act or condition of being), -ward (in a specified direction), -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Affix: a word part (prefix or suffix) that can be added to the beginning or end of a word or root

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

Mystery: A type of story that centers around a crime or a puzzle. The reader should try to solve the puzzle along with the detective in the story. The key elements of mystery are: the detective (the character who tries to solve the puzzle), the problem (the crime or puzzle that needs to be explained), the suspects (those characters who may have committed the crime), the clues (pieces of information that help the detective solve the puzzle), suspense (an element of tension that causes the reader to anticipate what is going to happen next), and the resolution (the combining of clues that leads to a solution of the crime or puzzle).

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

Theme: A single message that is the basis of an entire story; the big idea of the passage

Vocabulary

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

Denotation: The literal meaning, or dictionary definition, of a word. For example, the denotation of the word home is "a house, apartment, or other shelter."

Connotation: A word's secondary meaning; the feeling or image created by the word. A word can have a positive or a negative connotation. For example, the connotation of the word home can be positive because it brings to mind feelings of warmth and safety.

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite meanings

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

LESSON PLAN

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 affixes. We will also practice reading a passage quickly and easily. Then, we will talk about the plot of our fluency passage. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by reviewing parts of words. We know that a prefix can be added to the beginning of a word or root. A suffix can be added to the end of a word or root. Together, 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.

B) Skill Introduction

Today we are going to read words that contain affixes we have studied. Turn to the Affixes and Roots page at the back of your workbook. I want you and a partner to take a few moments to review the affixes on the page.

NOTE: Assign each student a partner. Allow two minutes to briefly review the affixes and their meanings.

Direct Skill Instruction and Guided Practice

10 minutes

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

WORD	CORRECT RESPONSE
<i>believable</i>	able; capable of being believed
<i>accomplishment</i>	ment; the state of being accomplished
<i>postseason</i>	post; taking place after a regular season
<i>multilevel</i>	multi; having more than one level
<i>misbehave</i>	mis; to behave badly
<i>perseverance</i>	ance; the state of persevering

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Let's work with more affixes. Listen to this sentence: We underestimated the generosity of many families during our canned food drive.

Which words contain a familiar prefix or suffix? (underestimated; generosity)

What are the affixes and their meanings? (under-: beneath, below; -ity: quality or state of being)

What do you think underestimated means? (estimated below)

What do you think generosity means? (the quality of being generous)

Let's try another sentence: Since I didn't want to interact with anyone, I looked downward as I walked.

Which words contain a familiar prefix or suffix? (interact; downward)

What are the affixes and their meanings? (inter-: between, among; -ward: in a specified direction)

What do you think interact means? (to act among)

What do you think downward means? (in the direction down)

As you have demonstrated, when we understand the meanings of affixes, we can define unknown words in sentences.

Independent Practice

5 minutes

Turn to the Lesson 28 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they may write another word in a sentence. Students may write the definition at the bottom of the page.

Differentiation ↓

Read the first root and model how to find the correct affix. Remind students to consider whether they are looking for a prefix or a suffix before choosing one to complete each word. Also remind students to use the definition as they complete each word. Have students to cross off each affix as it is used. Provide assistance to students, as needed. Allow students to work with partners to complete the second part of the page.

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 28 Fluency passage, "Powerless," 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

There are three words in this passage that contain affixes we have studied. I want you to locate a word with the prefix pre-, a word with the prefix im-, and a word with the suffix -tion. Let's use what we know to read the words.

NOTE: Have the students find the words preview, impossible, and presentation. Students may underline or circle the words in the passage.

COMPREHENSION

Introduction

2 minutes

Introduce Skill in Isolation

It's time to turn our attention to our comprehension skills. Today, we are going to talk about plot and theme.

We know that the plot is the action, or what happens, in a story. Many times, a story centers around a theme or message. Sometimes, the theme is stated in the story. Other times, you will have to use clues from the story to understand the theme, such as what the characters say and do, if the characters change from the beginning of the story to the end, and if there is a problem or event that teaches an important lesson.

Direct Skill Instruction

11 minutes

We are going to take another look at our fluency passage "Powerless." This passage is an example of a mystery.

What do you know about mysteries? (Engage in a brief discussion with students.)

A mystery is a type of story that centers around a crime or a puzzle.

Mysteries contain some key elements. The story features a detective, or the character who tries to solve the puzzle. The crime or puzzle is the problem that needs to be explained. A mystery has suspects, or characters who may have committed the crime. The author also includes clues, which are pieces of information that help the detective solve the puzzle.

A mystery can be filled with suspense, which is an element of tension that causes the reader to anticipate what is going to happen next. Finally, during

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the resolution of the mystery, the detective combines what he or she knows about the clues to solve the crime or puzzle.

While you read a mystery, you should try to solve the puzzle along with the story's detective.

As I read this passage, I want you to think about the plot and focus on the mystery elements.

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

How would you describe the plot of this story? (Possible responses: Amelia set up her computer in her living room so she could show her science presentation to her friends Lily and Dora. She told her younger brother Jake to stay out of the room. When Amelia's friends arrived, she started the presentation, and everything was fine. Then, the power went out. But it wasn't a power outage because lights were on in the hallway. The power came back on, and then it went out again. Amelia checked the power cord and made sure her friends weren't flicking the light switch. Then, she realized what was happening. When the power came back on, she quietly led her friends into the hall, through the open basement door, and down the steps. That's where they found her brother, Jake, with one hand on the living room circuit breaker. Amelia announces that Jake was the source of the power outage.)

Let's think about the key elements of a mystery. Which elements did you identify in this passage? (Possible responses: Amelia is the detective. The crime or puzzle is that the power keeps going out during Amelia's presentation. The suspects are Lily, Dora, and Jake. The clues include the lights staying on in the hallway, the power cord being fine, Lily and Dora being too far away from the light switch, an open basement door, and the fact that Jake wasn't around. There was suspense when Amelia led her friends to the basement. The resolution was when Amelia declared that her brother was the source of the power outage.)

What are some possible themes in this passage? (Possible responses: Crime doesn't pay—you will always get caught. Sometimes, siblings get upset and interfere with each other. Siblings should try to get along. You should leave your older sister alone when she has friends over. It's best to include your little brother when you have friends over, so he doesn't cause any problems.)

When we read this story the first time for fluency, were you able to solve the mystery before Amelia did? (Engage in a brief discussion about when and how students solved the mystery.)

Guided Practice

5 minutes

Turn to the Lesson 28 Comprehension page in your workbook. We will refer to the passage "Powerless" as we work together to complete the page.

Differentiation ↑

Guide students as they answer the questions. When students finish the page, have them write a sentence or two about the theme of the passage. Students may write about the theme at the bottom of the page.

Differentiation ↓

Guide students as they answer the questions. Direct the students to refer back to the passage and to underline words or phrases that will help them answer the questions.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words that will help us understand the passage we will read during our next session.

Some of these words may be familiar to you. When I read each word, raise your hand if you want to tell me what you know about the word.

NOTE: As you say each word, write it on the dry-erase board. Then, allow students to briefly share what they know about the word.

outburst

soothe

constant

shattered

hamper

toddler

B) Content Word Introduction

Let's talk about the denotation, or dictionary definition, of each word.

NOTE: Say each word and its definition aloud.

outburst: a sudden release of strong emotion

soothe: to gently calm or comfort

constant: continually loyal, dependable, or reliable

shattered: thoroughly upset

hamper: a large basket or container, sometimes with a lid, that can be used to hold laundry

toddler: a young child, especially one who is learning to walk

We know that the connotation of a word refers to a feeling or image created by the word. Can you tell me a connotation for one of these words? (Allow one or two students to say a vocabulary word and its connotation. Accept all reasonable responses.)

We know that synonyms are words that have similar meanings. Can you tell me a synonym for one of these words? (Allow one or two students to say a vocabulary word and its synonym. Accept all reasonable responses.)

We know that antonyms are words that have opposite meanings. Can you tell me an antonym for one of these words? (Allow one or two students to say a vocabulary word and its antonym. Accept all reasonable responses.)

Turn to the Lesson 28 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.

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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 something you learned about mysteries.
(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 28 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 28

Affixes

Directions: Choose one of the prefixes or suffixes from the chart to add to each root below. Use the definitions in parentheses to help you. Each affix is used only once. Refer to the list of affixes and their meanings at the back of the workbook, if needed.

pre-	over-	en-
-some	-cy	-ize

1. en trap (cause to be trapped)
2. urgency (the state of being urgent)
3. pre dict (to say that something will happen before it actually happens)
4. publicize (to make public or cause to be made public)
5. lone some (characterized by loneliness)
6. over charge (to charge a price that is above what it should be)

Directions: Choose two of the words you formed and write sentences for each below.

1. **Answers will vary.**
2. **Answers will vary.**

FLUENCY | LESSON 28



Powerless

Amelia was proud of the presentation she had prepared for science class, so she decided to invite some friends over to preview it. She set up her computer in the living room. She ordered her little brother, Jake, to stay away and nudged him out of the room.

Lily and Dora arrived at seven o'clock. The presentation started well, with graphics showing the structure of an atom. Suddenly, the room went black. Amelia wondered if there was a power outage, but the lights were still on in the hallway. After twenty seconds, the power came back. Amelia wasn't worried because she was able to continue. But, just as Amelia told the girls to watch an atom splitting, the computer lost power again.

At first, Amelia thought there was a problem with the power cord, but it was in good shape. Then, Amelia wondered if one of her friends turned off the light switch. But that was impossible, since it wasn't within their reach. Finally, she realized what was happening. Amelia waited for the power to return. Then she very loudly said, "Pay close attention because what happens next will amaze you."



Then Amelia stood up and put her finger to her lips. She gestured for her friends to follow her into the hall. Amelia led them through the open basement door and down the darkened staircase. Jake was standing at the bottom of the stairs holding a flashlight. He had one hand on the circuit breaker to the living room, and he was listening for his sister to announce the next part of her presentation.

Amelia flipped on the basement light and yelled, "The source of our power loss is my brother."



COMPREHENSION | LESSON 28

Plot: Mystery Elements

Directions: Refer to the passage "Powerless" as you complete this page. Write your answers in complete sentences.

1. Who is the detective in this story?
The detective in the story is Amelia.
2. What is the problem that needs to be solved?
The problem is that the power keeps going out during Amelia's presentation.
3. Who are the suspects in the story?
The suspects are Lily, Dora, and Jake.
4. What are two clues that led to the resolution?
Two clues are the lights staying on in the hallway and Lily and Dora being too far away from the light switch.
5. What part of the story created suspense?
There was suspense when Amelia put her fingers to her lips and led her friends to the basement.
6. What was the resolution?
The resolution was when Amelia declared that her brother was the source of the power outage.

VOCABULARY | LESSON 28



Content Vocabulary

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

1. outburst
a sudden release of strong emotion
2. soothe
to gently calm or comfort
3. constant
continually loyal, dependable, or reliable
4. shattered
thoroughly upset
5. hamper
a large basket or container, sometimes with a lid, that can be used to hold laundry
6. toddler
a young child, especially one who is learning to walk

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LESSON OBJECTIVES

Word Study	Apply knowledge of affixes to read unfamiliar multisyllabic words in context and out of context. Use understanding of affixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Identify the key elements of a mystery. Describe the plot and theme of a narrative passage.
Vocabulary	Determine the meaning of content words used in text. Analyze the denotation and connotation of content vocabulary. Use the relationship between synonyms and antonyms to better understand the meanings of words.

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

- ☐ Lessons 28-30: Student Pages
- ☐ Passage: "The Case of the Missing Kangaroo"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word.

Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), post- (after), dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), anti- (against), ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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 -ity (quality or state of being), -ment (state or condition of being), -ful (having or full of), -ible/-able (capable of or full of), -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), -ance/-ence (quality

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or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Affix: a word part (prefix or suffix) that can be added to the beginning or end of a word or root

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

Mystery: A type of story that centers around a crime or a puzzle. The reader should try to solve the puzzle along with the detective in the story. The key elements of mystery are: the detective (the character who tries to solve the puzzle), the problem (the crime or puzzle that needs to be explained), the suspects (those characters who may have committed the crime), the clues (pieces of information that help the detective solve the puzzle), suspense (an element of tension that causes the reader to anticipate what is going to happen next), and the resolution (the combining of clues that leads to a solution of the crime or puzzle).

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

Theme: A single message that is the basis of an entire story; the big idea of the passage

Vocabulary

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

Denotation: The literal meaning, or dictionary definition, of a word. For example, the denotation of the word home is "a house, apartment, or other shelter."

Connotation: A word's secondary meaning; the feeling or image created by the word. A word can have a positive or a negative connotation. For example, the connotation of the word home can be positive because it brings to mind feelings of warmth and safety.

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 affixes. We will also continue reading our fluency passage. Then, we will read a new passage and

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discuss its plot. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by reviewing parts of words. We know that a prefix can be added to the beginning of a word or root. A suffix can be added to the end of a word or root. Together, 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.

B) Skill Review

Today we are going to read words that contain affixes we have studied. Turn to the Affixes and Roots page at the back of your workbook. I want you to take a few moments to review the affixes on the page.

NOTE: Allow two minutes for students to review the affixes and their meanings.

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that contain these affixes. 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 affixes. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-erase board. Read each word together, identify the prefix or suffix in each word, and talk about the meaning of each word.

Let's work with some of these affixes. Listen to this sentence: The school empowers teachers to focus on creativity in their classrooms.

Which words contain a familiar prefix or suffix? (empowers; creativity)

What are the affixes and their meanings? (em-: make, cause to be; -ity: quality or state of being)

What do you think empowers means? (causes to have power)

What do you think creativity means? (the quality of being creative)

Let's try another sentence: There was an abundance of irresistible desserts on the table.

Which words contain a familiar prefix or suffix? (abundance; irresistible)

What are the affixes and their meanings? (-ance: quality or state of being; ir-: not; -ible: capable of)

What do you think abundance means? (the state of being abundant)

What do you think irresistible means? (not capable of being resisted)

Now, I am going to write words on the dry-erase board. We will read each word together. I want you to write the prefix or suffix from each word on your

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dry-erase board. Then, we will use what we know about the affix 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 affix on their dry-erase boards. Then, discuss the correct answer, as well as the definition of the word.

WORD	CORRECT RESPONSE
aggressive	ive; having the tendency to show aggression
multipurpose	multi; many purposes
antivirus	anti; against a virus
demonstration	tion; the act of demonstrating

Independent Practice

5 minutes

Turn to the Lesson 29 Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

When students have completed the page, they may write definitions for some of the words they wrote. Students may write the definitions at the bottom of the page.

Differentiation ↓

Read the first sentence together and model how to select the correct prefix or suffix. Then, encourage students to work independently to complete the page. Remind them to pay attention to whether the word is missing a prefix or a suffix.

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 29 Fluency passage, "Powerless," 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.

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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.

During our last session, we talked about the elements of a mystery story, as well as plot and theme.

We know that a mystery is a type of story that centers around a crime or a puzzle. A mystery story features a detective, or the character who tries to solve the puzzle. The crime or puzzle is the problem that needs to be explained. A mystery has suspects, or characters who may have committed the crime. The author also includes clues, which are pieces of information that help the detective solve the puzzle.

A mystery can be filled with suspense, which is an element of tension that causes the reader to anticipate what is going to happen next. Finally, during the resolution of the mystery, the detective combines what he or she knows about the clues to solve the crime or puzzle.

We know that the plot refers to what happens in a story. The theme is a message the story is centered around.

B) Introduce Text Selection (Anthology)

Today we will be reading another mystery about a little girl who loses something. Before we read the passage, tell me about a time when you lost something.

NOTE: Have a brief discussion in which students tell you about their experiences.

Use the Table of Contents to find "The Case of the Missing Kangaroo" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the key elements that make this story a mystery. I also want you to focus on the plot and the theme.

Strategies

10 minutes

Follow along as I read aloud the first paragraph.

NOTE: Read aloud the first paragraph.

Now, it's your turn to read.

NOTE: Have students take turns reading aloud. After reading, ask the following questions:

How would you describe the plot of this story? (Possible responses: Dontae hears his little sister Janiah screaming and crying. Dontae's mother is trying to calm her and tells Dontae that Janiah has lost her stuffed kangaroo, Hoppy. Janiah asks Dontae to help her find Hoppy, so he writes some ideas in his notebook. As they eat some cookies, Dontae starts his investigation and asks Janiah questions. They talk about her morning and if she did anything out of the ordinary. Their mother mentions that Janiah talked to Uncle Rick on the phone. After finding out that his mom let Otis outside during the phone call, Dontae realizes where Hoppy could be. He goes outside and calls Otis. Otis has Hoppy in his mouth. Janiah is happy, and Dontae thinks that he could be a detective one day.)

Let's think about the key elements of a mystery. Which elements did you identify in this passage? (Possible responses: Dontae is the detective. The crime or puzzle is that Hoppy is missing. Dontae asks Janiah and his mother questions because they may remember doing something out of the ordinary that morning. So, in a way, they could be the suspects. Later, Dontae suspects Otis, the dog. The clues include retracing Janiah's steps, asking about anything out of the ordinary, Mom and Janiah talking to Uncle Rick on the phone, Mom letting Otis outside when Janiah is on the phone, having to keep things out of Otis' reach. There was suspense when they checked Janiah's room and her hamper, as well as when Otis came running with something in his mouth. The resolution was when Otis had Hoppy in his mouth and dropped him into Janiah's hands.)

What are some possible themes of this passage? (Possible responses: If you lose something, it's important to stay calm and retrace your steps. It's very easy to get distracted. Always remember to keep important toys and other items away from your pets. A sibling can help you in a time of need.)

Were you able to solve the mystery before Dontae did? (Engage in a brief discussion about when and how students solved the mystery.)

Integrated Writing Activity

5 minutes

Turn to the Lesson 29 Comprehension page in your workbook. We will refer to "The Case of the Missing Kangaroo" as we work together to complete the page.

Differentiation ↑

Guide students as they answer the questions. When students finish the page, have them write a sentence or two about the theme of the passage. Students may write about the theme at the bottom of the page.

Differentiation ↓

Guide students as they answer the questions. Direct the students to skim the passage and locate words or phrases that will help them answer the questions.

LESSON 29

VOCABULARY

Review

7 minutes

A) Review Content Words

Turn to the Lesson 29 Vocabulary page in your workbook. Let's review our vocabulary words and their definitions, or denotations.

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

B) Guided Practice

Let's begin by thinking about the connotations for the words toddler and outburst. What images do you think of when you hear these words? How do these words make you feel? Share your ideas with a partner. Then, we will talk about our ideas together.

NOTE: Give students a moment to think about the connotations of each word. Then, have them share with partners. Discuss the connotations as a group.

Now, let's focus on synonyms.

Based on the definition, tell me a synonym for hamper. (Possible responses: basket, bin)

Based on the definition, tell me a synonym for shattered. (Possible responses: devastated, distressed)

Finally, let's think about antonyms.

Based on the definition, tell me an antonym for soothe. (Possible responses: aggravate, irritate)

Based on the definition, tell me an antonym for constant. (Possible responses: changing, disloyal)

C) Independent Practice

Now turn to the Lesson 29 Vocabulary page in your workbook. Let's read the directions together.

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

Differentiation ↑

After completing the page, students should write sentences using any of the vocabulary words. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

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. If needed, 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 affixes we reviewed today. Let's say some words with these affixes. I'll start: upward. (Possible responses include: adorable, fearsome, exhaustion, antiwar, dehydrate, undersea, 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 29 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 29

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



WORD STUDY | LESSON 29

Affixes

Directions: Choose one of the prefixes or suffixes in the chart below to create a new word that completes each sentence. Refer to the list of affixes and their meanings at the back of the workbook, if needed.

-ment	multi-	post-	il-
-able	de-	-ance	-en

- We lost in overtime, but our coach still gave out awards to players during the **post** game meeting.
- Your attend**ance** at our next event is mandatory.
- Finishing my first marathon was a great accomplish**ment**.
- I would rather type my essay on the computer because my handwriting is **il** legible.
- I need to find a tailor to short**en** my pants because they are too long.
- What time does the train **de** part from the station?
- Natalie is a **multi** talented dancer, actor, and singer.
- My younger sister is more comfort**able** sleeping at home than at a friend's house.

FLUENCY | LESSON 29



Powerless

Amelia was proud of the presentation she had prepared for science class, so she decided to invite some friends over to preview it. She set up her computer in the living room. She ordered her little brother, Jake, to stay away and nudged him out of the room.

Lily and Dora arrived at seven o'clock. The presentation started well, with graphics showing the structure of an atom. Suddenly, the room went black. Amelia wondered if there was a power outage, but the lights were still on in the hallway. After twenty seconds, the power came back. Amelia wasn't worried because she was able to continue. But, just as Amelia told the girls to watch an atom splitting, the computer lost power again.

At first, Amelia thought there was a problem with the power cord, but it was in good shape. Then, Amelia wondered if one of her friends turned off the light switch. But that was impossible, since it wasn't within their reach. Finally, she realized what was happening. Amelia waited for the power to return. Then she very loudly said, "Pay close attention because what happens next will amaze you."



Then Amelia stood up and put her finger to her lips. She gestured for her friends to follow her into the hall. Amelia led them through the open basement door and down the darkened staircase. Jake was standing at the bottom of the stairs holding a flashlight. He had one hand on the circuit breaker to the living room, and he was listening for his sister to announce the next part of her presentation.

Amelia flipped on the basement light and yelled, "The source of our power loss is my brother."



COMPREHENSION | LESSON 29

Plot: Mystery Elements

Directions: Refer to the passage "The Case of the Missing Kangaroo" as you complete this page. Write your answers in complete sentences.

- Who is the detective in this story?
The detective in the story is Dontae.
- What is the problem that needs to be solved?
The problem is that Janiah's stuffed kangaroo Hoppy is missing.
- Who are the suspects in the story?
The suspects are Janiah, their mother, and Otis.
- What are two clues that led to the resolution?
Two clues are Mom letting Otis outside when Janiah is on the phone and having to keep things out of Otis' reach.
- What part of the story created suspense?
There was suspense when they checked Janiah's room and her hamper, as well as when Otis came running with something in his mouth.
- What was the resolution?
The resolution was when Otis had Hoppy in his mouth and dropped him into Janiah's hands.

VOCABULARY | LESSON 29



Content Vocabulary

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

WORD	DEFINITION
outburst	a sudden release of strong emotion
soothe	to gently calm or comfort
constant	continually loyal, dependable, or reliable
shattered	thoroughly upset
hamper	a large basket or container, sometimes with a lid, that can be used to hold laundry
toddler	a young child, especially one who is learning to walk

- Which vocabulary word is an antonym for **thrilled**? **shattered**
- Which vocabulary word is a synonym for **tantrum**? **outburst**
- Which vocabulary word is an antonym for **adult**? **toddler**
- Which vocabulary word is a synonym for **bin**? **hamper**
- Which vocabulary word might make you think about a friend who is always there for you? **constant**
- Which vocabulary word might remind you of a time when you felt relaxed? **soothe**

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of affixes 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	Write a paragraph comparing two passages in the mystery genre.
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Analyze the denotation and connotation of content vocabulary.</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>
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Lesson Materials

- ☐ Lessons 28-30: Student Pages
- ☐ Passage: "The Case of the Missing Kangaroo"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Prefix: A letter or group of letters added to the beginning of a word or root. A prefix has its own meaning. Adding a prefix to a root word changes the meaning of the word. Knowledge of prefixes and their meanings will help a reader find the meaning of an unknown word. The prefixes used in this lesson are en-/em- (make, cause to be), de- (reversing, removing, or undoing something), pre- (before), post- (after), dis- (not or opposite of), inter- (between, among), mis- (wrong or bad), anti- (against), ir-/il-/im- (not), multi- (many or more), over- (over, above), and under- (beneath, below).

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 -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), -ible/-able (capable of or full of), -cy (state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-

LESSON 30

tion (the act or condition of being), -ward (in a specified direction), -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Affix: a word part (prefix or suffix) that can be added to the beginning or end of a word or root

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

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

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

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

Fluency

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

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Mystery: A type of story that centers around a crime or a puzzle. The reader should try to solve the puzzle along with the detective in the story. The key elements of mystery are: the detective (the character who tries to solve the puzzle), the problem (the crime or puzzle that needs to be explained), the suspects (those characters who may have committed the crime), the clues (pieces of information that help the detective solve the puzzle), suspense (an element of tension that causes the reader to anticipate what is going to happen next), and the resolution (the combining of clues that leads to a solution of the crime or puzzle).

Plot: What happens in a story. A plot usually has five main elements: exposition, rising action, climax, falling action, and resolution.

LESSON 30

Theme: A single message that is the basis of an entire story; the big idea of the passage

Compare: Show how things are alike

Contrast: Show how things are different

Vocabulary

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

Denotation: The literal meaning, or dictionary definition, of a word. For example, the denotation of the word home is "a house, apartment, or other shelter."

Connotation: A word's secondary meaning; the feeling or image created by the word. A word can have a positive or a negative connotation. For example, the connotation of the word home can be positive because it brings to mind feelings of warmth and safety.

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 with affixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread our comprehension passage and compare it to our fluency passage. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's begin by reviewing parts of words. We know that a prefix can be added to the beginning of a word or root. A suffix can be added to the end of a word or root. Together, 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.

Let's review the affixes we have learned. Turn to the Affixes and Roots page at the back of your workbook. I want you to take a moment to review the affixes on the page.

NOTE: Allow a minute for students to quickly review the affixes and their meanings.

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.

LESSON 30

Look at this word from "The Case of the Missing Kangaroo."

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

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.

This word has a suffix that we studied. What is the suffix in this word? (tion)

The suffix -tion has one vowel sound, so it is one syllable in the word. We can divide the word before this suffix.

NOTE: Write tion on an index card.

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

NOTE: Write in on an index card.

There are two more consonants between two vowels, so we will divide the word between those two consonants.

NOTE: Write ves on an index card.

Next, we see one consonant between two vowels. If one consonant is between two vowels, and the first vowel sound is long, we divide the word before the consonant. If the first vowel sound is short, divide the word after the consonant.

NOTE: Write tig on one index card, and write a on another index card.

Let's read each part of the word together: in/ves/tig/a/tion.

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

Let's look at another word.

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

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

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

How did you divide this word? What did you think about as you divided this word? (You can divide the word this way: fam/il/iar/ize. This word has the suffix ize. We can divide the word before the suffix. We know that when one consonant is between two vowels, we divide after the consonant when the vowel is short: fam/il. In the rest of the word, the vowels i and a are making one sound. This leaves us with the other syllable before the suffix: iar.)

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

Let's look at another word.

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

I want you to divide this word into syllables on your dry-erase board. Then, we will share our answers.

LESSON 30

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

How did you divide this word? What did you think about as you divided this word? (You can divide the word this way: o/ver/joyed. This word begins with the prefix over. This prefix has two vowel sounds, so we need to divide it further. There is a consonant between two vowels, and the first vowel is long, so we should divide the prefix before the consonant: o/ver. This word ends with the inflectional ending -ed. Since the root does not end in the letters d or t, the ending -ed does not add another syllable. We do not have to divide the word further, so we are left with the last syllable: joyed.)

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

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

Independent Practice

5 minutes

Turn to the Lesson 30 Phonics and Word Study page in your workbook. Let's review the page together.

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

Differentiation ↑

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

Differentiation ↓

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

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Powerless" 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 30 Fluency passage, "Powerless," 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.

LESSON 30

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 can compare two passages that are mysteries.

B) Review Skill

Tell me what you have learned about the elements of mysteries that set them apart from other types of stories. (Possible response: A mystery is a type of story that centers around a crime or a puzzle. A mystery includes a detective, a crime or puzzle, suspects, clues, and a resolution. A mystery can be filled with suspense, which is an element of tension that causes the reader to anticipate what is going to happen next.)

C) Reread Text Selection (Anthology)

Please turn to "The Case of the Missing Kangaroo" in your Anthology. This time, you and a partner will read to each other. Switch after every page and help each other with any difficult words.

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

Extension of Skill Beyond Text

5 minutes

In our last two lessons, you answered questions about elements in the stories "Powerless" and "The Case of the Missing Kangaroo." Today, you are going to use that information to write a paragraph in which you compare elements of the two mysteries.

Turn to the Lesson 28 Comprehension page and the Lesson 29 Comprehension page and look at your answers to the questions.

NOTE: Give students a moment to review their responses.

Let's focus on the elements of a mystery and talk about how these passages are similar and how they are different. You can write some notes on your dry-erase boards as we have our discussion. You can refer to this information as you write your paragraph.

LESSON 30

NOTE: Have students list similarities and differences 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 28 Comprehension page and the Lesson 29 Comprehension page while writing.

What similarities did you notice? (Possible responses: Both passages contain the elements of a mystery: detective, crime, suspects, clues, suspense, and resolution. Both passages involve siblings.)

What differences did you notice? (Possible responses: The detective, crime, suspects, clues, suspense, and resolution are different. Jake interferes with his sister Amelia's presentation, but Dontae helps his sister Janiah find Hoppy. One crime happened on purpose: the power outage. The other crime was an accident: not paying attention and losing Hoppy. Janiah is happy and grateful to her brother at the end of the story, but we don't know what happens between Amelia and Jake after she discovers him. The resolution of the power outage was more obvious than the resolution of the missing kangaroo.)

Think about the relationships between the siblings in each passage. How would you compare the themes of these stories? (Possible response: In one story, we learned that a sibling can help you in a time of need. In the other story, we learned that a sibling can interfere with your plans.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 30 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 28 Comprehension page and the Lesson 29 Comprehension page, if needed.

Differentiation ↑

Encourage students to include a comparison of the themes in their paragraphs. When they finish the page, students should share their paragraphs with partners. Students should look for clear similarities and differences in their partners' paragraphs.

Differentiation ↓

Guide students as they use the information from their dry-erase boards to write each sentence. Have students begin with similarities between elements the passages. Then, have students write about the differences between elements in the passages. When they finish the page, have students share their paragraphs with partners. Students should look for clear similarities and differences in their partners' paragraphs.

LESSON 30

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Today we will take one last look at the vocabulary words we have learned from "The Case of the Missing Kangaroo."

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
<i>toddler, youngster</i>	stand up (synonyms)
<i>constant, unreliable</i>	sit down (antonyms)
<i>soothe, excite</i>	sit down (antonyms)
<i>hamper, bin</i>	stand up (synonyms)

Now, let's talk about what words make you think about or how words make you feel.

Tell me a connotation for the word shattered. (Accept all reasonable responses.)

Tell me a connotation for the word outburst. (Accept all reasonable responses.)

B) Independent Practice

Turn to the Lesson 30 Vocabulary page in your workbook. Let's read the directions together.

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

Differentiation ↑

After completing the page, students should write sentences for two vocabulary words. Students may write the sentences at the bottom of the page.

Differentiation ↓

Read each item with students and have them follow each direction independently. After they complete 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 prefixes and split it into syllables. I'll start: fearsome, fear/some. (Answers will vary, but the student should say a word that contains one of the prefixes and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 30 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 30

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



WORD STUDY | LESSON 30

Syllabication

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

WORD	WORD DIVIDED INTO SYLLABLES
antifreeze	an / ti / freeze
imperfect	im / per / fect
mismatched	mis / matched
undercover	un / der / cov / er
urgency	ur / gen / cy
protective	pro / tect / ive
investment	in / vest / ment
forward	for / ward

FLUENCY | LESSON 30



Powerless

Amelia was proud of the presentation she had prepared for science class, so she decided to invite some friends over to preview it. She set up her computer in the living room. She ordered her little brother, Jake, to stay away and nudged him out of the room.

Lily and Dora arrived at seven o'clock. The presentation started well, with graphics showing the structure of an atom. Suddenly, the room went black. Amelia wondered if there was a power outage, but the lights were still on in the hallway. After twenty seconds, the power came back. Amelia wasn't worried because she was able to continue. But, just as Amelia told the girls to watch an atom splitting, the computer lost power again.

At first, Amelia thought there was a problem with the power cord, but it was in good shape. Then, Amelia wondered if one of her friends turned off the light switch. But that was impossible, since it wasn't within their reach. Finally, she realized what was happening. Amelia waited for the power to return. Then she very loudly said, "Pay close attention because what happens next will amaze you."



Then Amelia stood up and put her finger to her lips. She gestured for her friends to follow her into the hall. Amelia led them through the open basement door and down the darkened staircase. Jake was standing at the bottom of the stairs holding a flashlight. He had one hand on the circuit breaker to the living room, and he was listening for his sister to announce the next part of her presentation.

Amelia flipped on the basement light and yelled, "The source of our power loss is my brother."



COMPREHENSION | LESSON 30

Comparison of Mystery Passages: Your Turn to Write

Directions: Write a paragraph in which you state similarities and differences between elements of the passages "Powerless" and "The Case of the Missing Kangaroo." Include at least two similarities and two differences in your paragraph. 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.

The passages "Powerless" and "The Case of the Missing Kangaroo" are both mysteries. Each passage contains the elements of a mystery: detective, crime, suspects, clues, suspense, and resolution. Both passages involve siblings, but their relationships are different. Amelia doesn't want Jake in the room for her presentation, so he interferes with it. Janiah loses Hoppy and she pleads with her brother Dontae to help her find him. One crime happened on purpose: the power outage. The other crime was an accident: not paying attention and losing Hoppy. The resolution of the power outage was more obvious than the resolution of the missing kangaroo. In one story, we learned that a sibling can help you in a time of need. In the other story, we learned that a sibling can interfere with your plans.

VOCABULARY | LESSON 30



Content Vocabulary Review

Directions: Follow the directions for each of the following vocabulary words.

- Write a sentence that tells a connotation of the word **constant**.
Answers will vary.
- Write the denotation of the word **hamper**.
a large basket or container, sometimes with a lid, that can be used to hold laundry
- Write an antonym for the word **outburst**. **Answers will vary.**
- Write an antonym for the word **toddler**. **Answers will vary.**
- Write a synonym for the word **soothe**. **Answers will vary.**
- Write a synonym for the word **shattered**. **Answers will vary.**