



# FIRE

## Foundational Instruction for Reading Excellence (for all students)



## Unit 1

# Teacher's Guide

• Grade 4 •



## Foundational Instruction for Reading Excellence (FIRE) Lessons OVERVIEW

- **FIRE** is an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5. Each unit consists of 40 lessons focused on either spelling, grammar, or morphology - skills that are essential for proficient reading and writing. There are three units per grade level.

Lessons are organized to provide *systematic, explicit instruction* in these skills so that students are equipped to read, comprehend, and write about the increasingly complex grade-level texts that anchor their primary ELA instruction. This program is not a substitute for a strong foundational skills program in grades K-2, nor is it an intervention to support students' acquisition of skills that have been taught and not yet mastered. Instead, this program reviews and builds upon the foundation established in grades K-2 to enhance students' understanding of how words work and how we can use what we know about words and syntax to deepen our understanding of the meaning of text.



- **FIRE** lessons are designed to be brief, no longer than 10-15 minutes per lesson, and include opportunities for students to independently practice their newly acquired learning. Lessons were intentionally designed to be *quick, focused, and impactful*.

Most of the lessons have a corresponding activity page that can be located in the student activity book. On occasion, teachers will be directed to collect observational data during the lesson. The activity pages and observational data serve as daily formative assessments and can provide insight into students' mastery of these more advanced foundational skills.

- **FIRE** lessons are not a replacement for ELA Guidebook lessons or any other knowledge-building curriculum that you may currently use. These lessons *complement* that work by growing students' understanding of words and the rules that we use to compose them and put them together meaningfully. Lessons can be taught concurrently with any other ELA knowledge-building curriculum as part of whole-group core instruction.

- **FIRE** is grounded in the *science of reading*, and the simple view of reading that states that reading is the product of both automatic word recognition and strong language comprehension. The work of these lessons will support student growth in each of these areas, and ultimately lead to improved reading comprehension.





Teachers are encouraged to use this resource to develop their own understanding of the rules of language. As Louisa Moats has famously stated, “Informed teachers are our best insurance against reading failure. While programs are very helpful tools, **programs don't teach; teachers do.**” By growing their understanding of the rules and logic of our language, teachers will be equipped to support students who may struggle with a particular skill or concept. If a specific lesson focus is unfamiliar, there are many resources available for support. Use these lessons as a springboard for your own learning. A teacher with a deep understanding of the rules of language, coupled with a strong sense for effective pedagogy will ensure that all students will be able to read with sufficient fluency to support comprehension of complex text.



As a teacher, you should anticipate that some of your students will need additional practice with these skills beyond what is provided through these lessons. *This is to be expected.* By using the data you collect through your daily formative assessments and your growing understanding of how language works, you have the power to ensure that your students will become fluent readers.

If you have additional questions or feedback on these lessons, please do not hesitate to reach out to the **Louisiana Literacy Division** at [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

## LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.



## Unit Organization

Each **FIRE** unit consists of 40 lessons and two checkpoints. Lessons address either spelling, grammar, or morphology, and this focus is identified at the beginning of each lesson. Each lesson also provides an overview of the skill or concept being introduced to deepen the teacher's understanding of the content. In addition, each lesson includes a list of needed materials and a SWBAT (student will be able to...) statement which indicates what the student should be able to do by the end of the lesson. This is a "goalpost" for students, and can be used to determine where a student is in their progression toward mastery of the targeted skill.

Each lesson is organized in the following way: **Attention Getter** (1 minute), **Explicit Instruction** (3-5 minutes), **Guided Practice** (2 minutes), and **Independent Practice** (3-5 minutes). Each lesson also includes guidance for supporting the needs of **diverse learners**.

Each lesson has a corresponding student activity page and/or teacher observation record which can be found in the student activity book. Activity books may be printed for each student, or teachers can print individual sheets if desired. Mid- and end-unit checkpoints are also provided.

An explanation of the different types of lessons is detailed below:

- **Spelling lessons** provide instruction in advanced phonetic code, including irregular and/or uncommon sound/spelling correspondences and common foreign spellings used in English words. These skills are introduced using multisensory strategies that support orthographic mapping and fluent, automatic retrieval. The lessons included in **FIRE** provide several opportunities for students to practice applying newly-learned sound spellings, however some students - particularly those with language based learning differences - may need additional opportunities to practice applying this newly learned code. The formative assessment data collected each day can help teachers identify those students who need additional practice. Teachers should anticipate that some students will need additional practice in this area.
- **Grammar lessons** provide instruction in the organization of language, including the use of syntax and appropriate punctuation. These lessons will teach students rules of grammar to support reading comprehension and written expression.
- **Morphology lessons** provide instruction in the meaning and use of common suffixes, prefixes, and root words. These lessons teach students about how words are constructed, and how we can use our knowledge of different word parts to determine the meaning of unknown words.
- **Mid- and end-unit checkpoints** are included in each unit. These are designed to be engaging opportunities for students to demonstrate their learning either individually or collaboratively.





## Lesson Breakdown

Grade 4 - Unit 1		
Advanced Spelling Patterns	Grammar	Morphology
Lesson 1	Lesson 9	Lesson 3
Lesson 2	Lesson 10	Lesson 5
Lesson 4	Lesson 11	Lesson 6
	Lesson 12	Lesson 7
	Lesson 14	Lesson 8
	Lesson 16	Lesson 13
	Lesson 18	Lesson 15
	Lesson 20	Lesson 17
	Lesson 22	Lesson 19
	Lesson 24	Lesson 21
	Lesson 26	Lesson 23
	Lesson 28	Lesson 25
	Lesson 31	Lesson 27
	Lesson 32	Lesson 29
	Lesson 33	Lesson 30
	Lesson 34	Lesson 36
	Lesson 35	Lesson 39
	Lesson 37	
	Lesson 38	
	Lesson 40	



## LESSON 1

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The goal of today's lesson is to teach students three spelling patterns for the /oo/ sound: 'ew' 'o' 'ou'. Students will learn spelling rules to help them determine when it is appropriate to use which spelling.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and markers (student)</li> <li>• chart paper (teacher)</li> <li>• /oo/ placement anchor chart (teacher)</li> <li>• /oo/ <a href="#">Sound and Spelling Observations recording sheet</a></li> </ul>
<b>SWBAT statement</b>	SWBAT apply spelling patterns for /oo/ to written words.
<b>Attention Getter (1 minute)</b>	<p>Read the following words aloud to students:</p> <ul style="list-style-type: none"> <li>• jewel</li> <li>• newspaper</li> <li>• coupon</li> <li>• do</li> </ul> <p>After reading each word, ask students to share which sounds they hear in the words. Ask them to write the words on their personal white boards and share with the class. Ask them to look at how their neighbor spelled the words. Did they spell them the same or differently? Which way do they think is correct?</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will share that there are many different "spelling rules" that teach us how to spell different words correctly. Today we are going to learn some spelling rules for the /oo/ sound. This will help us spell words like jewel, newspaper, coupon, and do correctly.</p> <p>The teacher will remind students that there are many spellings for the /oo/ sound, but today's focus will only be on a few.</p> <p>"Let's look at the spelling 'ew'."</p> <ul style="list-style-type: none"> <li>• usually found in the middle and end of words and syllables</li> <li>• examples: chewing, newborn, renew</li> </ul>



“Let’s look at the spelling ‘o.’”

- usually found in the middle and end of words
- always found at the end of a syllable
- examples: undo, whoever, approval

“Let’s look at the spelling ‘ou.’”

- usually found in the middle words
- rare, but can be found at the end of words
- examples: group, acoustic, you

Remind students that knowing the spelling patterns and understanding where the placements of each are will allow them to spell more accurately when writing.

**Note:** Teachers should display this as an anchor chart for future reference. Some students may benefit from having a personal copy of this anchor chart.

/oo/		
Beginning	Middle	End
	ew	ew
	ou	ou (rare)
	o	o

**Guided Practice  
(2 minutes)**

“What are some other words that you know with the /oo/ sound?”

Together, the teacher and the students will say the words aloud, paying attention to the placement of the /oo/ sound and determining which spelling to use. Then, the teacher will write the word on the board. Refer to the placement chart, as needed.

**Student Application  
(3-5 minutes)**

The teacher will call out words with different /oo/ spellings. Students will write the words on their whiteboards, while paying attention to





	<p>the placement of the /oo/ sound. The teacher can also have students write the words in a complete sentence for an added challenge.</p> <p><b>Note:</b> Teachers can use the /oo/ Sound and Spelling Observations document to record. This is one of two activities in this unit that uses “teacher observation” instead of a student activity page to assess student learning.</p> <p><b>Possible words:</b> 'ew' - jewel, cashew, dewdrop, newspaper 'o' - doable, undoing, redo 'ou' - coupon, youth, routine</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>• Teachers should anticipate that some students will need many more opportunities to practice reading and writing words with these newly learned spelling patterns. Provide opportunities for students to read and write words with these spelling patterns as often as possible. When students apply a spelling rule incorrectly, direct them to use classroom resources. You may also choose to create “personal spelling rule anchor charts” for students to keep at their desk for their own reference while reading and/or writing.</li></ul>





## LESSON 2

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The goal of today's lesson is to teach students four spelling patterns for the /f/ sound: 'f' 'ff' 'ph' 'gh'. Students will learn spelling rules to help them determine when it is appropriate to use which spelling.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● chart paper (teacher)</li> <li>● /f/ placement anchor chart (teacher)</li> <li>● whiteboards and markers (students)</li> <li>● /f/ <a href="#">Sound and Spelling Observations recording sheet</a></li> </ul>
<b>SWBAT statement</b>	SWBAT apply spelling patterns for /f/ to written words.
<b>Attention Getter (1 minute)</b>	<p>The teacher will say the tongue twister to the students. Try this tongue twister:</p> <p>Fred had a fluffy friend.          Fred's friend was named Phil.          Fred and Phil would laugh and laugh.          Fred and Phil were funny!</p> <p>Ask, "Did you hear the /f/ sound in the poem? Which words contained the /f/ sound?"</p> <p>As the students share words with the /f/ sound, the teacher will spell the words on the board.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will add the following words to the list constructed during the "attention getter:" find, lift, proof, staff, cliff, photo, alphabet, graph, rough, tough.</p> <p>"Look at these words. What do you notice about the spellings for the /f/ sound? Are they all the same? How are they different? Do you notice a pattern?"</p> <p>"Let's review the /f/ spellings:"</p> <p><b>Note:</b> Teacher should complete the placement chart (below) when reviewing each spelling. Display the chart in the classroom for</p>



students to use as a spelling reference. Some students may benefit from having a personal copy of this anchor chart.

“Today we are going to talk about spelling rules for the /f/ sound.”

The teacher will explain the following spelling rules:

The most common spelling for /f/ is ‘f’.

- found at the beginning, middle and end of words and syllables

The next most common spelling for /f/ is the spelling alternative ‘ff’.

- commonly found after short vowels
- most often found at the end of words, but not always

Another spelling for /f/ is ‘ph’.

- spelling comes from the ancient Greek
- found at the beginning, middle, and end of words and syllables

The least common spelling for /f/ is ‘gh’.

- most often found at the end of words (for this sound)
- usually comes after ‘ou’ and ‘aw’ vowel team spellings

“Knowing the spelling patterns and understanding where the placements of each are in words will allow you to spell more accurately when writing.”

Beginning	Middle	End
f	f	f
	ff	ff
ph	ph	ph
		gh

**Note:**

Teachers can display this as an anchor chart for future reference.

**Guided Practice  
(2 minutes)**

“What are some other words that you know with the /f/ sound?”

Together, the teacher and the students will say the words out loud,





	<p>paying attention to the placement of the /f/ sound and determining which spelling to use. Then, the teacher will write the word on the board. Refer to the placement chart, as needed.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now, you will get to practice writing words with the /f/ sound independently. First, I will say the word. Then, whisper it to yourself while paying attention to the placement of the /f/ sound to determine which spelling is best. Write it on your whiteboard. After my signal, you will show me the word.”</p> <p><b>Note:</b> Teachers can use the /f/ Sound and Spelling Observations document to record. This is the last of two activities in this unit that uses “teacher observation” instead of a student activity page to assess student learning.</p> <p>Possible words:  f - fresh, confident, playful, chief  ff - giraffe, dandruff, scruff, fluffy  ph - phrase, orphan, autograph  gh - cough, enough, laugh</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>Teachers should anticipate that some students will need many more opportunities to practice reading and writing words with these newly learned spelling patterns. Provide opportunities for students to read and write words with these spelling patterns as often as possible. When students apply a spelling rule incorrectly, direct them to use classroom resources. You may also choose to create “personal spelling rule anchor charts” for students to keep at their desk for their own reference while reading and/or writing.</li> </ul>



## LESSON 3

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use the correct forms of words containing the prefixes <i>pro-</i> and <i>anti-</i> within a sentence. A prefix is added to the beginning of a base/root word and changes the meaning of that word. The prefix "pro-" means before, forward, or for something. The prefix "anti-" means oppose to or against.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct forms of words containing the prefixes pro- and anti- within a sentence.
<b>Attention Getter (1 minute)</b>	The teacher will show a bottle of antibacterial gel. Ask students, "What is this called? Why do we use this? What is its purpose?" The teacher should guide students to it being called antibacterial gel. Then the teacher will ask, "What do you think anti might mean in antibacterial?"
<b>Explicit Instruction (3-5 minutes)</b>	<p><b>Note:</b> Teachers can create this as a running anchor chart to be displayed and added on to in the future. See possible example below.</p> <p>The teacher will explain that a prefix is a group of letters added to the beginning of a base/root word and changes the meaning of that word. The teacher will inform students that when a prefix is added, it typically does not change the spelling of the base/root word. Knowing a prefix and its meaning, will help us better determine the meaning of words.</p> <p>The teacher should tell students that sometimes the meaning of the "base" word is not easy to determine because it may come from another language, but the prefix can still help deepen our understanding.</p> <p>"Let's look at the prefix, "pro-." This prefix can have many meanings: <i>before, forward, or for something</i>. Words with the prefix "pro-" can be nouns, verbs or adjectives."</p>





The teacher will write proactive on the board and break it apart (pro active). Discuss that active means doing or behaving and when pro is added to the beginning, the new meaning becomes “doing something **before** it happens.” The teacher will model how to use proactive in a sentence.

The teacher will introduce the word progress and break it apart (pro gress). Discuss that progress means to move forward. The teacher will model how to use progress in a sentence.

“Let’s look at another prefix, “anti-.” This prefix means opposite, opposed to or against. Words with this prefix can be nouns or adjectives.” The teacher will write antisocial on the board and break it apart (anti social). Discuss that social means friendly towards others and when anti is added to the beginning, the new meaning becomes the opposite, “does not want to be around other people.”

The teacher will introduce the word antibiotic and break it apart. Discuss that antibiotic means medicine that works **against** harmful bacteria and cures infections. means to move forward. The teacher will model how to use progress in a sentence.

Prefixes		
a group of letters added to the beginning of a base/root word and changes the meaning of that word		
Prefix	Meaning	Examples
pro-	before, forward, or for something	<b>pro</b> active, <b>pro</b> gress
anti-	opposite, oppose to or against.	<b>anti</b> social, <b>anti</b> biotic

(Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

The teacher will continue practicing with possible words below. Have students share their thinking of the new meaning and practice using

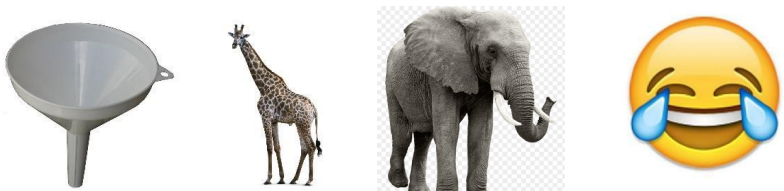


	<p>the words in sentences.</p> <p><b>pro-</b>  propel – to push forward (think of propellers)  promote – to move something forward (think of school and jobs)  propose – to offer a plan or idea for people to consider  prologue – introduction that comes before the start of a book or play</p> <p><b>anti-</b>  antifreeze – something that works against freezing  anticlimactic – opposite of an exciting part of a story or play  antiperspirant – something that works against sweating</p>									
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Think about the meaning of the prefixes pro- and anti-. Write the prefix that makes the most sense in the following sentences.</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"> <li>1. Merchants were <u>anti</u>war because they thought it would hurt their trading.</li> <li>2. All of the students were <u>pro</u>lunch and raced to get to the cafeteria first.</li> </ol>									
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Define the base words for independent practice on the activity page as needed.</li> <li>• Consider starting an anchor chart or word wall with prefixes, root words, and meanings. Add to the chart/wall throughout the unit as new prefixes are taught. Sample chart below:</li> </ul> <table border="1" data-bbox="586 1457 1430 1726"> <thead> <tr> <th>Prefix</th> <th>Base/Root Word</th> <th>New Word</th> </tr> </thead> <tbody> <tr> <td>pro-</td> <td>before, forward, or for something</td> <td><b>pro</b>active, <b>pro</b>gress</td> </tr> <tr> <td>anti-</td> <td>opposite, oppose to or against.</td> <td><b>anti</b>social, <b>anti</b>biotic</td> </tr> </tbody> </table>	Prefix	Base/Root Word	New Word	pro-	before, forward, or for something	<b>pro</b> active, <b>pro</b> gress	anti-	opposite, oppose to or against.	<b>anti</b> social, <b>anti</b> biotic
Prefix	Base/Root Word	New Word								
pro-	before, forward, or for something	<b>pro</b> active, <b>pro</b> gress								
anti-	opposite, oppose to or against.	<b>anti</b> social, <b>anti</b> biotic								





## LESSON 4

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The goal of today's lesson is to make sure students review and practice the spelling patterns for the /f/ sound: 'f' 'ff' 'ph' 'gh'. Students will understand that the spelling patterns will fall into certain positions of words applying in writing.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• picture of giraffe, elephant, funnel, laughing (teacher)</li> <li>• /f/ placement anchor chart from lesson 2 (teacher)</li> <li>• whiteboards and markers (student)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT apply spelling patterns for /f/ to written words.
<b>Attention Getter (1 minute)</b>	<p>Show pictures of the following: giraffe, elephant, funnel, laughing (Cut and use pictures at end of lesson.)</p> <div style="text-align: center;">  </div> <p>Ask students, "What do you notice about the pictures?" "What do they have in common?" Scaffold for students if necessary. Students should identify the /f/ sound as a commonality.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will review the /f/ sound and its spellings.</p> <p>The most common spelling for /f/ is 'f'.</p> <ul style="list-style-type: none"> <li>• found at the beginning, middle and end of words and syllables</li> <li>• examples: fresh, confident, playful, chief</li> </ul> <p>The next common spelling for /f/ is the spelling alternative 'ff'.</p> <ul style="list-style-type: none"> <li>• commonly found after short vowels</li> <li>• most often found at the end of words, but not always</li> <li>• examples: giraffe, dandruff, scruff, fluffy</li> </ul> <p>Another spelling for /f/ is 'ph'.</p> <ul style="list-style-type: none"> <li>• spelling comes from the ancient Greek</li> </ul>



	<ul style="list-style-type: none"> <li>found at the beginning, middle, and end of words and syllables</li> <li>examples: phrase, orphan, autograph</li> </ul> <p>The least common spelling for /f/ is 'gh'.</p> <ul style="list-style-type: none"> <li>most often found at the end of words (for this sound)</li> <li>examples: cough, enough, laugh</li> </ul> <p>Remind students that knowing the spelling patterns and understanding where the placements of each are will allow them to spell more accurately when writing.</p>															
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will have students turn to the activity page. Explain to students that they will read each word together and determine the spelling patterns. Next, the teacher and students will label the patterns on row 1 of the table and sort the words according to the patterns. Allow students to explain their reasoning and identify the position of the /f/ spelling. During this time, the teacher should refer to the /f/ placement anchor chart created in lesson 2. See below.</p> <table border="1" data-bbox="477 1033 1497 1360"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>f</td> <td>f</td> <td>f</td> </tr> <tr> <td></td> <td>ff</td> <td>ff</td> </tr> <tr> <td>ph</td> <td>ph</td> <td>ph</td> </tr> <tr> <td></td> <td></td> <td>gh</td> </tr> </tbody> </table>	Beginning	Middle	End	f	f	f		ff	ff	ph	ph	ph			gh
Beginning	Middle	End														
f	f	f														
	ff	ff														
ph	ph	ph														
		gh														
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will call out words with different /f/ spellings. Students will write the words on their whiteboards, while paying attention to the placement of the /f/ sound. The teacher can also have students write the words in a complete sentence.</p> <p><b>Note:</b> Teachers can use the /f/ Sound and Spelling Observations document to record.</p> <p><b>Possible words:</b>  f - fourth, comfort, awful  ff - snuffle, standoff, buffalo  ph - phony, trophy  gh - tough</p>															





**Guidance for Diverse Learners**

- Show pictures of the words for support.
- Support students by having students use fingers to segment the sounds in the words.
- Have students underline the /f/ spelling on the activity page to better identify patterns.





## LESSON 5

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use the correct forms of words containing the prefixes <i>uni-</i> , <i>bi-</i> , <i>tri</i> , and <i>multi-</i> . A prefix is added to the beginning of a base/root word and changes the meaning of that word. The prefix "uni-" means one or single. The prefix "bi-" means two. The prefix "tri-" means three. The prefix "multi-" means many.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify the prefixes uni-, bi, tri, and multi-.
<b>Attention Getter (1 minute)</b>	Write the following words on the board: <i>unicycle</i> , <i>bicycle</i> , and <i>tricycle</i> . Ask students, "What do you know about these items? Why do you think we call them by those names?" Allow students to make connections.
<b>Explicit Instruction (3-5 minutes)</b>	<p><b>Note:</b> Teachers can add these four new prefixes to the chart created in Lesson 3. See possible example below.</p> <p>The teacher will remind students that a prefix is a group of letters added to the beginning of a base/root word and changes the meaning of that word. Also, remind students that prefixes do not change the spelling of the base/root word. Knowing a prefix and its meaning, will help us better determine the meaning of words.</p> <p>"Let's look at the prefix, "uni-" which means one. This prefix can make words nouns or adjectives." The teacher will write "unicycle" on the board and break it apart (uni cycle). Discuss that cycle means something with wheels and when uni- is added to the beginning, the new meaning becomes "something with only one wheel." The teacher will model how to use "unicycle" in a sentence. Allow students to make connections.</p> <p>"Let's look at the prefix, "bi-." This prefix means two. This prefix can make words nouns or adjectives." The teacher will write "bicycle" on</p>





the board and break it apart (bi cycle). Review that cycle means something with wheels and when bi- is added to the beginning, the new meaning becomes “something with two wheels.” The teacher will model how to use “bicycle” in a sentence. Allow students to make connections.

“Let’s look at the prefix, “tri-.” This prefix means two. This prefix can make words nouns or adjectives.” The teacher will write “bicycle” on the board and break it apart (tri cycle). Review that cycle means something with wheels and when tri- is added to the beginning, the new meaning becomes “something with three wheels.” The teacher will model how to use “bicycle” in a sentence. Allow students to make connections.

“Let’s look at the prefix, “multi-.” This prefix means many. This prefix can make words adjectives.” The teacher will write multicultural on the board and break it apart (multi cultural). Discuss that multicultural means many cultures. The teacher will model how to use progress in a sentence. Allow students to make connections.

Prefixes		
a group of letters added to the beginning of a base/root word and changes the meaning of that word		
Prefix	Meaning	Examples
uni-	one	<b>u</b> nicycle
bi-	two	<b>b</b> icycle
tri-	three	<b>t</b> ricycle
multi-	many	<b>m</b> ulticultural

**Guided Practice (2 minutes)**

The teacher will have students share words they know with these prefixes, while recording them on the board. Together, the teacher and students will identify the meaning of the words.  
**Possible Words**  
 uni-: unibrow, unicorn, unicolor





	<p>bi-: bilingual, bifocals, biceps          tri-: triangle, triathlon, tripod          multi-: multitask, multivitamin, multicolor</p>															
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Complete the words below by adding the correct prefix. Use the chart above, if needed.</p> <p>Word: <u>multi</u>media          Meaning: many different types of media</p> <p>Word: <u>bi</u>annual          Meaning: happens twice every year</p> <p>Word: <u>uni</u>lateral          Meaning: involving only one part or side</p> <p>Word: <u>bi</u>sect          Meaning: to cut into two parts</p>															
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Show a picture of a unicycle, bicycle, and tricycle to support meaning during the attention getter.</li> <li>• Define the base words for independent practice on the activity page as needed.</li> <li>• If you have a class anchor chart or word wall add “uni” to the chart. Sample chart below:</li> </ul> <table border="1" data-bbox="586 1388 1430 1717"> <thead> <tr> <th>Prefix</th> <th>Base/Root Word</th> <th>New Word</th> </tr> </thead> <tbody> <tr> <td>uni-</td> <td>cycle</td> <td>unicycle</td> </tr> <tr> <td>multi-</td> <td>cultural</td> <td>multicultural</td> </tr> <tr> <td>bi-</td> <td>two</td> <td><b>bicycle</b></td> </tr> <tr> <td>tri-</td> <td>three</td> <td><b>tricycle</b></td> </tr> </tbody> </table>	Prefix	Base/Root Word	New Word	uni-	cycle	unicycle	multi-	cultural	multicultural	bi-	two	<b>bicycle</b>	tri-	three	<b>tricycle</b>
Prefix	Base/Root Word	New Word														
uni-	cycle	unicycle														
multi-	cultural	multicultural														
bi-	two	<b>bicycle</b>														
tri-	three	<b>tricycle</b>														





## LESSON 6

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	Prefixes are added at the beginning of a base/root word and change the meaning of that word. The prefix “uni-” means one or single. The prefix “bi-” means two. The prefix “tri-” means three. The prefix “multi-” means many.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• pictures for attention getter (teacher)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• activity page (student)</li> <li>• index cards (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify the prefixes uni-, bi, tri, and multi-.
<b>Attention Getter (1 minute)</b>	<p>The teacher will say the following: “If you are riding a bike with three wheels, what would you call it?” (tricycle) “You are correct! Because the prefix “tri” means three – three wheels.” (quickly show different tricycles)</p>  <p>“If you were riding a bike with one wheel, what would you call it?”      “That is right, a unicycle.”      “Because the prefix “uni” means one – one wheel.” (quickly show pictures of different unicycles)</p> 
<b>Explicit Instruction (3-5 minutes)</b>	The teacher will review the prefixes from the previous lesson and their meanings. The teacher can refer to the prefix anchor chart, as needed.



	<p>The teacher will write the word <i>unicorn</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence. Example: Students should respond: “uni-,” “means one of something” and “an animal with one horn”</p> <p>The teacher will write the word <i>binocular</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence. Example: Students should respond: “bi-,” “means two of something” and “an object that has two small telescopes to look through; two eyes”</p> <p>The teacher will write the word <i>triceratops</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence. Example: Students should respond: “tri-,” “means three of something” and “a dinosaur with three horns”</p> <p>The teacher will write the word <i>multipurpose</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence. Example: Students should respond: “multi-,” “means many of something” and “having many or more than one use”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will read the following sentences and have students identify the words with the prefix and determine its meaning.</p> <ul style="list-style-type: none"> <li>● The tricolored painting had blue, orange, and pink in the sky.</li> <li>● The test was made up of multiple choice questions and students had to choose the best answer.</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Draw lines to match the prefix to the correct meaning. (The students should make the matches below.)</p> <ul style="list-style-type: none"> <li>● uni- one</li> <li>● bi- two</li> <li>● tri- three</li> <li>● multi- many</li> </ul>





	<p>Directions: Think about the meaning of the prefixes uni-, bi-, tri- and multi-. Write the prefix that makes the most sense in the following sentences.</p> <p>Example: A unicorn is a mythical creature..</p> <ol style="list-style-type: none"><li>1. The camera stood on a <u>trip</u>od with three legs for better balance.</li><li>2. The clown rode a purple <u>uni</u>cycle at the circus. It had one wheel.</li><li>3. The young man became a <u>multi</u>millionaire after winning 64 million dollars.</li><li>4. Maria comes from Europe and is <u>bi</u>lingual because she can speak German and French.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Words can be written on index cards for students with the prefix highlighted.</li><li>• Pictures can be provided for students with limited vocabulary.</li><li>• Define the base words for independent practice on the activity page as needed.</li></ul>





## LESSON 7

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	Prefixes are added at the beginning of a base/root word and change the meaning of that word. The prefix “over-” means too much. The prefix “mid-” means middle. The prefix “under-” means below or less.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• activity page (student)</li> <li>• index cards (optional for diverse learners)</li> <li>• pictures (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words with the prefixes over-, mid-, and under-.
<b>Attention Getter (1 minute)</b>	<p>T: If you are riding a bike with three wheels, what would you call it? S: A tricycle. T: You are correct. <i>Explain why: because the prefix “tri” means three – three wheels. (quickly show a picture of different tricycles)</i></p> <p>T: If you were riding a bike with one wheel, what would you call it? S: A unicycle. T: That is right-a unicycle. <i>Explain why: because the prefix “uni” mean one – one wheel. (quickly show pictures of different unicycles)</i></p>
<b>Explicit Instruction (3-5 minutes)</b>	<p><b>Note: Teachers can add these four new prefixes to the chart created in Lesson 3. See possible example below.</b></p> <p>The teacher will remind students that a prefix is a group of letters added to the beginning of a base/root word and changes the meaning of that word. Also, remind students that prefixes do not change the spelling of the base/root word. Knowing a prefix and its meaning, will help us better determine the meaning of words.</p> <p>“Let’s look at the prefix, “over-” which means too much. Think about the word cook.” The teacher will write cook on the board and then add the prefix “over-“ in front of it. “The prefix “over-“ placed in front of the word cook makes a new word with a new meaning: overcook. This means that the food has been cooked too much or for too long.”</p>





“Let’s look at the prefix, “mid-” which means middle. Think about the word field.” The teacher will write field on the board and then add the prefix “mid-” in front of it. “The prefix “mid-” placed in front of the word field makes a new word with a new meaning: midfield. This means in the middle (or center) of a field.”

“Let’s look at the prefix, “under-” which means below or less. Think about the word cook, again.” The teacher will write cook on the board and then add the prefix “under-” in front of it. “The prefix “under-” placed in front of the word cook makes a new word with a new meaning: undercook. This means that something has been cooked less than the needed time.”

Prefixes		
a group of letters added to the beginning of a base/root word and changes the meaning of that word		
Prefix	Meaning	Examples
over-	too much	<b>over</b> cook
mid-	middle	<b>mid</b> field
under-	under	<b>under</b> cook

(This can be added to the prefix anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

The teacher will continue the same process with the following words:

overeat  
prefix: over  
word: eat  
new word: overeat  
meaning: to eat too much

midnight  
prefix: mid  
word: night  
new word: midnight  
meaning: in the middle of the night

underline



	<p>prefix: under word: line new word: underline meaning: to draw a line under something</p>
<b>Student Application (3-5 minutes)</b>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Create new words using the prefixes: over-, mid- and under-. Then, determine the new meaning of the new words.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Words can be written on index cards for students with the prefix highlighted.</li><li>• Teachers can have pictures of the words for visual learners: overcook, overeat, midfield, midnight, undercook and underline.</li><li>• Define the base words on the activity page for independent practice as needed.</li></ul>





## LESSON 8

<b>Lesson Type</b>	Morphology								
<b>Overview of Skill/Concept</b>	Prefixes are added at the beginning of a base/root word and it changes the meaning of that word. The prefix “over-” means too much. The prefix “mid-” means middle. The prefix “under-” means below or less.								
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● chart paper (teacher)</li> <li>● prefix anchor chart (teacher - optional)</li> <li>● activity page (student)</li> <li>● index cards (optional for diverse learners)</li> <li>● Pictures (optional for diverse learners)</li> </ul>								
<b>SWBAT statement</b>	SWBAT determine the meaning of words with the prefixes over-, mid-, and under-.								
<b>Attention Getter (1 minute)</b>	<p>Tell students that you are going to read aloud three sentences and they should use a word with the prefixes: “over-,” “mid-,” or “under-” to fill in the blank.</p> <ul style="list-style-type: none"> <li>● I have too much homework this week and I am feeling _____.</li> <li style="margin-left: 20px;">○ Possible response: overwhelmed</li> <li>● Mom, can I please stay up until _____?</li> <li style="margin-left: 20px;">○ Possible response: midnight</li> <li>● My _____ are sweaty in this shirt.</li> <li style="margin-left: 20px;">○ Possible response: underarm</li> </ul> <p>*If this feels challenging, teachers may choose to display a word bank:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>underarms</td> <td>midpoint</td> <td>midnight</td> <td>overexert</td> </tr> <tr> <td>undervalue</td> <td>overwhelmed</td> <td>underwater</td> <td>midterm</td> </tr> </table>	underarms	midpoint	midnight	overexert	undervalue	overwhelmed	underwater	midterm
underarms	midpoint	midnight	overexert						
undervalue	overwhelmed	underwater	midterm						
<b>Explicit Instruction (3-5 minutes)</b>	The teacher will review the prefixes from the previous lesson and their meanings. The teacher can review the new words taught: overcook, overeat, midfield, midnight, undercook, and underline. The teacher								



	<p>can refer to the prefix anchor chart, as needed.</p> <p>The teacher will write <i>overcharged</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence.          Example: Students should respond:</p> <ul style="list-style-type: none"> <li>● prefix = “over”</li> <li>● meaning of prefix = “too much”</li> <li>● meaning of the new word = “to be charged too much money”</li> </ul> <p>The teacher will write <i>midyear</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence.          Example: Students should respond:</p> <ul style="list-style-type: none"> <li>● prefix = “mid-”</li> <li>● meaning of prefix = “the middle”</li> <li>● meaning of the new word = “the middle of the year”</li> </ul> <p>The teacher will write <i>underwater</i> on the board and ask students to identify the prefix, its meaning, and the meaning of the word. Then use the word in a complete sentence.          Example: Students should respond:</p> <ul style="list-style-type: none"> <li>● prefix = “under-”</li> <li>● meaning of prefix = “below or less”</li> <li>● meaning of the new word = “to be below the surface of water”</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will read the following sentences and have students identify the words with the prefix and determine its meaning.</p> <ul style="list-style-type: none"> <li>● My mom told me to be careful not to <u>overload</u> the washing machine.</li> <li>● My classmates and I eat lunch at <u>midday</u>.</li> <li>● The football players wear an <u>undershirt</u> in case their jerseys get torn.</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students will need to put the correct meaning next to the correct prefix.</p> <ul style="list-style-type: none"> <li>● over-: too much</li> <li>● mid-: middle</li> <li>● under-: below or less</li> </ul>






	<p>Students should read each sentence and write the meaning of the underlined word.</p> <ol style="list-style-type: none"> <li>1. Possible response: Overheat means that it is too hot.</li> <li>2. Possible response: Midweek means that it is the middle of the week.</li> <li>3. Possible response: Underpaid means that something was paid less than what it cost</li> </ol>																		
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Words can be written on index cards for students with the prefix highlighted.</li> <li>• Have pictures of words.</li> <li>• Define the base words on the activity page for independent practice as needed.</li> <li>• Have anchor chart from previous lesson posted as an additional resource for students</li> </ul> <table border="1" data-bbox="479 924 1494 1354"> <thead> <tr> <th colspan="3" data-bbox="479 924 1494 997"><b>Prefixes</b></th> </tr> <tr> <td colspan="3" data-bbox="479 997 1494 1092">a group of letters added to the beginning of a base/root word and changes the meaning of that word</td> </tr> <tr> <th data-bbox="479 1092 812 1165"><b>Prefix</b></th> <th data-bbox="812 1092 1153 1165"><b>Meaning</b></th> <th data-bbox="1153 1092 1494 1165"><b>Examples</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1165 812 1228">over-</td> <td data-bbox="812 1165 1153 1228">too much</td> <td data-bbox="1153 1165 1494 1228"><b>over</b>cook</td> </tr> <tr> <td data-bbox="479 1228 812 1291">mid-</td> <td data-bbox="812 1228 1153 1291">middle</td> <td data-bbox="1153 1228 1494 1291"><b>mid</b>field</td> </tr> <tr> <td data-bbox="479 1291 812 1354">under-</td> <td data-bbox="812 1291 1153 1354">under</td> <td data-bbox="1153 1291 1494 1354"><b>under</b>cook</td> </tr> </tbody> </table>	<b>Prefixes</b>			a group of letters added to the beginning of a base/root word and changes the meaning of that word			<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>	over-	too much	<b>over</b> cook	mid-	middle	<b>mid</b> field	under-	under	<b>under</b> cook
<b>Prefixes</b>																			
a group of letters added to the beginning of a base/root word and changes the meaning of that word																			
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>																	
over-	too much	<b>over</b> cook																	
mid-	middle	<b>mid</b> field																	
under-	under	<b>under</b> cook																	



## LESSON 9

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	Dialogue is a conversation or spoken words between two or more characters. Dialogue can tell a story, explain a character’s reaction, or help the reader understand what the character is thinking. Dialogue contains tags, which informs the reader who is speaking. Punctuating dialogue includes quotation marks, commas, period, questions marks and/or exclamation marks. Quotation marks are placed in front of the first spoken word and behind the punctuation mark that completes the dialogue.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● pictures for attention getter (teacher)</li> <li>● chart paper (teacher)</li> <li>● activity page (student)</li> <li>● sentence strips (optional for diverse learners)</li> <li>● writing checklist (optional for diverse learners)</li> <li>● dialogue anchor chart (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT punctuate dialogue.
<b>Attention Getter (1 minute)</b>	<p>Display the following picture. Ask students, “What do you notice?” Guide students through a discussion leading to the speech bubbles and what they mean. It means someone is talking and that is dialogue.</p> 
<b>Explicit Instruction (3-5 minutes)</b>	The teacher will introduce the term dialogue and explain that it is a conversation between two or more characters. Tell students dialogue can tell a story, explain a character’s reaction, or help the reader understand what the character is thinking. Explain to students that





dialogue contains tags. Remind students it is also important to know how to punctuate dialogue and that quotation marks will be placed in front of the first word or dialogue and behind the punctuation mark that completes the dialogue.

Display the sentence: *I am eating a snowball* said Marcus.

\*The teacher should model doing each step on the board.

“Look at this sentence. I know quotation marks go around the dialogue or spoken words. The dialogue starts with I, which means I must put my open quotation marks before the word I. Let’s figure out what to put after snowball. Since it is a statement, I will put a comma after snowball to separate the dialogue from the tag. Finally, I need to put my closing quotation marks after my comma.”

Final Sentence: “I am eating a snowball,” said Marcus.

Display the sentence: *Marcus said I am eating a snowball.*

\*The teacher should model doing each step on the board.

“Look at this sentence. I noticed my tag comes first and my dialogue comes second. I will put my comma after said to separate my tag from my dialogue. Next, I must put my quotations around the dialogue. The dialogue starts with I, which means I must put my open quotation marks after the comma and before the word I. Since I do not have a tag after, I will put a period after snowball and then put the closing quotation marks.”

Final Sentence: Marcus said, “I am eating a snowball.”

Remember, when writing statements as dialogue:

- If the dialogue comes first, it is followed by a comma and the tag ends with a period.
  - Example: “I am eating a snowball,” said Marcus.
- If the tag comes first, it is followed by a comma and the dialogue ends with a punctuation mark.
  - Example: Marcus said, “I am eating a snowball.”

**Guided Practice  
(2 minutes)**

The teacher will display the following sentences. The teacher will prompt students with questions to guide them to correctly punctuate dialogue. The teacher should make the changes to the sentences on the board as the students answer the questions.



	<p>My dog ate all of my homework last night Kurt mumbled. Correct Sentence: "My dog ate all of my homework last night," Kurt said.</p> <ul style="list-style-type: none"><li>• "Does the statement start with dialogue or the tag?" (dialogue)</li><li>• "What is being spoken?" (My dog ate all of my homework last night)</li><li>• "Where would the quotations start and stop?" (Before My and after night)</li><li>• "What type of punctuation is needed after night?" (comma)</li><li>• Have students discuss anything that they notice or have questions about.</li></ul> <p>Kurt mumbled My dog ate all of my homework last night. Correct Sentence: Kurt said, "My dog ate all of my homework last night."</p> <ul style="list-style-type: none"><li>• "Does the statement start with dialogue or the tag?" (tag)</li><li>• "What type of punctuation is needed after the tag?" (comma)</li><li>• "What is being spoken?" (My dog ate all of my homework last night)</li><li>• "Where would the quotations start and stop?" (Before My and after night)</li><li>• "What type of punctuation is needed after night?" (period)</li><li>• Have students discuss anything that they notice or have questions about.</li></ul>
<b>Student Application (3-5 minutes)</b>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence. Rewrite each sentence to include quotation marks, periods, and commas. You will also need to add a dialogue tag (ex. "My teacher is a busy bee," said Henry.</p> <ol style="list-style-type: none"><li>1. My teacher is a busy bee.<ul style="list-style-type: none"><li>• metaphor</li><li>• Possible explanation: My teacher is busy and works nonstop.</li></ul></li><li>2. My hands are as cold as ice.<ul style="list-style-type: none"><li>• simile</li><li>• Possible explanation: I am cold.</li></ul></li></ol>





**Guidance for Diverse Learners**

- Write the sentence on a sentence strip and cut it up. Allow students to put it in the correct order.
- Provide students with a writing checklist.
- Provide students with examples from their Guidebook texts.
- Possibly create an anchor chart to keep posted in the classroom. Teacher can add examples.





Dialogue

Conversation or spoken words between two or more characters





## LESSON 10

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Similes and metaphors are a literary device used to compare two or more things.</p> <ul style="list-style-type: none"> <li>• Similes compares things using <i>like</i> or <i>as</i>.</li> <li>• Metaphors compare things without using <i>like</i> or <i>as</i>. Metaphors compare things by saying one thing is another.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• pictures for attention getter (teacher)</li> <li>• chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify and explain similes and metaphors.
<b>Attention Getter (1 minute)</b>	<p>Display the following phrases and pictures:</p> <ul style="list-style-type: none"> <li>• sparkle like a diamond</li> <li>• flat as a pancake</li> <li>• feeling blue</li> <li>• raining cats and dogs</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>Ask students, "What do you notice about these phrases and pictures?"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will introduce the terms simile and metaphor.</p> <p>The teacher will explain that a simile compares two or more things using <i>like</i> or <i>as</i>. The teacher will display the following similes and identify what makes these similes.</p> <p>The teacher can pose the question, "What two things are being compared?"</p> <ul style="list-style-type: none"> <li>• Tony runs <i>like</i> a cheetah. <ul style="list-style-type: none"> <li>○ Point out the word <i>like</i></li> <li>○ Discuss how it is comparing Tony to running fast like a cheetah</li> </ul> </li> </ul>

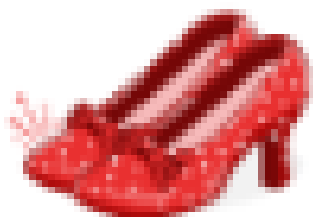




	<ul style="list-style-type: none"><li>● Shonda is <i>as quiet as</i> a mouse.<ul style="list-style-type: none"><li>○ Point at the word <i>as</i></li><li>○ Discuss how it is comparing Shonda to being quiet and barely making noise like a mouse</li></ul></li></ul> <p>The teacher will explain that a metaphor compares two or more things by saying one thing is another. Tell students it does not use <i>like</i> or <i>as</i>. The teacher will display the following metaphors and identify what makes these metaphors.</p> <p>The teacher can pose the question, “What two things are being compared?”</p> <ul style="list-style-type: none"><li>● My big brother’s room is a pigsty.<ul style="list-style-type: none"><li>○ Discuss what pigsty means (dirty or messy)</li><li>○ Ask students, “What does that tell us about the brother’s room?”</li></ul></li><li>● My grandmother has a heart of gold.<ul style="list-style-type: none"><li>○ Discuss what heart of gold means (kind, generous disposition)</li><li>○ Ask students, “What does that tell us about the grandmother?”</li></ul></li></ul>
<b>Guided Practice (2 minutes)</b>	<p>The teacher will read the following sentences and have students stand up if they identify it as a simile or sit down if they identify it as a metaphor. After each sentence, the teacher will ask students to explain why it is a simile or metaphor.</p> <ul style="list-style-type: none"><li>● Joan is as sharp as a tack. (Simile – stand up)</li><li>● I am the apple of my teacher’s eye. (Metaphor – sit down)</li><li>● Ronny is a night owl. (Metaphor – sit down)</li><li>● It is as hot as an oven in here. (Simile – stand up)</li><li>● The new dress fits like a glove! (Simile - stand up)</li></ul>
<b>Student Application (3-5 minutes)</b>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence below. Determine if it is a simile or metaphor. Explain what it means. Choose one of the sentences above and illustrate it in the box below.</p> <ol style="list-style-type: none"><li>1. George is an early bird.<ul style="list-style-type: none"><li>● metaphor</li><li>● Possible explanation: George wakes up early.</li></ul></li></ol>




	<p>2. Ronda swims like a fish.</p> <ul style="list-style-type: none"><li>• simile</li><li>• Possible explanation: Ronda is a great swimmer.</li></ul>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Provide pictures with phrases.</li><li>• Provide additional metaphors (with pictures).</li><li>• Possibly provide examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</li></ul>







## LESSON 11

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	Dialogue is a conversation or spoken words between two or more characters. Dialogue can tell a story, explain a character’s reaction, or help the reader understand what the character is thinking. Dialogue contains tags, which informs the reader who is speaking. Punctuating dialogue includes quotation marks, commas, period, questions marks and/or exclamation marks. Quotation marks are placed in front of the first spoken word and behind the punctuation mark that completes the dialogue.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• pictures from clipart for attention getter (student)</li> <li>• chart paper (teacher)</li> <li>• activity page (student)</li> <li>• sentence strips (optional for diverse learners)</li> <li>• Writing checklist (optional for diverse learners)</li> <li>• Dialogue anchor chart (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT punctuate dialogue.
<b>Attention Getter (1 minute)</b>	 <p>Display the pictures for Lesson 11. Tell students, “Think about what dialogue means. What kind of dialogue do you think these people would have in a conversation?”</p> <p>Possible Responses:</p> <ul style="list-style-type: none"> <li>• “I am so excited for the weekend!” shouted the boy.</li> <li>• The teacher fussed, “It’s too loud in here!”</li> <li>• “My ice cream fell on the floor,” cried the boy.</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	The teacher will review that dialogue is a conversation or spoken words between two or more characters. Explain to students that

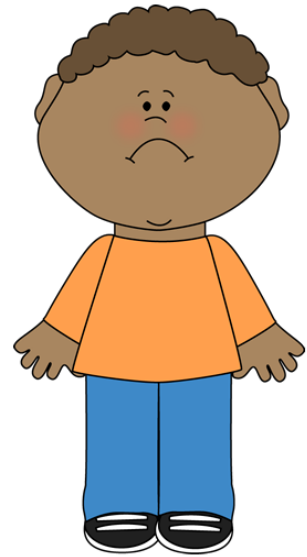


	<p>dialogue contains tags. Remind students it is also important to know how to punctuate dialogue and that quotation marks will be placed at the front of the first word or dialogue and behind the punctuation mark that completes the dialogue.</p> <p>Display the sentence: Why can't we go to the movies asked Destiny.</p> <p><i>The teacher should model doing each step on the board.</i></p> <p>"Look at this sentence. I know quotation marks go around the dialogue or spoken words. The dialogue starts with Why, which means I must put my open quotation marks before the word Why. Let's figure out what to put after movies. Since it is a question, I will put a question mark after movies to separate the dialogue from the tag. Finally, I need to put my closing quotation marks after my question mark."</p> <p>Final Sentence: "Why can't we go to the movies? asked Destiny."</p> <p>Display the sentence: Destiney asked Why can't we go to the movies</p> <p>*The teacher should model doing each step on the board.</p> <p>"Look at this sentence. I noticed my tag comes first and my dialogue comes second. I will put my comma after "asked" to separate my tag from my dialogue. Next, I must put my quotations around the dialogue. The dialogue starts with Why, which means I must put my open quotation marks after the comma and before the word Why. Since I do not have a tag after, I will put a question mark at the end of movies and then put the closing quotation marks."</p> <p>Final Sentence: Destiney asked, "Why can't we go to the movies?"</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will display the following sentences. The teacher will prompt students with questions to guide them to correctly punctuate dialogue. The teacher should make the changes to the sentences on the board as the students answer the questions.</p> <p>I am so excited it's the last day of school shouted the principal. Correct Sentence: "I am so excited it's the last day of school!" shouted the principal.</p> <ul style="list-style-type: none"> <li>● "Does the statement start with dialogue or the tag?" (dialogue)</li> <li>● "What is being spoken?" (I am so excited it's the last day of school)</li> <li>● "Where would the quotations start and stop?" (Before I and after school)</li> </ul>





	<ul style="list-style-type: none"> <li>• “What type of punctuation is needed after school?” (exclamation mark)</li> <li>• Have students discuss anything that they notice or have questions about.</li> </ul> <p>My principal shouted I am so excited it’s the last day of school” Correct Sentence: My principal shouted, “I am so excited it’s the last day of school!”</p> <ul style="list-style-type: none"> <li>• “Does the statement start with dialogue or the tag?” (tag)</li> <li>• “What type of punctuation is needed after the tag?” (comma)</li> <li>• “What is being spoken?” (I am so excited it’s the last day of school)</li> <li>• “Where would the quotations start and stop?” (Before I and after school)</li> <li>• “What type of punctuation is needed after school?” (exclamation mark)</li> <li>• Have students discuss anything that they notice or have questions about.</li> </ul>		
<p><b>Student Application</b> <b>(3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence. Rewrite each sentence to include quotation marks, periods, question marks, exclamation marks and/or commas.</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"> <li>1. My best friend yelled, “Tag, you’re it!”</li> <li>2. “Whose turn is it to unload the dishwasher?” asked my babysitter.</li> <li>3. “Who is the president of the United States?” asked the little kid.</li> </ol>		
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Write the sentence on a sentence strip and cut it up. Allow students to put it in the correct order.</li> <li>• Provide students with a writing checklist.</li> <li>• Provide students with examples from their Guidebook texts.</li> <li>• Possibly create an anchor chart to keep posted in the classroom. Teachers can add examples.</li> </ul> <table border="1" data-bbox="518 1709 1458 1812"> <tr> <td data-bbox="518 1709 951 1812">Dialogue</td> <td data-bbox="951 1709 1458 1812">Conversation or spoken words between two or more characters</td> </tr> </table>	Dialogue	Conversation or spoken words between two or more characters
Dialogue	Conversation or spoken words between two or more characters		







## LESSON 12

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	A noun is a person, place, or thing. A noun functions as the subject or object in a sentence. An adjective is a word that describes a noun.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• parts of speech anchor chart (teacher - optional)</li> <li>• activity page (student)</li> <li>• Pictures of nouns (optional for diverse learners)</li> <li>• Adjective anchor chart (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify nouns and adjectives within sentences.
<b>Attention Getter (1 minute)</b>	<p>The teacher will display the following words and have the students stand up if they think it is a noun or sit down if they think it is an adjective.</p> <ul style="list-style-type: none"> <li>• paper (noun - stand up)</li> <li>• shoe (noun - stand up)</li> <li>• yellow (adjective - sit down)</li> <li>• tall (adjective - sit down)</li> <li>• blanket (noun - stand up)</li> <li>• many (adjective - sit down)</li> <li>• warm (adjective - sit down)</li> <li>• George Washington (noun - stand up)</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will remind students that a noun is a part of speech that tells a person, place, or thing. Nouns can be common, proper, singular, or plural.</p> <p>An adjective is a part of speech that describes nouns (tells us more). Adjectives can describe a noun by specifying how many, what kind of, what color, what shape, what size, material, temperature, etc.</p> <p>Display the sentence: The yellow bus drove down the winding highway. Bus and highway are nouns. The teacher should circle these nouns. Yellow and winding are adjectives. Yellow is describing the color of the bus, while winding is describing the shape of the road. The</p>



	<p>teacher can draw an arrow from these two adjectives to the noun it describes.</p> <table border="1" data-bbox="479 504 1453 766"> <thead> <tr> <th colspan="2" data-bbox="479 504 1453 567">Parts of Speech</th> </tr> <tr> <th data-bbox="479 567 812 630">Noun</th> <th data-bbox="812 567 1453 630">Person, place or thing</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 630 812 766">Adjective</td> <td data-bbox="812 630 1453 766">Describes how many, what kind of, what color, what shape, what size, material, temperature, etc.</td> </tr> </tbody> </table> <p>(Considering creating a parts of speech anchor chart. Keep this chart anchored in your classroom for students to use as a reference. It will be added to, throughout future lessons).</p> <p><b>Note: Teachers may create additional adjective anchor charts that give examples.</b>          Color: blue, green, red, etc.          Temperature: cold, hot, warm, etc.</p>	Parts of Speech		Noun	Person, place or thing	Adjective	Describes how many, what kind of, what color, what shape, what size, material, temperature, etc.
Parts of Speech							
Noun	Person, place or thing						
Adjective	Describes how many, what kind of, what color, what shape, what size, material, temperature, etc.						
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will display the sentence below.</p> <p>The pounding rain fell from the dark, gray sky.</p> <ul style="list-style-type: none"> <li>• Ask students to identify the nouns and the teacher should circle them as students identify them in the sentence. (rain, sky)</li> <li>• Ask students to identify the adjectives. (pounding, dark, gray)</li> <li>• Have students tell the teacher to draw an arrow from the adjective to the correct noun it describes.</li> <li>• Ask students to discuss the relationship between the adjective(s) and the noun.</li> </ul>						
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Circle the nouns. Draw an arrow from the adjective to the correct noun it describes.</p> <p>Example: My mom bought a new and expensive car.          nouns: mom, car          adjectives: new, expensive (car)</p>						





	<p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"><li>1. The green snake slithered down the long driveway. nouns: snake, driveway adjectives: green (snake), long (driveway)</li><li>2. The small baby bird ate four juicy worms. nouns: bird, worms adjectives: small, baby (bird), four, juicy (worms)</li><li>3. The humming fan blew cold air in the hot room. nouns: fan, air, room adjectives: humming (fan), cold (air), hot (room)</li><li>4. Speedy cars arrive at the busy market. nouns: cars, market adjectives: speedy (cars), busy (market)</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>• Consider an anchor chart for parts of speech. Pictures can be used for each type of noun and adjectives can be added to describe the noun.</li><li>• Give students a picture of a noun and support them in brainstorming adjectives that describe the noun.</li></ul>



## LESSON 13

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is added to the beginning of a base/root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “un- and non-” mean not or opposite.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● chart paper (teacher)</li> <li>● 1 container with twist lid (teacher)</li> <li>● activity page (student)</li> <li>● prefix anchor chart (teacher - optional)</li> <li>● sticky notes/index cards (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefixes “un-” and “non” to determine the meaning of unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>The teacher will pretend to struggle opening the top of a container. The teacher can say, “I am unable to open this container.” The teacher will ask the students, “What does that mean: unable to open the container?”</p> <p>Ask students, “Have you ever heard of the prefix un-? Do you know any other words that have the prefix un-?” (unfair, unfinished, unclear, etc.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p><b>Note: Teachers can add on to their running anchor chart on prefixes. See example below.</b></p> <p>The teacher will explain that a prefix is a group of letters added to the beginning of a word. It changes the meaning of that word. A base/root word is a word or word part from which other words grow. This is usually done through prefixes and suffixes. Remind students when a prefix is added, it does not change the spelling of the root word. Knowing a prefix and its meaning, will help us better determine the meaning of unfamiliar words.</p> <p>“Let’s look at the word unhappy. Think about the base/root word happy, which means to feel glad. The prefix “un-” means not or opposite. If we use what we know about the prefix and our knowledge of the word happy we can determine the meaning of</p>





	<p>unfamiliar. Unhappy means not glad.”</p> <p>“Let’s look at the word <u>nonessential</u>. Think about the base/root word <i>essential</i>, which means ‘absolutely necessary.’ The prefix <i>non-</i> means not or opposite. If we use what we know about the prefix and our knowledge of the word <i>essential</i> we can determine the meaning of <i>nonessential</i>. <i>Nonessential</i> means that it is not absolutely necessary.”</p> <table border="1" data-bbox="479 682 1485 945"> <thead> <tr> <th colspan="3">Prefixes</th> </tr> <tr> <th>Prefix</th> <th>Meaning</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>un-</td> <td>not, opposite</td> <td>unhappy</td> </tr> <tr> <td>non-</td> <td>not, opposite</td> <td>nonessential</td> </tr> </tbody> </table> <p>(This can be added to the prefix anchor chart. Keep this chart anchored in your classroom for students to use as a reference. If students need additional support understanding the meaning of base words, the teacher should provide definitions.)</p>	Prefixes			Prefix	Meaning	Examples	un-	not, opposite	unhappy	non-	not, opposite	nonessential
Prefixes													
Prefix	Meaning	Examples											
un-	not, opposite	unhappy											
non-	not, opposite	nonessential											
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will continue practicing with the words below. Have students share their thinking of the new meaning and what they notice.</p> <p><u>unfair</u>  prefix: un  word: fair – equal, right  new word: unfair  meaning: not equal or not right</p> <p><u>nondairy</u>  prefix: non  word: dairy – contains milk  new word: nondairy  meaning: does not contain milk or milk products</p>												
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Create new words and determine their meanings by</p>												



	<p>completing each chart.</p> <p><u>unreliable</u> prefix: un word: reliable – trustworthy, dependable new word: unreliable meaning: cannot be trusted or depended on</p> <p><u>nonstop</u> prefix: non word: stop – end or cease new word: nonstop meaning: without stopping or pausing</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Write the prefix “un” and “non” on sticky notes/index cards. Then write some of the following words on sticky notes/index cards: safe, well, fiction, stop, verbal. Students will match the prefix with the root word by putting them together to make the new word and determine the new meaning.</li><li>• Define the base words for independent practice on the activity page as needed.</li></ul>





## LESSON 14

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>A preposition is a part of speech that connects a noun or pronoun to another word in the sentence, showing us the relationship between them focusing on answering the questions where or when. Prepositions can show direction, time, place, and location. A prepositional phrase is a group of words that start with a preposition and usually end with a noun or pronoun.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● chart paper (teacher)</li> <li>● Water bottle (teacher)</li> <li>● Book (teacher)</li> <li>● activity page (student)</li> <li>● parts of speech anchor chart (teacher - optional)</li> <li>● 1 marker per person (teachers and students)</li> </ul>
<b>SWBAT statement</b>	SWBAT form and use prepositional phrases.
<b>Attention Getter (1 minute)</b>	<p>The teacher will have the students do the following with their own chairs and desks:</p> <ul style="list-style-type: none"> <li>● stand up behind their chair</li> <li>● stand beside their chairs</li> <li>● stand in front of their desks</li> <li>● move their pencil across their desk</li> <li>● sit under their desks</li> <li>● sit on their chairs</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will introduce students to the term preposition and explain that it connects a noun or pronoun to another word in the sentence, showing us the relationship between them focusing on answering the questions where or when.</p> <p>The teacher will hold a water bottle above their head and ask students, “Where is the water bottle in relation to my head?” The students should respond that the water bottle is over or above the teacher’s head. The teacher will help students identify that over and above is the preposition.</p>



The teacher will sit in a chair with her/his feet under the chair and ask students, “Where are my feet?” The students should respond that the teacher’s feet are under or below the chair. The teacher will help students identify that under and below is the preposition.

Remind students that above, over, below, and under are prepositions describing the relationship between the object and where it is.

The teacher can list the following additional prepositions on an anchor chart: behind, during, within, beneath, across, beside, on, after, in, underneath, under, up, against, between, inside, down, along, around, by, near, next to, before.

The teacher will say, “Prepositions are part of prepositional phrases when written in complete sentences. These preposition phrases are a group of words that start with a preposition and usually end with a noun or pronoun.”

The teacher will write the sentence, “The book is on the student’s desk.” Ask students, “What is the preposition in this sentence?” (on) The teacher will underline this word.

Ask students to identify the words that follow *on* and the teacher should circle these words with *on*. (on the student’s desk) Remind students that this is considered a prepositional phrase.

Parts of Speech	
Prepositional Phrases	group of words that start with a preposition and usually end with a noun or pronoun

(This can be added to the parts of speech anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

The teacher will ask the students to grab a marker. Ask students, “How could we create prepositional phrases with our marker?” The teacher and students can use the list of prepositions above to create prepositional phrases.







	<p>Possible examples:</p> <ul style="list-style-type: none"><li>● The marker is <b>underneath the desk</b>.</li><li>● The marker is <b>inside a book</b>.</li><li>● The marker is <b>on top of my hand</b>.</li><li>● The marker is <b>between my fingers</b>.</li><li>● The marker is <b>behind my back</b>.</li></ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page.</p> <p>Part 1: Read each sentence below. Identify the correct preposition that completes the sentences.</p> <ol style="list-style-type: none"><li>1. Make sure to leave your jacket <b>on</b> the coat rack.</li><li>2. My dad found his car keys <b>underneath</b> the couch cushions.</li></ol> <p>Part 2: Read each sentence and circle the prepositional phrase.</p> <ol style="list-style-type: none"><li>1. I saw my friends walking <b><u>across the park</u></b>.</li><li>2. My grandma's house is <b><u>near the river</u></b>.</li></ol> <p>Part 3: Create your own prepositional phrases in complete sentences with the prepositions below.</p> <ul style="list-style-type: none"><li>● Answers will vary.</li></ul>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>● The teacher can show pictures of objects and have students discuss what they see in the picture using a preposition phrase. Possible examples: snake on a limb, squirrel on a branch, cat under a window, etc.</li></ul>



## LESSON 15

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is added to the beginning of a base/root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “un-” and “non-” mean not or opposite.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• pictures for attention getter (teacher)</li> <li>• chart paper (teacher)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• activity page (student)</li> <li>• sticky notes/index cards (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefixes “un-” and “non-” to determine the meaning of unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Ask students, “What do you notice about these pictures?”            Guide students through a discussion about the girl unwrapping a gift and the shoes being untied.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will review the prefixes from the previous lesson and their meanings. The teacher can review the new words taught: unhappy, unfair, nonessential, and nonstop. The teacher can refer to the prefix anchor chart, as needed.</p> <p>Display the sentence and read aloud: “Molly was unaware that her dog ate her slice of cake. The base/root word is aware, which means knowing or having knowledge. The prefix “un-” means not or opposite. If I use what I know about the prefix and our knowledge of the word aware we can determine the meaning of unaware. Unaware means that you do not have knowledge of.”</p>





Display the sentence and read aloud: “The children’s pajamas were made of fabric that was *nonflammable*. The base/root word is *flammable*, which means easy to set on fire. The prefix *non-* means not or opposite. If I use what I know about the prefix and our knowledge of the word *flammable* we can determine the meaning of *nonflammable*. *Nonflammable* means not easy to set on fire.

<b>Prefixes</b>		
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
un-	not, opposite	unhappy
non-	not, opposite	nonessential

(This can be added to the prefix anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice (2 minutes)**

The teacher should display the sentence below on the board. Have students break the word **unpack** into the prefix and base/root word, while the teacher writes it separately on the board. Students will discuss and the teacher will write the meaning of unpack.

He was too tired to unpack when he came back from his vacation.

Unpack: un                  pack  
prefix                      base/root

Meaning: Unpack means remove items from a case/bag.

unpack  
prefix: un  
word: pack – put items in a case/bag  
new word: unpack  
meaning: remove or take items out of a case/bag

**Student Application (3-5 minutes)**

The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Create new words and determine their meanings by completing each chart.



	<p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"><li>1. The gymnast was <u>unbalanced</u> and fell off the beam. <u>unbalanced</u> prefix: un word: balance – being able to remain upright and steady Unbalance means not being able to remain upright or be steady.</li><li>2. Make sure to use <u>nontoxic</u> cleaning supplies around babies to keep them safe. <u>nontoxic</u> prefix: non word: toxic – harmful or poisonous Nontoxic means something is not harmful or poisonous.</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>• Define the base words for independent practice on the activity page as needed.</li><li>• Write the prefix “un-” and “non-” on sticky notes/index cards. Then write some of the following words on sticky notes/index cards: pack, comfortable, fat, stop. Students will match the prefix with the root word by putting them together to make the new word and determine the new meaning.</li></ul>







## LESSON 16

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>A verb is a word that conveys action.</p> <p>An adverb is a word that describes the verb. Adverbs tell how, where or when the verb happened. Adverbs can also be created often by adding -ly to the end of an adjective.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● chart paper (teacher)</li> <li>● parts of speech anchor chart (teacher - optional)</li> <li>● activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify adverbs and the verbs they modify.
<b>Attention Getter (1 minute)</b>	<p>The teacher will lead the students in a game of Simon Says using adverbs.</p> <p>Possible Simon Says examples:</p> <ul style="list-style-type: none"> <li>● whisper quietly</li> <li>● quickly jog in place</li> <li>● slowly jog in place</li> <li>● lightly tap your head</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will remind students that a verb is a part of speech that describes an action. Ask students, “What are some examples of verbs?” Accept all correct verbs.</p> <p>Possible responses: walk, twirl, spin, jog, talk</p> <p>“An adverb is a part of speech that describes verbs. Adverbs tell us about the action of the verb. Adverbs tell us how something is being done. Adverbs has the word verb in it, which is a good way to remember that adverbs modify and describe verbs.”</p> <p>Write the sentence: Mila sang loudly. “The verb is sang. The adverb is loudly. Loudly is describing how Mila sang.” The teacher should underline the verb (sang) and draw an arrow from the adverb (loudly) to the verb.</p> <p>“Often, adverbs will end in -ly. List the adverbs from Simon Says: quietly, quickly, slowly, lightly. When an adverb has -ly at the end, it tells us how the action of the verb is happening. Quickly means that</p>



	<p>something is happening in a quick way.”</p> <p>Display the sentence: My teacher carefully passed out the materials for our science experiment.          “Passed is the verb.” The teacher should underline the verb.          “Carefully is the adverb.” Carefully describes how the teacher passed out the materials. The teacher can draw an arrow from the adverb to the verb it describes.</p> <table border="1" data-bbox="479 716 1451 951"> <thead> <tr> <th colspan="2">Parts of Speech</th> </tr> </thead> <tbody> <tr> <td>Verb</td> <td>Action</td> </tr> <tr> <td>Adverb</td> <td>Describes a verb by telling how, where, or when the verb happened.</td> </tr> </tbody> </table> <p>(This can be added to the parts of speech anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)</p>	Parts of Speech		Verb	Action	Adverb	Describes a verb by telling how, where, or when the verb happened.
Parts of Speech							
Verb	Action						
Adverb	Describes a verb by telling how, where, or when the verb happened.						
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will display the sentences below.</p> <p>The kitten purred softly in its sleep.</p> <ul style="list-style-type: none"> <li>• “What is the verb?” (purred - teacher models underlining verb)</li> <li>• “Think about how, where, or when the verb is being described.”</li> <li>• Ask students, “Do we see a word that tells us how the cat purred?” (quietly) “Therefore, our adverb is quietly because it tells how the cat purred.”</li> <li>• Have students tell the teacher to draw an arrow from softly to purred.</li> </ul> <p>Jan played in the volleyball game yesterday.</p> <ul style="list-style-type: none"> <li>• “What is the verb?” (played)</li> <li>• Ask students, “Do we see a word that tells us how Jan played?” (no) “Do we see a word that tells us where Jan played?” (no) “Do we see a word that tells us when Jan played?” (yes, yesterday)</li> <li>• “When did Jan play in the volleyball game?” (yesterday) “Therefore, our adverb is yesterday because it tells when Jan played.”</li> <li>• Have students tell the teacher to draw an arrow from yesterday to played.</li> </ul>						





<b>Student Application (3-5 minutes)</b>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence below. Underline the verb in each sentence. Draw an arrow from the adverb to the correct verb it describes.</p> <p>Example: The singer anxiously waited for her to turn to perform on stage. verb: waited adverb: anxiously</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"><li>1. Our high school football team rarely loses a game. verb: loses adverb: rarely</li><li>2. Pat already finished her desert. verb: finished adverb: already</li><li>3. The audience sat silently in the movie theater. verb: sat adverb: silently</li><li>4. The baseball player confidently stole home. verb: stole adverb: confidently</li></ol>
<b>Guidance for Diverse Learners</b>	<p>Have questions posted for students who need more support identifying an adverb. Do you see a word that tells how? Do you see a word that tells where? Do you see a word that tells when?</p>



## LESSON 17

<b>Lesson Type</b>	Morphology									
<b>Overview of Skill/Concept</b>	A prefix is added to the beginning of a base/root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “en- ” means in or within.									
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• activity page (student)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• sticky notes/index cards (optional for diverse learners)</li> </ul>									
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix “en-” to determine the meaning of unfamiliar words.									
<b>Attention Getter (1 minute)</b>	Have students list as many words as they can that begin with the prefix “en-.”									
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will remind students that a prefix is a group of letters added to the beginning of a word. It changes the meaning of that word. A base/root word is a word or word part from which other words grow. This is usually done through prefixes and suffixes. When a prefix is added, it does not change the spelling of the root word.</p> <p>Display the sentence and read aloud: “The red wolf is an endangered species.” The base/root word is danger, which means being harm or injured. The prefix “en-” means in, within, or to make. If I use what I know about the prefix and our knowledge of the word danger we can determine the meaning of endangered. Endangered means to put someone or something at risk.”</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Prefixes</th> </tr> <tr> <th style="text-align: center;">Prefix</th> <th style="text-align: center;">Meaning</th> <th style="text-align: center;">Examples</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">en-</td> <td style="text-align: center;">in, within, to make</td> <td style="text-align: center;">endangered</td> </tr> </tbody> </table> <p>(This can be added to the prefix anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)</p>	Prefixes			Prefix	Meaning	Examples	en-	in, within, to make	endangered
Prefixes										
Prefix	Meaning	Examples								
en-	in, within, to make	endangered								





<b>Guided Practice (2 minutes)</b>	<p>The teacher will continue practicing with the words below. Have students share their thinking of the new meaning and what they notice.</p> <p><u>encase</u> prefix: en word: case – container designed to hold or protect something new word: encase meaning: to put something in a case</p> <p><u>ensnare</u> prefix: en word: snare – a trap for catching something new word: ensnare meaning: to get caught in a trap</p>
<b>Student Application (3-5 minutes)</b>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Create new words and determine their meanings by completing each chart.</p> <p><u>encircle</u> prefix: en word: circle – move all the way around something new word: encircle meaning: form a circle around; surround</p> <p><u>entangle</u> prefix: en word: tangle – twist together new word: entangle meaning: to become twisted together with or caught in</p>



### Guidance for Diverse Learners

- Define the base words for independent practice on the activity page as needed.
- Write the prefix “en-” on sticky note/index card. Then write some of the following words on sticky notes/index cards: close, large, courage. Students will match the prefix with the root word by putting them together to make the new word and determine the new meaning.
- If you have a class anchor chart or word wall add “en” to the chart. Sample chart below:

Prefix	Base/Root Word	New Word
en	danger	endanger





## LESSON 18

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	An adjective is a word that describes a noun. An adverb describes the verb. Adverbs tell how, where or when the verb happened.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• activity page (student)</li> <li>• sticky notes/index cards (optional for diverse learners)</li> <li>• parts of speech anchor chart (teacher - optional from previous lessons)</li> </ul>
<b>SWBAT statement</b>	SWBAT decide whether to modify words with adjectives or adverbs.
<b>Attention Getter (1 minute)</b>	<p>Show the following words:</p> <ul style="list-style-type: none"> <li>• generous, generously</li> <li>• careful, carefully</li> <li>• beautiful, beautifully</li> </ul> <p>Ask students, “What do you notice about these words?” Guide students in a discussion leading to identifying the first word in each pair as an adjective and the second word as an adverb.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will remind students that an adverb is a part of speech that describes the verb. Adverbs tell how, where or when the verb happened. The teacher will remind students that an adjective is a part of speech that describes nouns.</p> <p>Display the sentence: The _____ teacher waited for the students to stop talking. “Teacher is a noun. I want to modify teacher. Should I use patient or patiently? I know that patient is an adjective and patiently is an adverb. Since teacher is a noun, I will use the adjective, patient. It would not make sense to say that the patiently teacher waited for the students to stop talking. Patient describes the kind of person the teacher is.”</p> <p>Display the sentence: The dog _____ sat on the front porch. “Sat is a verb. I want to modify sat. Should I use patient or patiently? I know that patient is an adjective and patiently is an adverb. Since sat is a</p>



	<p>verb, I will use the adverb patiently. It would not make sense to say that the dog patient sat on the front porch. Patiently describes how the dog sat.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will display the sentences below and the two words, graceful and gracefully. The teacher will prompt students with questions to guide them to the correct answers.</p> <p>The _____ swans glided across the lake.</p> <ul style="list-style-type: none"> <li>● “What part of speech is swans?” (noun)</li> <li>● “Which part of speech do we modify nouns with: adjectives or adverbs?” (adjectives)</li> <li>● Ask students, “Would we use graceful or gracefully and why? (Graceful because it is an adjective.)</li> <li>● Have students explain the relationship between the adjective and noun.</li> </ul> <p>The ballerina danced _____ across the stage.</p> <ul style="list-style-type: none"> <li>● “What part of speech is danced?” (verb)</li> <li>● “Which part of speech do we modify verbs with: adjectives or adverbs?” (adverbs)</li> <li>● Ask students, “Would we use graceful or gracefully and why? (Gracefully because it is an adverb.)</li> <li>● Have students explain the relationship between the adverb and verb.</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence below. Choose the correct adjective or adverb to complete each sentence.</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"> <li>1. The <u>happy</u> toddler ate all of the cake. The bride <u>happily</u> took a photo with her family.</li> <li>2. The boy stomped <u>heavily</u> on the twig. The <u>heavy</u> box fell off the shelf.</li> <li>3. We had to speak <u>softly</u> so we did not wake the pre-schoolers. I love to cuddle with my <u>soft</u> blanket.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Write the nouns, verbs, adjectives, and adverbs written on separate index cards/sticky notes. This will allow students the</li> </ul>





opportunity to move the words around and see what makes sense and what does not.

- Give students a handout with the parts of speech and their meanings.
- Have students circle the nouns and underline the verbs to help know if they need to use an adjective or adverb.



## LESSON 19

<b>Lesson Type</b>	Morphology									
<b>Overview of Skill/Concept</b>	A prefix is added to the beginning of a base/root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “en- ” means in or within.									
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• chart paper (teacher)</li> <li>• 1 envelope (teacher)</li> <li>• activity page (student)</li> <li>• prefix anchor chart (teacher - optional)</li> <li>• sticky notes/index cards (optional for diverse learners)</li> </ul>									
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix “en-” to determine the meaning of unfamiliar words.									
<b>Attention Getter (1 minute)</b>	Show the students an envelope. Ask students, “What is this?” “What is the purpose of an envelope?” Tell students that someone can enclose important information or items in an envelope. Ask students, “What do you think enclose means?”									
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will remind students that a prefix is a group of letters added to the beginning of a word. It changes the meaning of that word. A base/root word is a word or word part from which other words grow. This is usually done through prefixes and suffixes. When a prefix is added, it does not change the spelling of the root word.</p> <p>Display the sentence and read aloud: “I enlarged the picture on my Chromebook to see it better.” The base/root word is large, which means big. The prefix “en-” means in, within, or <b>to make</b>. If I use what I know about the prefix and our knowledge of the word large we can determine the meaning of enlarged. Enlarged means to make bigger.”</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Prefixes</th> </tr> <tr> <th style="text-align: center;">Prefix</th> <th style="text-align: center;">Meaning</th> <th style="text-align: center;">Examples</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">en-</td> <td style="text-align: center;">in, within, to make</td> <td style="text-align: center;">endanger</td> </tr> </tbody> </table>	Prefixes			Prefix	Meaning	Examples	en-	in, within, to make	endanger
Prefixes										
Prefix	Meaning	Examples								
en-	in, within, to make	endanger								






	(Keep this chart anchored in your classroom for students to use as a reference.)
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will continue practicing with the word below. Have students share their thinking of the new meaning and what they notice.</p> <p><u>enable</u>  prefix: en  word: able – can do something  new word: enable  meaning: <b>to make</b> it work so that you can do something</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Break apart the underlined word. Write the meaning of the underlined word.</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"> <li>1. The teacher makes sure to <u>enforce</u> the playground rules so students do not get injured.  <u>enforce</u>  prefix: en  word: force – power and/or strength  Enforce means using power and/or strength to do something or make something happen.</li> <li>2. My parents <u>entrust</u> me to make the right decisions when they are not around.  <u>entrust</u>  prefix: en  word: trust – to believe someone or something is honest or good  Entrust means to put trust in someone to do something.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Define the base words for independent practice on the activity page as needed.</li> <li>• Write the prefix “en-” on sticky note/index card. Then write some of the following words on sticky notes/index cards: close, large, courage. Students will match the prefix with the root word by putting them together to make the new word and determine the new meaning.</li> </ul>



## LESSON 20

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	In order for a sentence to be complete, it must have a subject and a predicate. The subject contains different parts of speech and tells who or what the sentence is about. The subject usually contains a noun. The predicate describes what the subject is or does. The predicate always includes a verb. When identifying subjects and predicates, students will also need to know that the subject and predicate will sometimes contain additional words from a sentence.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● picture for attention getter (teacher)</li> <li>● chart paper (teacher)</li> <li>● activity page (student)</li> <li>● parts of speech anchor chart (teacher - optional)</li> <li>● sentence strips (optional for diverse learners)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify the subject and predicates in a sentence.
<b>Attention Getter (1 minute)</b>	<p>Show a picture of a snake slithering in the grass.</p>  <p>Ask students, "Who or what is this picture about?" "What is the snake doing?"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The teacher will now write the following sentence on the board: The green snake slithered in the grass.</p> <p>The teacher will tell students that in order for a sentence to be complete, it must have two parts: a subject and a predicate. The subject usually contains a noun and tells the reader who or what the sentence is about. The teacher will ask the students to identify the who or what the sentence is about. (snake) The teacher will explain that the subject will sometimes include additional words. The teacher will model circling the subject of the sentence. (The green snake)</p>





	<p>The teacher will tell students that a predicate describes what the subject is or does. The subject will always contain a verb. The teacher asks the students to identify the verb. (slithered). The teacher will explain that the predicate will also include additional words sometimes. The teacher will model underlining the predicate of the sentence. (slithered in the grass) Remind students that all words in a sentence will either be part of the subject or the predicate.</p> <table border="1" data-bbox="477 716 1497 984"> <thead> <tr> <th colspan="2" data-bbox="477 716 1497 783">Parts of Speech</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 783 737 884">Subject</td> <td data-bbox="737 783 1497 884">Who or what the sentence is about; contains a noun</td> </tr> <tr> <td data-bbox="477 884 737 984">Predicate</td> <td data-bbox="737 884 1497 984">Describes what the subject is or does; always contains a verb</td> </tr> </tbody> </table> <p>(This can be added to the parts of speech anchor chart. Keep this chart anchored in your classroom for students to use as a reference.)</p>	Parts of Speech		Subject	Who or what the sentence is about; contains a noun	Predicate	Describes what the subject is or does; always contains a verb
Parts of Speech							
Subject	Who or what the sentence is about; contains a noun						
Predicate	Describes what the subject is or does; always contains a verb						
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will display the sentence below.</p> <p>My helpful sister folded the laundry on the couch.</p> <ul style="list-style-type: none"> <li>• Ask students to identify the nouns (sister, couch)</li> <li>• Ask students to identify who or what the sentence is about (helpful sister)</li> <li>• Ask students what should be circled for the subject (My helpful sister)</li> <li>• Ask students to identify the verb (folded)</li> <li>• Ask students to identify what the subject is doing (folding laundry)</li> <li>• Ask students what should be underlined for the predicate (folded the laundry on the couch)</li> </ul>						
<p><b>Student Application (3-5 minutes)</b></p>	<p>The teacher will tell the students that they will practice independently. The teacher will read the directions on the activity page. Directions: Read each sentence below. Circle the subject. Draw an underline under the predicate.</p> <p>Example: My teacher bought a new pencil sharpener for the classroom.</p>						



	<p>Subject: My teacher Predicate: bought a new pencil sharpener for the classroom</p> <p><b>Anticipated Responses:</b></p> <ol style="list-style-type: none"><li>1. The fluffy dog dug a hole in the backyard. Subject: The fluffy dog Predicate: dug a hole in the backyard</li><li>2. On Saturday, my friends and I played basketball at the park. Subject: On Saturday, my friends and I Predicate: played basketball at the park</li><li>3. Byron and Leonard went on a field trip to the zoo with their class. Subject: Byron and Leonard Predicate: went on a field trip to the zoo with their class</li><li>4. Friday night, I caught the baseball when it came towards the stands. Subject: Friday night, I Predicate: caught the baseball when it came towards the stands</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>• The teacher can have students identify nouns and verbs in each sentence on the activity page if they are having difficulty finding the subjects and predicates.</li><li>• Write sentences on sentence strips and cut them into two for the subject and predicate.</li><li>• Display parts of speech anchor chart for students to use as a resource.</li></ul>







## MID-UNIT CHECKPOINT

**Note to Teacher:** Review tic-tac-toe activity with students; assign partners, and allow students to play tic-tac-toe with assigned partners. Tic-tac-toe sheets are provided in the student activity book. Guidance for early finishers is provided.

**Directions:** Tell students: “Think about the skills we have learned so far. We are going to apply some of those skills in an interactive review through Tic-Tac-Toe. Be sure to review the skills we have practiced so far. You and your partner will take turns answering the questions or completing the tasks by marking your box with X or O.”

**Early Finishers:** Give each partner a blank tic-tac-toe form (provided in student activity book). Have partners work together to create their own and switch with another pair.



## LESSON 21

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of this lesson is the root word arch. Arch means “rule” and comes from the Greek word origin. It is most commonly known with the word anarchy which means there is no “rule.”
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify the meanings of words with the root arch and use these words correctly in sentences.
<b>Attention Getter (1 minute)</b>	<p>“Where do you think words come from? Have you noticed that some words have the same parts?” Get feedback from students.</p> <p>“Many words come from existing words with new meanings given. Some words are formed by changing some parts of speech. Others create new words by combining different parts.”</p> <p>“Today we will be combining root words with prefixes and suffixes to make new words and meanings.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Teacher will explain what a root word is.</p> <p>“A root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Many root words in the English Language are of a Latin or Greek origin. The root word arch means “rule” and comes from the Greek origin.”</p>
<b>Guided Practice (2 minutes)</b>	<p>“What are some root words that you know?”</p> <p>Example: normal, education, fiction, act, form, etc.</p> <p>“Let’s look at how the root word arch is used in some of the following words.”</p> <p>Teacher will list words with the root word arch on the white board/anchor chart:</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>-architect-a person in charge of designing buildings</li> <li>-monarch-a single “ruler,” such as a king or queen</li> <li>-matriarch-female “ruler” over a group or small community</li> </ul>





	<p>-patriarch-male “ruler” over a group or small community -hierarchy-levels of “rule” within an organization of some kind</p> <p>Teacher will discuss the meanings of the words and have students try to determine/discuss what the root word arch means.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Think about the root word arch and how the different prefixes and suffixes may change the meaning of the word. Now we are going to complete an activity page by choosing one of the words we have just learned seeing which one best fits each sentence. Be sure to refer to the examples we have listed.”</p>
<b>Guidance for Diverse Learners</b>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words introduced with the root word arch.</p>



## LESSON 22

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The goal of today's lesson is to make students aware of the different parts of speech, subjects and predicates. They will need to identify each in sentences. The different parts of speech that students need to be familiar with are nouns (person, place, or thing) and verbs. A verb is a word that conveys action. Verbs are needed to form complete sentences or questions. In a sentence, a verb works as the main component of the predicate, the part of a sentence that indicates what the subject (person or thing) is or does. The subject is a noun or pronoun that tells who or what a statement is about. The predicate is an action verb or a linking verb that tells what the subject of the statement does or is.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers (optional) (teacher)</li> <li>• chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify parts of speech, subjects, and predicates in sentences.
<b>Attention Getter (1 minute)</b>	<p>Teacher will ask students, "Does anyone play a sport?"</p> <p>Sample Responses: Kameron plays baseball on Tuesday afternoons. Jolie is on the local soccer team.</p> <p>Teacher will ask, "Who plays soccer?" Student will answer "Kameron" (for this example) Teacher will ask, "What does he do?" Student will answer "plays baseball" (for this example) (Be sure the questions and answers match what your students do.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>The subject is a noun or pronoun that tells who or what a statement is about.</p> <p>The predicate is an action verb or a linking verb that tells what the subject of the statement does or is.</p> <p>"Let's review."</p>





	<p>“A noun is a person, place, or thing. What are some examples?”</p> <p>“An action verb tells what someone or something is doing. What are some examples?”</p> <p>“A linking verb is a verb that does not show action. It connects or links two parts of a sentence.” (examples of linking verbs: be, am, is , are, will)</p> <table border="1" data-bbox="479 714 1494 913"> <thead> <tr> <th data-bbox="479 714 987 787">Subject</th> <th data-bbox="987 714 1494 787">Predicate</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 787 987 850">Who?</td> <td data-bbox="987 787 1494 850">What did they do?</td> </tr> <tr> <td data-bbox="479 850 987 913">What?</td> <td data-bbox="987 850 1494 913"></td> </tr> </tbody> </table> <p>(Keep this chart anchored in your classroom for students to use as a reference.)</p> <p>“Let’s look back at our example from earlier.” (Be sure to refer to your students’ examples) Kameron plays baseball on Tuesday afternoons.</p> <p>“What is the subject of this sentence? Kameron” “What is the predicate of this sentence? plays baseball”</p>	Subject	Predicate	Who?	What did they do?	What?	
Subject	Predicate						
Who?	What did they do?						
What?							
<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Continue reading sentences- invite students to respond with what the subject and predicate is of each sentence. Teachers may choose to record examples on white board or anchor chart as a visual for students.</p> <p>Examples: Jolie is on the local soccer team. The annual crawfish cookoff takes place this weekend. The Louisiana wetlands are slowly disappearing.</p>						
<p><b>Student Application</b> <b>(3-5 minutes)</b></p>	<p>“Now it is your turn to try it on your own. Read the sentences below, identify the subject and predicate.”</p> <p>Boiled crabs are our specialty dish. My cousin visits us during the summertime. Oil comes from plants and animals.</p>						



	<p>“What do you notice about these subjects? Do they answer the question? Who or What of the sentence?”</p> <p>“What do you notice about these predicates? Do they tell me what the subject is doing?”</p> <p>Students will now complete the activity page. If you notice students having difficulty with finding the subject and predicate, use the same guiding questions from above to help guide them to the correct answer.</p>
<b>Guidance for Diverse Learners</b>	<p>Be sure to define unknown words for diverse learners and provide background knowledge on topics when necessary. (oil is a natural resource from Louisiana) You can also create an additional anchor chart with the review of the parts of speech for students to reference.</p> <p>Teachers could also have students identify the nouns and verbs in each sentence on the activity page if they are having difficulty finding the subjects and predicates.</p>





## LESSON 23

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of this lesson is the root word arch. Arch means “rule” and comes from the Greek word origin. It is most commonly known with the word anarchy which means there is no “rule.”
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● whiteboards and dry erase markers/chart paper (teacher)</li> <li>● activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify the meanings of words with the root arch and select the correct word with the root arch to best complete a given sentence.
<b>Attention Getter (1 minute)</b>	<p>“Who can remind me what the meaning of the root word arch is?” Student response: arch means “rule”</p> <p>“What are some of the words we learned so far using the root word arch?” Examples: -architect-a person in charge of designing buildings -monarch-a single “ruler,” such as a king or queen -matriarch-female “ruler” over a group or small community -patriarch-male “ruler” over a group or small community -hierarchy-levels of “rule” within an organization of some kind</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>This will be where the teacher provides explicit instruction in the content. This should be scripted for teachers so they can have a clear sense for how they can/should communicate this content.</p> <p>Teachers will remind students what a root word is. “Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Many root words in the English Language are of a Latin or Greek origin.”</p> <p>“Do you remember where the root word arch comes from?” Student response: Greek origin</p>
<b>Guided Practice (2 minutes)</b>	“Now that we have reviewed the meaning of the root word “arch,” let’s practice using the word in various sentences.”



	<p>“Look at the following sentence. Which word makes the most sense?” (Teachers can record sentences on a white board or chart paper for a visual. Be sure to guide students to the chart created in a previous lesson with the root word “arch” and review the meanings if needed.)</p> <p>Example: The <u>architect</u> <u>monarch</u> <u>hierarchy</u> showed my parents the plans for our new house.</p> <p>“Which word makes the most sense in this sentence?” Student Response: architect “That’s correct!”</p>
<b>Student Application (3-5 minutes)</b>	<p>“Think about the root word arch and how the different prefixes and suffixes added may change the meaning of the word. Now we are going to complete an activity page by choosing one of the words we have just learned seeing which one best fits each sentence. Be sure to refer to the examples we have listed. Let’s complete the first example together.”</p> <p>Example from activity page: Queen Elizabeth II is the <u>patriarch</u> <u>matriarch</u> <u>architect</u> of England.</p> <p>“Which word makes the most sense?” Student Response: matriarch “That’s correct! Now it's your turn to complete the rest of the examples on the activity page.”</p>
<b>Guidance for Diverse Learners</b>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words introduced with the root word arch.</p>





## LESSON 24

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The goal of today's lesson is for students to identify and correct sentence fragments. A fragment is a group of words that is not a complete sentence. It usually is missing a subject, predicate (verb), or both. A sentence consists of a group of words that includes a subject and predicate and that expresses a complete thought.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>whiteboards and dry erase markers/chart paper (teacher)</li> <li>activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify identify and correct sentence fragments.
<b>Attention Getter (1 minute)</b>	<p>Teacher will say, "ate a great meal. What do you think this phrase is missing?"</p> <p>Sample Response: Who ate a great meal?</p> <p>Teacher will respond appropriately to student responses. "That's correct. Does this phrase tell us who ate a great meal? How can we make these words into a complete sentence?"</p> <p>Sample Response: Bobby and Jimmy.</p> <p>Teacher will say, "We need to know what they did. Let's make this fragment into a complete sentence." Students will provide a verb (such as ate) and a predicate (a great meal) to create a sentence. (for this example)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A fragment is a group of words that is not a complete sentence. It usually is missing a subject, predicate (verb), or both."</p> <p>"Remember a sentence consists of a group of words that includes a subject and predicate and that expresses a complete thought. The subject is a noun or pronoun that tells who or what a statement is about. The predicate is an action verb or a linking verb that tells what the subject of the statement does or is." (teacher may have anchor</p>



	<p>chart of this information from previous lesson)</p> <p>“Let’s review.”</p> <table border="1" data-bbox="479 535 1494 735"> <thead> <tr> <th data-bbox="479 535 987 598">Subject</th> <th data-bbox="987 535 1494 598">Predicate</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 598 987 661">Who?</td> <td data-bbox="987 598 1494 661">What did they do?</td> </tr> <tr> <td data-bbox="479 661 987 735">What?</td> <td data-bbox="987 661 1494 735"></td> </tr> </tbody> </table> <p>(Keep this chart anchored in your classroom for students to use as a reference.)</p> <p>“Let’s look back at our example from earlier.” (Be sure to refer to your students’ examples. Teacher may want to record the example on a white board or anchor chart for students to view.)</p> <p>Example: ate a great meal.</p> <p>“What is this missing?” Who ate a great meal?          “Is it a fragment or complete sentence?” fragment          “How can we fix this fragment?” We can add ‘who ate a great meal.’</p>	Subject	Predicate	Who?	What did they do?	What?	
Subject	Predicate						
Who?	What did they do?						
What?							
<p><b>Guided Practice</b> (2 minutes)</p>	<p>“Let’s try another.”</p> <p>Example: rang loudly and woke all of us!</p> <p>“What is this missing?” What rang loudly?          “Is it a fragment or complete sentence?” fragment          “How can we fix this fragment?” We can add what rang loudly and woke all of us.</p> <p>If time allows, provide students with another example for practice.</p>						
<p><b>Student Application</b> (3-5 minutes)</p>	<p>“Now I am going to give you more examples. It is your turn to try it on your own. Read the sentences below, determine if they are a sentence or a fragment. Then share how you would correct the fragment.”          (Teachers should record examples on a white board or chart paper so students can see what may be missing.)</p> <p>Examples:          The dog (sentence fragment - only a subject included).          ran away from the lion. (sentence fragment - only a predicate</p>						





	<p>included).</p> <p>You may come along with us. (complete sentence)</p> <p>The state of Texas, Louisiana, and Mississippi. (sentence fragment - only a subject included).</p> <p>Teacher will continue with questions used during the student application to guide students to the correct answer. Teacher may supplement with other examples if time allows.</p> <p>“You will now complete the activity page to determine if the groups of words are a sentence or a fragment.”</p>
<b>Guidance for Diverse Learners</b>	<p>When giving students examples of fragments, you can give examples that are related to the content they’re learning in class so that students can make connections across subjects.</p>



## LESSON 25

<b>Lesson Type</b>	Morphology									
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to correctly use the prefixes un-, non- and en-, given in the context of a sentence. The prefixes un- and non- mean "not" or "opposite". The prefix en- means "in" or "within."									
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● whiteboards and dry erase markers/chart paper (teacher)</li> <li>● activity page (student)</li> </ul>									
<b>SWBAT statement</b>	SWBAT correctly use the prefixes un-, non-, and en-, given the context of a sentence.									
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "We've discussed the prefixes -un-, -non-, and -en- before. Can you all remember what these prefixes mean? Let's play a lightning game. Quickly share out how many words you can think of that have the prefix -un-, -non-, or -en-. As you are sharing, I'm going to include them on our chart.</p> <p>Have the following chart displayed, and add correct student responses as they are offered.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">-un</th> <th style="text-align: center;">-non</th> <th style="text-align: center;">-en</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	-un	-non	-en						
-un	-non	-en								
<b>Explicit Instruction (3-5 minutes)</b>	<p>A prefix is a group of letters added to the beginning of a word. It adds meaning or changes the word's meaning. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. When adding a prefix, the spelling of the root word is not changed.</p> <p>(teacher may want to add to anchor chart of this information from previous lesson)</p>									





	Prefix	Meaning
	un-, non-	not, opposite
	en-	in, within
	(Keep this chart anchored in your classroom for students to use as a reference.)	
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s do some practice together. Look at the following sentence. What do you think the word unfriendly means?” (Teacher may want to write sentences on white board or chart paper for students to reference)</p> <p>Example: The large dog was barking and seemed unfriendly. Student Response: not friendly “That’s correct! Let’s try another.”</p> <p>Example: The bird entangled itself in the net. “What do you think the word entangled means as it is used in the sentence?” Student Response: the bird was twisted together or caught in the net “That’s right. Great job!”</p> <p>Teachers may need to guide students to the meaning of the words using the prefix chart and defining words the students may not know in order to guide them to the correct answer.</p>	
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the meanings of the prefixes we just learned. You are going to read the following sentences and determine which prefix best fits.”</p> <p>Example: The teacher thought the joke was ____sense. Student Response: non “Right! Now you are going to complete the activity page by choosing which prefix fits each sentence.”</p>	
<p><b>Guidance for Diverse Learners</b></p>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words and examples introduced with the prefixes un-, non-, en-</p>	



## LESSON 26

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The goal of today's lesson is for students to generate sentences for each of the four sentence types (interrogative, exclamatory, declarative, and imperative.) Interrogative sentence (question) asks a question and always ends with a question mark. Exclamatory sentence (exclamation) expresses force or a strong emotion and ends with an exclamation point. Declarative sentence (statement) the most common type of sentence and is a statement of an idea or argument. Imperative sentence (command) gives advice or instructions or expresses a request or command.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>whiteboards and dry erase markers/anchor chart (teacher)</li> <li>activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify and generate sentences for each of the four sentence types.
<b>Attention Getter (1 minute)</b>	<p>Teacher will say, "How would you sound if you were mad about something?"</p> <p>Sample Response: -voice gets louder, yelling</p> <p>Teacher will respond appropriately to student responses. "That's correct. When you are mad, your voice may get louder or it may sound like you are yelling. What punctuation mark do you think you would use if you were to write that you were mad?"</p> <p>Sample Response: Exclamation mark</p> <p>Teacher will say, "Right! Let's look at some other types of sentences."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"There are four types of sentences.</p> <p>Interrogative sentences (question) ask a question and always end with a question mark. Exclamatory sentences (exclamation) express</p>





force or a strong emotion and end with an exclamation point. Declarative sentences (statement), the most common type of sentence, are statements of an idea or argument. Imperative sentences (command) give advice or instructions or express a request or command.”

Type of Sentences	
Interrogative (question)	asks a question and always ends with a question mark
Exclamatory (exclamation)	expresses force or a strong emotion and ends with an exclamation point
Declarative (statement)	the most common type of sentence and is a statement of an idea or argument
Imperative (command)	gives advice or instructions or expresses a request or command

(Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

Teacher will say, “Let’s practice different types of sentences. What type of sentence is ‘How can the Louisiana wetlands be protected?’”

Student Response:  
-Interrogative

Teacher will respond appropriately to student responses.  
“That’s correct. ‘How can the Louisiana wetlands be protected?’ asks a question and ends with a question mark.  
What type of sentence is ‘Describe the effects nutrias have on our wetlands?’

Student Response:  
-Imperative

Teacher will respond appropriately to student responses.



	<p>"That's correct. 'Describe the effects nutrias have on our wetlands.' gives instructions or a command.</p> <p>If time allows, provide students with another example for practice.</p>
<b>Student Application (3-5 minutes)</b>	<p>"Now you are going to complete an activity page focused on the four different sentence types. Be sure to refer to our chart that describes each sentence type to help you."</p> <p>Teachers may need to assist students to generate sentences using the correct punctuation. Teachers may also write previous/new examples on the white board if students struggle to determine the type of sentence.</p>
<b>Guidance for Diverse Learners</b>	<p>Practicing sentence-type activities helps enable students to vary sentence structure, allows students to improve their topic and concluding sentences in a paragraph, introduces students to forming questions, and helps students learn correct punctuation. Students can give sentences orally if they are unable to complete the activity page.</p>





## LESSON 27

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of this lesson is the root word graph. Graph means “to write or draw” and comes from the Greek word origin. The most common use of this root is in the suffix -graphy. Teachers need to review words that most commonly use graph as a root word and how prefixes and suffixes can change the meanings of words.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use words with the root “graph” accurately in sentences.
<b>Attention Getter (1 minute)</b>	<p>“Every year about 1,000 new words are added to the Oxford English Dictionary. Where do they come from, and how do they make it into our everyday lives?”</p> <p>“The English language has borrowed words from other languages over history so nearly half of its vocabulary comes directly from other languages.”</p> <p>“Today we will be looking at a root word and how it can be combined with prefixes and suffixes to make new words and meanings.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Teacher will review what a root word is.</p> <p>“A root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Many root words in the English Language are of a Latin or Greek origin. The root word graph means “to write or draw” and comes from Greek origin.”</p>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s look at how the root word graph is used in some of the following words.”</p> <p>Teacher will list words with the root word graph on the white board/anchor chart:</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>-autograph (self written, mark with one’s signature)</li> <li>-graphic (written, drawn, or engraved)</li> <li>-biography (an account of the series of events making up a person’s</li> </ul>



	<p>life) -geography (studies the lands of Earth, including mountains, rivers, cities, and the people that live there)</p> <p>Teacher will discuss the meanings of the words and have students try to determine/discuss what the root word graph means.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Think about the root word graph and how the different prefixes and suffixes may change the meaning of the word. Now we are going to complete an activity page by choosing one of the words we have just learned seeing which one best fits each sentence. Be sure to refer to the examples we have listed.”</p>
<b>Guidance for Diverse Learners</b>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words introduced with the root word graph.</p>





## LESSON 28

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of this lesson are progressive verbs. The tense of a verb helps tell when something is happening. The progressive tenses show action that continues, or is ongoing. They combine a form of the helping verb 'be' with a main verb that ends in '-ing'.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT form and use the progressive verb tense.
<b>Attention Getter (1 minute)</b>	<p>"Listen to the following sentences."</p> <p>I am visiting Universal Studios.  I was on vacation with my friends.  I will be going home in a week.  (Teacher may want to record these sentences on a whiteboard or chart paper.)</p> <p>Did you notice I used three different verbs to describe what I was doing?  I used what is called progressive verb tenses. Today we are going to discuss the different progressive verb tenses and how they may be used in sentences."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Teacher will explain the different progressive tenses to the students.</p> <p>"There are three different progressive tenses. They describe ongoing action that is in the past, present, and future. We use them with verbs ending in -ing.</p> <p>Present Progressive tense describes ongoing or continuing action in the present. It is what is happening right now. Some examples of the present progressive verb tense are 'am,' 'is,' and 'are.'</p> <p>Past Progressive tense describes an ongoing action that has already happened or that has happened in the past. Some examples of the past progressive verb tense are 'was' and 'were.'</p>



Future Progressive tense describes an ongoing action that will happen later, in the future. An example of future progressive verb tense is 'will be.'

<b>Present Progressive Tense</b>	
verb	noun
am	I
is	he, she, it, singular nouns
are	we, you, they, plural nouns
<b>Past Progressive Tense</b>	
verb	noun
was	I, he, she, it singular nouns
were	we, you, they, plural nouns
<b>Future Progressive Tense</b>	
verb	noun
will be	

(Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

"Let's practice some examples."

Example: We are going to the park.

What is the verb? going

What is the progressive verb tense? are

What tense is the verb in? present

Example: The students were completing their assignments.

What is the verb? completing

What is the progressive verb tense? were

What tense is the verb? past





	<p>Example: We will be visiting my grandmother next week. What is the verb? visiting What is the progressive verb tense? will be What tense is the verb? future</p>
<b>Student Application (3-5 minutes)</b>	<p>“Think about the following sentence and which form of the verb would be used to show continuing action in the sentence.”</p> <p>Example: The sun _____. (shine) How would I fill in the blank using the verb? is shining “Great! This sentence shows continuing action which tells me it is the present progressive tense. Let’s try another.”</p> <p>Example: I _____ back tomorrow (coming) How would I fill in the blank using the verb? will be coming “Correct! I know that tomorrow gives me a clue to use the future progressive tense of the verb coming.”</p> <p>“Now you are going to complete an activity page focused on the different types of progressive tenses. Be sure to refer to our chart that describes each tense and how it is used. Remember to look for some key words and phrases to help you with when the action is occurring.”</p>
<b>Guidance for Diverse Learners</b>	<p>Students can look for time words and phrases in sentences, such as yesterday, now, and next week, to know when an action takes place.</p>



## LESSON 29

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of this lesson is the root word graph. Graph means “to write or draw” and comes from the Greek word origin. The most common use of this root is in the suffix -graphy. Teachers need to review words that most commonly use graph as a root word and how prefixes and suffixes can change the meanings of words.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use words with the root “graph” accurately in sentences.
<b>Attention Getter (1 minute)</b>	<p>“Have you noticed some words have the same parts? For example, the words addition and additional both have the root word add. This tells you that the words addition and additional are related to each other.</p> <p>“Words with the same root have similar meanings. You can use a word you know to figure out the meanings of an unknown but related word.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“If you know that add means ‘to put together,’ you can figure out that addition means ‘something put together with something else,’ and additional means ‘extra’ or ‘added.’</p> <p>Teacher will review what a root word is.          “A root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Many root words in the English Language are of a Latin or Greek origin. The root word graph means “to write or draw” and is of Greek origin.”</p>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s review the root word graph and how it is used in the following words.”</p> <p>Teacher will refer to list of words created from previous lesson with the root word graph on the white board/anchor chart:</p>



	<p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>-autograph-self written, mark with one's signature</li> <li>-graphic-written, drawn, or engraved</li> <li>-biography-an account of the series of events making up a person's life</li> <li>-geography- studies the lands of Earth, including mountains, rivers, cities, and the people that live there</li> </ul> <p>Teacher will discuss the meanings of the words and have students try to determine/discuss what the root word graph means.</p> <p>"Are there any other words with the root word graph that you can think of?"</p> <p>Sample Responses:</p> <ul style="list-style-type: none"> <li>-homograph-two words spelled the same but with different meanings</li> <li>-photograph-a picture taken by the process of photography</li> <li>-phonograph-an instrument for reproducing recorded sound</li> </ul> <p>Teachers may need to guide students to brainstorm other words with the root word graph and add these words to the ongoing anchor chart for students to refer to.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>"How might you use these words in a sentence?"</p> <p>Sample Response: I enjoy taking photographs with my new camera. The words two and too are called homographs.</p> <p>"Think about the root word graph and how the different prefixes and suffixes may change the meaning of the word. Now we are going to complete an activity page by choosing one of the words we have just learned and seeing which one best fits each sentence. Be sure to refer to the examples we have listed."</p>
<p><b>Guidance for Diverse Learners</b></p>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words introduced with the root word graph.</p>





## LESSON 30

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to correctly use the suffix -y to change nouns into adjectives and then use them in sentences. Students may need to be reminded what a noun (person, place, or thing) and adjective (a word that describes a noun) are before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT use the suffix -y to change nouns into adjectives and use them in sentences. .
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Some letters are easy to sound out when reading and other letters change the sounds in a word. You then may have to say the word a bit differently than you usually do. Let's look at the letter y. What sound does y make in words?"</p> <p>Sample Responses:  /i/ like in sky  /y/ like in yes  /ee/ like in funny</p> <p>The teacher will guide students to the different sounds if they are unable to generate the sounds of y.  "Today we are going to look at the suffix -y. This particular suffix usually makes the /e/ sound when added to the end of a base word. For example in the word 'funny' the suffix -y makes the /e/ sound at the end when sounding out the word."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A prefix is a word part added to the end of a base or root word. Adding a suffix changes the meaning of a word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes.  (teacher may want to add to anchor chart of prefixes of this information from previous lesson)</p>



	Suffix	Meaning
	-y	full of a lot of having the quality of something
	(Keep this chart anchored in your classroom for students to use as a reference.)	
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s do some practice together. Look at the following sentence. What do you think the word dirty means?” (Teacher may want to write sentences on white board or chart paper for students to reference)</p> <p>Example: All my socks are dirty. Student Response: full of dirt “That’s correct! Let’s try another.”</p> <p>Example: The weather is windy so we can fly our kites. “What do you think the word windy means as it is used in the sentence?” Student Response: a lot of wind “Good! Now we are going to look at how the words can change from nouns to adjectives.”</p> <p>Example: The sky has clouds. The sky is cloudy. “What is the difference between the word cloud as it is used in these two sentences?” Student Response: The first sentence the word clouds is a noun. The second sentence the word cloudy is being used as an adjective because it is describing what the sky looks like. “What do you think the word cloudy means as it is used in the second sentence?” Student Response: full of clouds “That’s right. Great job!”</p> <p>Teachers may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know in order to guide them to the correct answer.</p>	



<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the meaning of the suffix -y we just learned. You are going to read the following sentences and change the root or base word to an adjective by adding the suffix -y. Then you will record what the new word means.”</p> <p>Example: When I get out of the shower, my hair is (curl)___curly___. new word meaning: ___full of curl___.</p> <p>“Correct! Now you are going to complete the activity page by following the directions and using the information we just learned.”</p>
<b>Guidance for Diverse Learners</b>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words and examples introduced with the suffix -y and how it changes the meaning of the word from a noun to an adjective.</p>





## LESSON 31

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>The focus of today's lesson is for students to identify stanzas, stanza break, lines, and rhyme within a poem. The teacher will need to provide students with background on poems. A poem has a structure that's made of elements like verses and stanzas. Poems are also made of elements you hear, such as rhythm and meter. Poems may even tell stories, but look different. They are written in short lines. When the lines are grouped together, the group of lines is called a stanza. The main ideas in stanzas build on each other.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify stanza, stanza breaks, line, and rhyme within a poem.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Look at the following poem. What do you notice about it?" (The teacher will need to have this poem written on a dry erase board/chart paper for students to reference.)</p> <p style="text-align: center;"><b>Clouds</b> Anonymous</p> <p style="text-align: center;">White sheep, white sheep, On a blue hill, When the wind stops, You all stand still. When the wind blows, You walk away slow. White sheet, white sheep, Where do you go?</p> <p>Sample Responses: lines, clouds, sheep, wind, rhyming words, etc.</p> <p>"Correct! Poems usually tell a story and this poem is telling us what happens to sheep when the wind blows."</p> <p>"Today we are going to look at some different parts of a poem."</p>



**Explicit Instruction  
(3-5 minutes)**

“A poem has a structure that’s made of elements like verses and stanzas. Poems are also made of elements you hear, such as rhythm and meter. Poems may even tell stories, but look different. They are written in short lines. When the lines are grouped together, the group of lines is called a stanza. The main ideas in stanzas build on each other.

Element	Definition
stanza	a group of verses/lines that describes an image or idea, a group of lines that are separated by a space
stanza break	a break in a group of verses/lines
line	a single row of words in poem, a group of words that goes from the left to the right
rhyme	words at the end of two or more verses that have the same sound

(Keep this chart anchored in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

“Let’s look back to the poem from earlier. We are going to label the parts of the poem. Be sure to refer to the chart.”

**Clouds**

*Anonymous*

White sheep, white sheep,  
 On a blue hill,  
 When the wind stops,  
 You all stand still.  
 When the wind blows,  
 You walk away slow.  
 White sheet, white sheep,  
 Where do you go?

“How many lines do you notice in this poem?”

Student Response: 8 lines



	<p>"That's correct!"</p> <p>"How many stanzas are in this poem?" Student Response: 1 stanza "Right! There are no breaks." "Does this poem have any rhyme?" Student Response: day and jay, crow and snow, beginning and winning</p> <p>Teachers may need to guide students to labeling each part of the poem.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>"Now you are going to complete an activity page using the skills we just practiced. Think about the different parts of a poem we just learned. You are going to read the following poem and label each part. Let's practice"</p> <p style="text-align: center;"><b>Bed in Summer</b> <i>Robert Louis Stevenson</i></p> <p style="text-align: center;">In winter I get up at night And dress by yellow candle-light. In summer, quite the other way, I have to go to bed by day.</p> <p style="text-align: center;">I have to go to bed and see The birds still hopping on the tree, Or hear the grown-up people's feet Still going past me in the street.</p> <p style="text-align: center;">And does it not seem hard to you, When all the sky is clear and blue, And I should like so much to play, To have to go to bed by day?</p> <p>"How many lines are in this poem?" 12 lines "How many stanzas are in this poem?" 3 stanzas "How many stanza breaks are in this poem?" 2 stanza break</p>





	<p>"Are there any rhyming words?" Yes</p>
<b>Guidance for Diverse Learners</b>	<p>Teachers may need to practice identifying the parts of a poem using other examples. Teachers can also use poems from previous guidebook lessons or fluency tasks as additional practice for students.</p>



## LESSON 32

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to define the terms repetition and alliteration. Students will also be creating their own work using alliteration. Teachers will need to provide students with examples to ensure they understand the terms and how to create their own. Alliteration is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. Repetition is the action of repeating something that has already been said or written.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● whiteboards and dry erase markers/chart paper (teacher)</li> <li>● activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT define the terms repetition and alliteration and create original work using alliteration.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Look at the following poem. What do you notice about it?" (The teacher will need to have this poem written on a dry erase board/chart paper for students to reference.)</p> <p style="text-align: center;"><i>Betty</i></p> <p style="text-align: center;">Betty Baker bought some butter But she said the butter's bitter, "If I put it in my batter It will make my batter bitter."</p> <p>Sample Responses: Betty baking a cake, little girl mixing ingredients, words with b's, etc.</p> <p>"Yes! Remember, poems usually tell a story and this poem is telling us about a baker named Betty who is mixing up some cake batter. You should have also noticed all the words that start with the letter 'b'. This is an example of repetition and alliteration. Today we are going to look at some different poems that have repetition and alliteration."</p>
<b>Explicit Instruction (3-5 minutes)</b>	"Alliteration is the use of repetitive letter sounds to create a poetic element when writing. The word alliteration begins with the latin prefix 'al' which means towards or to. The latin root word 'litera' means letter or script. So when using alliteration, the author is



placing emphasis toward the letters' being used. The most common form of alliteration in poetry are tongue twisters. An example of a tongue twister is 'Peter Piper picked a peck of pickled peppers' or 'How much wood could a woodchuck chuck if a woodchuck could chuck wood?' Alliteration is also used as a marketing tool because the repetition of letters and sounds can make products and businesses so memorable such as 'Best Buy' and 'Dunkin' Donuts.' Alliteration has a variety of uses. It can generate rhythm, highlight certain words, create a mood/tone, or make writing fun. Repetition is the action of repeating something that has already been said or written."

Element	Definition
alliteration	the use of repetitive letter sounds to create a poetic element when writing
repetition	the action of repeating something that has already been said or written

(Add to the previous anchor chart from Lesson 31 in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

"Let's look back to the poem from earlier. Do you see any examples of alliteration or repetition?" Teacher will refer back to the poem from earlier and allow students to respond.

Student Response:  
 Alliteration: butter, bitter, batter  
 Repetition: Betty, Baker, butter, bitter, batter,  
 "Right! This poem has examples of both alliteration and repetition."

Teachers may need to guide students to finding the examples in the poem. Teacher may also provide another example to practice if time allows.

**Student Application  
(3-5 minutes)**

"Now you are going to complete an activity page using the skills we just practiced. Think about the terms we just learned and the examples we used to practice. You are going to create your own poem using alliteration and repetition. Let's look at one more example before we begin."





	<p style="text-align: center;"><i>Sally's Seashells</i></p> <p style="text-align: center;">Sally sells seashells on the sea shore The shells she sells are seashells, I'm sure For if Sally sells seashells on the sea shore. Then I'm sure she sells sea-shore shells.</p> <p>"Do you see any examples of alliteration or repetition?"</p> <p>Student Response: Alliteration and Repetition: Sally, sells, seashells, sea shore, shells, sure "Correct! This poem also has examples of both alliteration and repetition. The words are the same!"</p>
<b>Guidance for Diverse Learners</b>	Teachers may need to provide additional practice with identifying alliteration and repetition. Teachers can also use poems from previous guidebook lessons or fluency tasks that include these examples as additional practice for students. .



## LESSON 33

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to define the types of figurative language and identify them. Figurative language has a different and special meaning that is different from what it literally says. Using figurative language is a creative way to describe people, places, and things. It allows for authors to make their stories a lot more fun to read and interesting. There are four main types of figurative language: similes, metaphors, personification, and hyperboles.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify and define examples of figurative language.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Read the following phrase, 'Mary entered the room as quiet as a mouse. Have you ever heard the phrase 'as quiet as a mouse'? What do you think it means?" (The teacher will need to have this sentence written on a dry erase board/chart paper for students to reference.)</p> <p>Sample response: Mice are usually small and quiet. "Yes! Mice try to move around quietly so that they are not caught."</p> <p>"The phrase 'as quiet as a mouse' is an example of figurative language. Figurative language has a different and special meaning that is different from what it literally says. Today we are going to look at some examples of figurative language and identify what the phrases/sentences mean."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Figurative language has a different and special meaning that is different from what it literally says. In the example, the writer/author is not saying that Mary is a mouse. Instead, it is pointing out that Mary entered the room very quietly."</p> <p>"Let's look at another example. 'You always make me happy. You are my sunshine!' 'You are my sunshine' is another example of figurative</p>



language. What do you think it means?"

Sample response:

Sunshine usually makes people happy.

"Correct! This sentence is not saying that you are a ball of fire in outer space. It emphasizes that you make me happy, just like sunshine makes me or other people happy."

"Using figurative language is a creative way to describe people, places, and things. Authors use it to make interesting comparisons, explain something, or add dramatic effect. It allows for authors to make their stories a lot more fun to read and interesting. There are four main types of figurative language. Let's review the following chart to see what the four types of figurative language are and what they do."

Element	Definition
simile	comparison using 'like' or 'as'
metaphor	a comparison, but it does not use the terms 'like' or 'as'
personification	when an object or animal acts like a person
hyperbole	an extreme exaggeration

(Keep anchor chart in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

"Let's look at some examples of the four types of figurative language and how to identify them." Teacher will record examples on chart paper/dry erase board for students to refer to and allow students to respond.

"Look at the simile 'Jimmy eats like a pig.' Notice Jimmy is being compared to a pig by the way he eats. We know a pig eats really fast and messy. So we know that Jimmy is a very messy eater. Another example of a simile is 'Her eyes were as blue as the sky.' What two things are being compared in this simile?"





Student Response:

This simile compares her eyes with the sky.

“Right! This simile is comparing her eyes with the sky. It tells us that her eyes were very blue. Remember that a simile has to compare two different things.”

“The metaphor ‘Your baby is a cute little teddy bear.’ This metaphor is comparing the looks of the baby to a teddy bear. Teddy bear’s are known to be cute and cuddly. Another example of a metaphor is ‘That kitten has the heart of a lion.’ What two things are being compared in this metaphor?”

Student response:

This metaphor compares a kitten to a lion.

“Yes! This metaphor is comparing a kitten to a lion. This shows that the kitten must be brave just like we know lions to be.”

“Personification has the word ‘person’ in it which can give us a clue when trying to identify different types of figurative language. Many times they will compare objects or animals to doing things that normally only people do. Look at the sentence ‘The stars winked at the people below.’ Winking is something people do. Stars are not people, but this sentence has stars doing an action that only people can do. Another example of personification is ‘The seeds danced across the field.’ How does this sentence show personification?”

Student response:

The seeds are dancing.

“Great! The sentence shows that the seeds seem to be dancing like people. This tells me the wind must be blowing fast if the seeds look like they are dancing across the field.”

“The final type of figurative language is a hyperbole which can sometimes be considered funny. Look at this example, ‘I’m so hungry I could eat a horse!’ Nobody can eat that much! But this type of figurative language can help you to understand how hungry they really are. Here is another example, ‘I walked a million miles to get here!’ Do you think someone can walk this much?”



	<p>Student response: A million miles is impossible to walk. “Right! There is no way someone can walk that far, however the example does tell us that this person feels like they walked a long way!”</p> <p>Teachers may need to guide students when determining the types of figurative languages in each example. Teachers may also provide more examples to practice if time allows.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the different types of figurative language we just learned and the examples we used to practice. You are going to read various phrases and decide which type of figurative language is being used.”</p>
<b>Guidance for Diverse Learners</b>	<p>Teachers may need to provide additional practice with identifying figurative language. Teachers can also use examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</p>





## LESSON 34

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to identify an extended metaphor and explain its various details. Students may need to be reminded from the previous lesson that a metaphor is a way of comparing two things. They are unique because they compare things without using the words 'like' or 'as.' Metaphors can sound silly sometimes too. An extended metaphor can be defined as a single metaphor developed at length. They can be more than one sentence and go up to a full paragraph. Authors use them to compare two unlike things to help readers visualize a concept more clearly and to make something complex easier to understand. They are useful tools for writers and poets. They help readers to visualize the concepts and they help the writers to clarify and illuminate their messages.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify an extended metaphor and explain its various details.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Read the following phrase, 'Learning is a piece of cake!' Have you ever heard the phrase 'a piece of cake'? What do you think it means?" (The teacher will need to have this sentence written on a dry erase board/chart paper for students to reference.)</p> <p>Sample response:          Something that is considered easy.          "Yes! If someone compares something else to 'a piece of cake,' they are saying that it is considered easy. Learning is being compared to cake. A piece of cake is a common metaphor speaking to how easy something is. Just like it's easy to eat a piece of cake, learning is easy. The phrase 'learning is a piece of cake' is an example of figurative language. More specifically it is an example of a metaphor. Remember that figurative language has a different and special meaning that is different from what it literally says. Today we are going to look at some examples of metaphors and focus on a new type of metaphor."</p>





**Explicit Instruction  
(3-5 minutes)**

“An extended metaphor is a comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem. It is used to create a clearer comparison between two unlike items. (A metaphor that continues throughout a story or poem.) Authors use extended metaphors to compare two unlike things to help readers visualize something more clearly and to make something harder, easier to understand. They are useful tools for writers and poets. They help readers to visualize the concepts and they help the writers to clarify their messages.”

“Remember using figurative language is a creative way to describe people, places, and things. Authors use it to make interesting comparisons, explain something, or add dramatic effect. It allows for authors to make their stories a lot more fun to read and interesting. Let’s add an extended metaphor to our figurative language chart.”

Element	Definition
extended metaphor	a comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem

(Keep anchor chart in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

“Let’s look at an example of an extended metaphor. What do you notice? What do you think the author is trying to get us to understand?”

Johnny is an early bird.  
He is always the first one out of the nest.  
Each morning he gets the first worm of the day.

Sample response:  
Johnny is an early riser. He is the first person to wake up, and he always gets the first “win” of the day.

“Correct! In this extended metaphor the author is comparing Johnny to a bird that wakes up first. The author is showing that he is a hard worker, and his good habits lead to him getting a first “win” every day.



	<p>What do you think the author means by saying this? (Example Response: Johnny is a hard worker, and is successful because he wakes up early each day.)</p> <p>Teachers may need to guide students when identifying the various details in the extended metaphor example. Teachers may also provide more examples to practice if time allows.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skill we just practiced. Think about the details an author may include in an extended metaphor and the example we used to practice. You are going to read the extended metaphor and identify its various details and comparisons.”</p>
<b>Guidance for Diverse Learners</b>	<p>Teachers may need to provide additional practice with identifying the details of an extended metaphor. Teachers may want to take the time to review what a metaphor is and some examples before moving on to teaching an extended metaphor and how to find the details. Teachers can also use examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</p>





## LESSON 35

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to identify the correct location of commas in dates, addresses, city and state, and items in a series. Students may need to be reminded that a comma is a punctuation mark and used to separate things in a sentence. A series of items is a list of three or more. Commas are also used when writing addresses and dates.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• whiteboards and dry erase markers/chart paper (teacher)</li><li>• activity page (student)</li></ul>
<b>SWBAT statement</b>	SWBAT identify the correct location of commas in dates, addresses, city and state, and items in a series.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Read the following phrase, 'My best friends are Susie Bobby and Luke. What do you notice about this sentence? Is this sentence written correctly?" (The teacher will need to have this sentence written on a dry erase board/chart paper for students to reference.)</p> <p>Sample response: No, this sentence is not correct. There is no separation between the names. This makes the sentence confusing. "Yes! This sentence is incorrect because it is missing the punctuation mark known as commas. Commas are important because they are used to separate things in a sentence. Today we are going to look at some examples of how commas are used and when to use them in a sentence."</p>
<b>Explicit Instruction (3-5 minutes)</b>	"Commas can be used for a variety of reasons and in many different ways. They can be used to separate items in a series which is three or more items. You can use 'and' or 'or' when writing a list of items. Let's look at an example." (Teacher should record the examples on a dry erase board/chart paper for students to reference. Teachers should also create an anchor chart with the different reasons for commas so that students can refer back to it.)





Example:  
apples  
oranges  
grapes

“The commas would need to be placed where the hyphens are located in order to separate items in a series. These are three items so we will need to use two commas. The word ‘and’ will also be used between the last two items in the series. ‘I like to eat apples, oranges, and grapes.’

“Commas are also used when writing addresses. An address is a location of a home or business. People use addresses to locate a home or business or to send mail. An address has three lines. The first line is the name of the place, the second line is the number and the street in which the place is, and the third line is the city, state, and zip code. When writing an address it is important to capitalize proper nouns, and put the comma between the city and state like when writing it on a letter. However, sometimes an address can be written in a sentence. Then you need a comma between the street, city, and state. Let’s look at some examples.”

Example: “If I were to write Mickey Mouse a letter, I would need to address the envelope of the letter as so:

Walt Disney World Resort  
1375 East Buena Vista Drive  
Orlando, FL 32830

Notice that there is a comma between the city and state. If I were to write the address in a sentence it would look like this:

Mickey Mouse lives at 1375 East Buena Vista Drive, Orlando, FL 32830. Notice that there is a comma between the street, city, and state.”

“Commas are also used when writing the date. You use a comma to separate the day of the month from the year. You also use a comma if you include the day of the week when writing the date. The comma will go between the day of the week and the month as well. When the date appears in the middle of the sentence, commas should appear both before and after the year. Let’s look at some examples.”



	<p>Example: July 4, 1776. The comma separates the day from the year. If you were to include the day of the week, then it would be written as 'Thursday, July 4, 1776.' If the date was written in the middle of the sentence it would be written as 'On Thursday, July 4, 1776, the Declaration of Independence was signed.'</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>"Let's look at a few more examples on how and when commas should be used."</p> <p>Example: "broccoli-spinach-carrots How would I write these items in a sentence?"</p> <p>Sample response: Broccoli, spinach, and carrots are vegetables that are healthy to eat. "Correct! The commas would need to be placed where the hyphens are located in order to separate items in a series. These are three items so we will need to use two commas. The word 'and' will also be used between the last two items in the series."</p> <p>Example: Statue of Liberty 1 Battery Place New York NY 10004</p> <p>How would I write this address in a sentence?"</p> <p>Sample Response: I am going to visit the Statue of Liberty at 1 Battery Place, New York, NY 10004. "That's right! Notice that there is a comma between the street, city, and state."</p> <p>Example: On Friday May 20 1932 Amelia Earhart became the first woman to fly nonstop across the Atlantic Ocean.</p> <p>Sample Response: On Friday, May 20, 1932, Amelia Earhart became the first woman to fly nonstop across the Atlantic Ocean. "Yes! When the date appears in the middle of the sentence, commas should appear both before and after the year."</p> <p>Teachers may need to guide students when including the commas in the sentences or dates and addresses. Teachers may also provide more examples to practice if time allows.</p>



<b>Student Application (3-5 minutes)</b>	“Now you are going to complete an activity page using the skills we just practiced. Think about the different ways commas are used in sentences and the examples we used to practice. You are going to read the sentences and correctly identify the commas.”
<b>Guidance for Diverse Learners</b>	Teachers may need to provide additional practice with identifying the correct location of commas. The teacher can incorporate familiar addresses such as the student’s school or local community buildings when adding commas to an address or familiar dates the students use like the first and last day of school. Teachers can also use examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.





## LESSON 36

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>The focus of today's lesson is for students to distinguish between root words and words with the suffix -ly and then use those words correctly in a sentence.</p> <p>Students may need to be reminded what a root word and a suffix is. Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -ly usually answers the questions 'in what manner?' or 'how things are done.'</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● whiteboards and dry erase markers/chart paper (teacher)</li> <li>● activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT distinguish between root words and words with the suffix -ly and use those words correctly in sentences.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Words have clues that can help us figure out the meaning of words. Suffixes come at the ends of words and can sometimes change the meaning of words. Let's look at these examples. 'Sofia had to run quickly to catch the bus.' Do you know the root word of <i>quickly</i>?"</p> <p>Sample Responses:          The root word of quickly is quick.          "Yes! Quick is a word that means fast. How does adding the word 'quickly' change the meaning of the sentence?"          Sample Response: It changes it by showing that Sofia had to run in a fast or quick way.          "Correct! What are some other things you might do quickly?"          Sample Response: run, swim, eat, etc.          "Today we are going to look at the suffix -ly and how it may be used in words."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -ly means in a certain way. It usually answers the questions 'in what manner?' or 'how things are done.' Look at this example: I walked slowly towards the phone. How did I</p>



walk? Answer: slowly which means in a slow manner.”  
 “Adverbs are words that are used to describe verbs, adjectives, and other adverbs too. The suffix -ly is most commonly used with adverbs. There is also a special rule when adding the suffix -ly to a word. If the root word ends in a -y, like the word happy. You will then need to change the -y to an -i which makes the word happily. ”  
 (Teacher may want to add to anchor chart of prefixes of this information from previous lessons)

Suffix	Meaning
-ly	in a certain way

(Keep this chart and add it to the other suffix anchor chart in your classroom for students to use as a reference.)

**Guided Practice  
(2 minutes)**

“Let’s do some practice together. We’re going to use the word ‘friend.’ Friend is a root word and a noun which means a person who helps or supports something. The word ‘friendly’ is an adjective which means done/acted like a friend. Which word do you think makes the most sense in the following sentence?” (Teacher may want to write sentences on white board or chart paper for students to reference)

Example: My \_\_\_\_\_ brought me soup when I was not feeling well.

Student Response: friend

“That’s correct! The word friend is being used as a noun and would make the most sense in this sentence. Let’s change the sentence to, ‘The dog was being \_\_\_\_\_by letting me pet him.’ Which word do you think makes the most sense?”

Student Response: friendly”

“Yes! The word friendly is being used as an adverb to describe how the dog is behaving. The dog is behaving in a friendly way. Let’s do another example.”

Example: Sofia was \_\_\_\_\_ when her soccer team lost the game.

“Which word do you think makes the most sense, ‘sad’ or ‘sadly’?”

Student Response: sad

“Yes! Sofia was feeling sad when her team lost. The word sad is describing how Sofia was feeling.”

Teachers may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know



	in order to guide them to the correct answer.
<b>Student Application (3-5 minutes)</b>	“Now you are going to complete an activity page using the skills we just practiced. Think about the meaning of the suffix -ly we just learned. You are going to read the following sentences and choose if the root word or adding the suffix -ly makes the most sense in the sentence.”
<b>Guidance for Diverse Learners</b>	Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words and examples introduced with the suffix -ly and how it changes the meaning of the word from a noun to an adverb.





## LESSON 37

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The goal of today's lesson is for students to identify sentences for each of the four sentence types (interrogative, exclamatory, declarative, and imperative.) Interrogative sentence (question) asks a question and always ends with a question mark. Exclamatory sentence (exclamation) expresses force or a strong emotion and ends with an exclamation point. Declarative sentence (statement) the most common type of sentence and is a statement of an idea or argument. Imperative sentence (command) gives advice or instructions or expresses a request or command.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/anchor chart (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify sentences for each of the four sentence types.
<b>Attention Getter (1 minute)</b>	<p>Teacher will say, "Listen to me as I read the following sentence. 'Jack enjoys recess outdoors on the playground.' What do you notice about how my voice sounds when I read the following sentence?"</p> <p>Sample Response: -voice sounds steady, calm, interested, confident</p> <p>Teacher will respond appropriately to student responses. "That's correct. When you are stating a fact or providing information to someone, your voice may sound steady or calm. What punctuation mark do you think you would use at the end of this sentence?"</p> <p>Sample Response: Period</p> <p>Teacher will say, "Yes! Let's look at the other types of sentences."</p>
<b>Explicit Instruction (3-5 minutes)</b>	"Remember, there are four types of sentences. Interrogative sentence (question) asks a question and always ends with a question mark. Exclamatory sentence (exclamation) expresses force or a strong emotion and ends with an exclamation point. Declarative sentence (statement) the most common type of sentence and is a statement of



an idea or argument. Imperative sentence (command) gives advice or instructions or expresses a request or command.”

<b>Type of Sentences</b>	
Interrogative (question)	asks a question and always ends with a question mark
Exclamatory (exclamation)	expresses force or a strong emotion and ends with an exclamation point
Declarative (statement)	the most common type of sentence and is a statement of an idea or argument
Imperative (command)	gives advice or instructions or expresses a request or command

(Review chart anchored in your classroom from the previous lesson.)

**Guided Practice  
(2 minutes)**

Teacher will say, “Let’s look at the different types of sentences in this paragraph.

Are all fruits and vegetables healthy for you?  
 Fruits and vegetables provide tons of vitamins and nutrients that our  
 body needs!  
 It is important to have at least four to five servings of fruits and  
 vegetables.  
 Remember to eat your fruits and vegetables everyday.

“What type of sentence is ‘Are all fruits and vegetables healthy for you?’ How do you know?”

Student Response:

-Interrogative, because it asks a question and ends with a question mark.

Teacher will respond appropriately to student responses.

“That’s correct! What type of sentence is ‘Fruits and vegetables provide tons of vitamins and nutrients that our body needs!’





	<p>Student Response:          -Exclamatory, because it ends with an exclamation point          Teacher will respond appropriately to student responses.          “That’s right! It also is making a statement with emotion. What type of sentence is ‘It is important to have at least four to five servings each of fruits and vegetables?’”</p> <p>Student Response:          -Declarative, it makes a statement          Teacher will respond appropriately to student responses.          “Yes! It is also the most common type of sentence. What type of sentence is ‘Remember to eat your fruits and vegetables everyday?’”</p> <p>Student Response:          -Imperative, it makes a command          Teacher will respond appropriately to student responses.          “Yes! The sentence is giving instructions or a command.</p> <p>If time allows, provide students with another example for practice.</p>
<p><b>Student Application          (3-5 minutes)</b></p>	<p>“Now you are going to complete an activity page focused on the four different sentence types. Be sure to refer to our chart that describes each sentence type to help you.”          Teachers may need to assist students to identify or generate sentences using the correct punctuation. Teachers may also write previous/new examples on the white board if students struggle to determine the type of sentence.</p>
<p><b>Guidance for Diverse Learners</b></p>	<p>Practicing sentence-type activities helps enable students to vary sentence structure, allows students to improve their topic and concluding sentences in a paragraph, introduces students to forming questions, and helps students learn correct punctuation. Students can give sentences orally if they are unable to complete the activity page. Teachers may use sentence examples from guidebook texts to better connect to what the students are using in class and understand character emotion.</p>





## LESSON 38

<b>Lesson Type</b>	Grammar			
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to identify the correct location of commas in dates, addresses, city and state, and items in a series. Students may need to be reminded that a comma is a punctuation mark and used to separate things in a sentence. A series of items is a list of three or more. Commas are also used when writing addresses and dates.			
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● whiteboards and dry erase markers/chart paper (teacher)</li> <li>● activity page (student)</li> </ul>			
<b>SWBAT statement</b>	SWBAT identify the correct location of commas in dates, addresses, city and state, and items in a series.			
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Read the following phrase, 'I was born on Monday May 9 1985. What do you notice about this sentence? Is this sentence written correctly?" (The teacher will need to have this sentence written on a dry erase board/chart paper for students to reference.)</p> <p>Sample response: No, this sentence is not correct. There is no separation between the day of the week and the month of the year. "Yes! This sentence is incorrect because it is missing the punctuation mark known as commas. Commas have a variety of uses. Today we are going to review some of the different ways commas are used and where to use them in a sentence."</p>			
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Punctuation marks are important because we use them to communicate better and clearly express our ideas when we write, read, or speak. Let's review what commas can be used for.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Commas</b></td> </tr> <tr> <td style="text-align: center;">used to separate items in a series which is three or more items</td> </tr> <tr> <td style="text-align: center;">used when writing addresses</td> </tr> </table>	<b>Commas</b>	used to separate items in a series which is three or more items	used when writing addresses
<b>Commas</b>				
used to separate items in a series which is three or more items				
used when writing addresses				



used when writing the date

(Keep posted in the classroom for students to refer to.)

“When using commas to separate items in a series, you can use ‘and’ or ‘or’ when writing a list of items. When writing an address, the comma goes between the city and state like when writing it on a letter or envelope. When the address is written in a sentence, the comma goes between the street, city, and state. Finally, when writing the date, you use a comma to separate the day of the month from the year. You can also use a comma if you include the day of the week when writing the date. The comma will go between the day of the week and the month as well. When the date appears in the middle of the sentence, commas should appear both before and after the year.”

**Guided Practice  
(2 minutes)**

“Let’s look at some examples of how and when commas should be used.” (Teachers should record the examples on a dry erase board/chart paper for students to reference.)

Example: red-blue-yellow “The commas would need to be placed where the hyphens are located in order to separate items in a series. These are three items so we will need to use two commas. The word ‘and’ will also be used between the last two items in the series. ‘The primary colors are red, blue, and yellow.’

Example: “If I were to write a letter, I would need to address the envelope of the letter as so:

Louisiana State University  
3810 West Lakeshore Drive  
Baton Rouge, LA 70808

Notice that there is a comma between the city and state. If I were to write the address in a sentence it would look like this:

Mike the Tiger lives at 3810 West Lakeshore Drive, Baton Rouge, LA 70808. Notice that there is a comma between the street, city, and state.”

Example: January 20, 2009. The comma separates the day from the year. If you were to include the day of the week, then it would be written as ‘Tuesday, January 20, 2009.’ If the date was written in the



	<p>middle of the sentence it would be written as ‘On Tuesday, January 20, 2009, Barack Obama became the 44th President of the United States.’</p> <p>Teachers may need to guide students when including the commas in the sentences or dates and addresses. Teachers may also provide more examples to practice if time allows.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the different ways commas are used in sentences and the examples we used to practice. You are going to read the sentences and correctly identify the commas.”</p>
<b>Guidance for Diverse Learners</b>	<p>Teachers may need to provide additional practice with identifying the correct location of commas. The teacher can incorporate familiar addresses such as the student’s school or local community buildings when adding commas to an address or familiar dates the students use like the first and last day of school. Teachers can also use examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</p>





## LESSON 39

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>The focus of today's lesson is for students to distinguish between root words and words with the suffix -ly and then use those words correctly in a sentence.</p> <p>Students may need to be reminded what a root word and a suffix is. Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -ly usually answers the questions 'in what manner?' or 'how things are done.'</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT distinguish between root words and words with the suffix -ly and use those words correctly in sentences.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Remember that suffixes can change the meaning of words. Let's look at these examples. 'Paul is a nice person, he is always pleasant and friendly. Do you know the root word of friendly?'"</p> <p>Sample Responses:          The root word of friendly is friend.          "Yes! Friend is the root word of friendly. How does adding the suffix 'ly' change the meaning of the sentence?"          Sample Response: It changes it by showing that Paul acts friendly and is pleasant to be around.          "Correct! What are some things that make you friendly?"          Sample Response: smile, greet people, be empathetic, be kind and respectful, etc.          "Today we are going to look at the suffix -ly and how it may be used in words."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -ly means in a certain way. It usually answers the questions 'in what manner?' or 'how things are done.' The suffix can also answer 'how?' or 'how often?' Look at this example: The students in the music class sang beautifully. How did they sing?"</p>



Answer: beautifully which means in a beautiful manner.”  
 “Adverbs are words that are used to describe verbs, adjectives, and other adverbs too. The suffix -ly is most commonly used with adverbs. There is also a special rule when adding the suffix -ly to a word. If the root word ends in a -y, like the word happy. You will then need to change the -y to an -i which makes the word happily. ”  
 (Teacher may want to review chart from previous lessons)

Suffix	Meaning
-ly	in a certain way

**Guided Practice  
(2 minutes)**

“Let’s do some practice together. We’re going to use the word ‘strong.’ Strong is a root word and an adjective which means having great physical power or strength and ability. The word ‘strongly’ is an adverb which means in a strong manner. Which word do you think makes the most sense in the following sentence?” (Teacher may want to write sentences on white board or chart paper for students to reference)

Example: The baby is now \_\_\_\_\_ strong enough to stand on his own without anybody’s help..

Student Response: strong

“That’s correct! The word strong is being used as an adjective and would make the most sense in this sentence. Let’s change the sentence to, ‘I \_\_\_\_\_ advise you to make a better choice.’ Which word do you think makes the most sense?”

Student Response: strongly

“Yes! The word strongly is being used as an adverb in this sentence. Let’s do another example.”

Example: The students go to the library on a \_\_\_\_\_ basis. “Which word do you think makes the most sense, ‘week’ or ‘weekly’?”

Student Response: weekly



	<p>“Yes! The students go weekly to the library which helps answer the question how often. They go to the library once a week.”</p> <p>Teachers may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the meaning of the suffix -ly we just learned. You are going to read the following sentences and choose if the root word or adding the suffix -ly makes the most sense in the sentence.”</p>
<b>Guidance for Diverse Learners</b>	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words and examples introduced with the suffix -ly and how it changes the meaning of the word from a noun to an adverb.</p>





## LESSON 40

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue. Students may need to be reminded that a comma is a punctuation mark that we have previously reviewed. A direct quote is when you copy the author's words exactly. When you do this, the words you copy exactly should always be in quotation marks. This shows that you're using someone else's writing and words. Dialogue is a conversation between two characters. Dialogue can tell a story, explain a character's reaction, or help the reader understand what the character is thinking.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• whiteboards and dry erase markers/chart paper (teacher)</li> <li>• activity page (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "Read the following phrase, I am ready to go to the parade! exclaimed Katie.. What do you notice about this sentence? Is this sentence written correctly?" (The teacher will need to have this sentence written on a dry erase board/chart paper for students to reference.)</p> <p>Sample response:          No, this sentence is not correct. There are no quotation marks before or after the exact words of the speaker.          "Yes! This sentence is incorrect because it is missing the punctuation marks known as quotation marks. Quotation marks help show what a speaker or author is saying. It is also missing a comma to separate the speaker's words from the rest of the sentence. Today we are going to punctuate sentences containing direct quotes or dialogue by adding quotation marks and commas."</p>
<b>Explicit Instruction (3-5 minutes)</b>	"Remember punctuation marks are important because we use them to communicate better and clearly express our ideas when we write, read, or speak. A direct quotation is a person's exact words and can help readers better understand a story. When author's include a



character's exact words in a story, the reader is able to make a connection with that character. The author uses quotation marks (""") before and after the exact words of a speaker or author. Dialogue is a conversation between two characters. Dialogue can tell a story, explain a character's reaction, or help the reader understand what the character is thinking. A dialogue contains what the character said and the dialogue tag. The sentence that the character says begins and ends with quotation marks (""")

Direct Quotation	Dialogue
person's exact words	conversation between two characters

(Keep posted in the classroom for students to refer to.)

**Guided Practice  
(2 minutes)**

"Let's look at some examples of how and when commas and quotation marks should be used." (Teachers should record the examples on a dry erase board/chart paper for students to reference.)

Example: "I cannot wait to see the State Capital Building!" said Ellen.  
 "The direct quotation comes at the beginning of the sentence here. Notice there are quotation marks before and after the exact words of the speaker. Where would you put the quotation marks in this example?"

Example: Who is Louisiana's State Governor? asked Mary.  
 Student Response: "Who is Louisiana's State Governor?" asked Mary.  
 "Correct! The quotation marks are placed before and after the exact words of the speaker, Mary."

Example: Author Felicia Brown wrote, "The State Capital Building is located in Baton Rouge, Louisiana."  
 "The direct quotation in this example comes at the end of a sentence. Notice there is also a comma to separate the beginning of the sentence from the quotation. Where would you put the quotation marks and comma in this example?"

Example: Marcus said Our State Governor is John Bel Edwards.  
 Student Response: Marcus said, "Our State Governor is John Bel Edwards."

"Right! The direct quotation in this example comes at the end of a sentence so the quotation marks are placed before and after the





	<p>exact words of the speaker, Marcus. The comma is placed between the dialogue tag 'said' and the exact words of the speaker.”</p> <p>Teachers may need to guide students when including the quotation marks and commas in the dialogue or direct quotes. Teachers may also provide more examples to practice if time allows.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the different ways quotation marks and commas are used in dialogue and direct quotations. You are going to read the sentences and determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue..”</p>
<b>Guidance for Diverse Learners</b>	<p>Teachers may need to provide additional practice with identifying the correct location of commas. The teacher can incorporate familiar addresses such as the student’s school or local community buildings when adding commas to an address or familiar dates the students use like the first and last day of school. Teachers can also use examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</p>





## END-UNIT CHECKPOINT

**Directions:** Think about the skills we have learned so far. We are going to apply some of those skills by completing a group writing! Be sure to review the skills we have practiced so far. You and your group will choose at least 5 of the skills listed below to incorporate into your group writing.

<b>Morphology</b>	<b>Grammar</b>
The root-arch	Parts of speech, subjects, predicates
Prefixes un-, non-, en-	Sentence fragments
The root "graph"	Sentence Types: interrogative, exclamatory, declarative, and imperative
The Suffix -y to change nouns into adjectives	Progressive Verbs
Suffix -ly: distinguish between root words and words with the suffix -ly	Poetic Devices: identify stanza, stanza break, line, and rhyme within a poem
	Poetic Devices: Repetition and Alliteration
	Figurative Language
	Extended Metaphor
	Commas in dates, addresses, city and state, and items in a series
	Commas & Quotation Marks in sentences containing direct quotes or dialogue

**Writing Prompt:** You and your friends are super excited for the 4th grade field trip to a swamp tour! You have been learning about our state's swamps and how important they are to our ecosystem and environment. Think about the type of experience you and your classmates will have while on this field trip. What types of things will you see? What will you learn about? How can you make connections to what you have already learned?

Write a story about you and your classmates' field trip experience. Be sure to include at least 5 of the skills we have learned so far in your group writing. You can use the chart to help you.



# Appendices



**APPENDIX A**

**/oo/ Sound and Spelling Observations**

<b>Student</b>	<b>'ew'</b>	<b>'o'</b>	<b>'ou'</b>



