



# FIRE

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



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



## LESSON 1

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | A root word forms the base of a word's meaning. The focus of this lesson is the root word <i>rupt</i> . <i>Rupt</i> means “to break or burst” and is of Latin origin. These root words can be nouns, adjectives, or verbs.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Picture for attention getter (teacher)</li> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT identify the meaning of the root <i>rupt</i> and use these words in sentences.   |
| <b>Attention Getter (1 minute)</b>        | <p>Show a picture of a volcano erupting. Ask students, “What is happening in this picture?” Guide students to a discussion about the volcano erupting or bursting and point out the root <i>rupt</i>.</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Note: Teachers can create a root word anchor chart (or add on to the previous Unit 1 chart) for future reference. See example below.</p> <p>Teacher will explain what a root word is. Tell students, “A root word is a word or word part that carries the primary meaning of a word. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. Many root words in the English Language are of a Latin or Greek origin. The root word <i>rupt</i> means “to break or burst” and comes from the Latin origin.”</p> |



Display the sentence and read aloud: “The child couldn’t help but interrupt his parents when they were figuring out what to cook for dinner.” Tell students, “Now look at the word interrupt. The root *rupt* means to “to break or burst.” The word interrupt must mean to break up the continuation of something. In the sentence, interrupt must mean to break up the conversation.”

| Roots  |                |                     |        |
|--|----------------|---------------------|--------|
| a word or word part that carries the primary meaning of a word |                |                     |        |
| Root   | Meaning        | Example             | Origin |
| rupt   | break or burst | interrupt,<br>erupt | Latin  |

**Guided Practice  
(2 minutes)**

The teacher will display the sentence: The construction on the house next door disrupted my nap. The teacher will have students identify the word with the root *rupt* (disrupted). The teacher will guide students through a discussion that determines the definition of disrupted. Then, have students come up with other possible sentences using disrupted.

*disrupted*  
rupt – break or burst  
meaning – to break up the normal course of something; cause disorder

Go over the following words and their meanings:

*erupt*  
meaning – explosion  
*rupture*  
meaning – something breaks or bursts  
*abrupt*  
meaning – breaking through suddenly or unexpectedly

**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: Complete each sentence using the words from the word bank.





|   |   |
|---|---|
|   | <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. During the <i>eruption</i>, the surrounding islands evacuated their residents.</li><li>2. The car stopped <i>abruptly</i> causing my book to fly out of my hand.</li><li>3. My brother's appendix <i>ruptured</i> and we had to rush him to the hospital.</li><li>4. The fire alarm caused a huge <i>disruption</i> in the middle of our test.</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 root word highlighted.</li><li>• Provide pictures of the words for visual learners.</li><li>• Define the base words on the activity page for independent practice as needed.</li><li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li></ul>   |





## LESSON 2

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | Dialogue is a conversation or spoken words between two or more speakers. Dialogue contains tags, which informs the reader who is speaking (Unit 1, Lesson 11). Quotation marks can show exactly what a person says and are placed in front of the first spoken word and behind the punctuation mark that completes the dialogue. They also are to be used when the exact words have been copied from a text in a response. In dialogue, commas can show that a pause is needed. When used with quotation marks, a comma helps to set off a quotation from the rest of a sentence and indicates that a pause is needed. |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Whiteboards and markers (student)</li> <li>• Activity page (student)</li> <li>• Sentence strips/index cards (optional for diverse learners)</li> <li>• Writing checklist (optional for diverse learners)</li> <li>• Dialogue/comma/quotation marks anchor chart (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT write dialogue that demonstrates the correct use of commas and quotation marks.  |
| <b>Attention Getter (1 minute)</b>        | <p>Display the sentence: Um my brother whispered did you hear that noise too?</p> <p>Ask students, “What do you notice about this sentence? What is missing?”</p>  |
| <b>Explicit Instruction (3-5 minutes)</b> | Say to students, “Remember that dialogue is a conversation or spoken words between two or more people. Dialogue includes quotation marks and commas to help a reader better understand the conversation of the speakers. Remember, dialogue contains tags to show who is talking. We use quotation marks and commas to punctuate tags and show when the speaker is talking and when they are not.”   |



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|   | <p>Remind students, “Dialogue contains tags. 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.”</p> <p>Display the following sentence and tell students, “Let’s look at this sentence: Mom cried the little girl my ice cream fell on the ground. I need to add commas and quotation marks correctly. Hmmm... Mom is who the little girl is speaking to, so I know I will need quotation marks around that part. She also says that my ice cream fell on the ground. I will need to put quotations around that part, as well. I remember that I need to put a comma after Mom since the little girl is not finished speaking. I will also need to add a comma after the tag: cried the little girl.” The teacher will edit the sentence and it should look like, “Mom,” cried the little girl, “my ice cream fell on the ground.”</p> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>Display the sentence: My dad asked Did you finish studying for your test tomorrow?<br/>The teacher will guide students through a discussion on how to use commas and quotations correctly. The teacher will edit the sentence as the students say corrections aloud. (My dad asked, “Did you finish studying for your test tomorrow?”</p> <p>The teacher will tell students that they have the opportunity to briefly write their own dialogue with their group. Students will need their personal whiteboard and marker. The teacher can have students share out how they used commas and quotation marks correctly.</p>   |
| <p><b>Student Application<br/>(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.<br/>Directions: Read each sentence and correctly insert commas and quotation marks.<br/>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. “My favorite color is yellow because it reminds me of the sun,” explained my little cousin.</li> <li>2. “I am thinking,” my babysitter said, “that we should order pizza for dinner.”</li> <li>3. I screamed, “Ahhh! That spider is as huge as a house!”</li> </ol>   |





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|                                      | <p>Part 2 - Directions: Write your own dialogue and correctly insert commas and quotation marks. Make sure to check your sentences for correct capitalization and punctuation. Answers will vary.</p>   |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>• Write sentences on a sentence strip (or individual index cards) and cut it up, as well as the commas and quotation marks. Allow students to put it in the correct order and insert where the commas and quotation marks go.</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> |



## LESSON 3

|   |   |
|---|---|
| <b>Lesson Type</b>                        | Morphology  |
| <b>Overview of Skill/Concept</b>          | A root word forms the base of a word's meaning. The focus of this lesson is the root word <i>rupt</i> . <i>Rupt</i> means "to break or burst" and is of Latin origin. These words can be nouns, adjectives, or verbs.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Picture for attention getter (teacher)</li> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT practice creating and using sentences that include words with the root "rupt."  |
| <b>Attention Getter (1 minute)</b>        | <p>Show a picture of a bursting pipe. Ask students, "Think of a word that uses the root word rupt. What would that word be?" (rupture)</p> <p>Note: The teacher can have words from Lesson 1 listed on the board for students to choose from.</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Note: Teachers can create a root word anchor chart for future reference. See example below.</p> <p>Remind students, "A root word is a word or word part that carries the primary meaning of a word. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. Many root words in the English Language are of a Latin or Greek origin. The root word <i>rupt</i> means "to break or burst" and comes from the Latin origin."</p> |







|  | <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4" style="padding: 5px;"><b>Roots</b></th> </tr> <tr> <td colspan="4" style="padding: 5px;">a word or word part that carries the primary meaning of a word</td> </tr> <tr> <th style="padding: 5px;">Root</th> <th style="padding: 5px;">Meaning</th> <th style="padding: 5px;">Example</th> <th style="padding: 5px;">Origin</th> </tr> <tr> <td style="padding: 5px;">rupt</td> <td style="padding: 5px;">break or burst</td> <td style="padding: 5px;">interrupt,<br/>erupt</td> <td style="padding: 5px;">Latin</td> </tr> </table>  | <b>Roots</b>        |        |  |  | a word or word part that carries the primary meaning of a word |  |  |  | Root | Meaning | Example | Origin | rupt | break or burst | interrupt,<br>erupt | Latin |
|--|--|---------------------|--------|--|--|--|--|--|--|------|---------|---------|--------|------|----------------|---------------------|-------|
| <b>Roots</b>   |  |                     |        |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| a word or word part that carries the primary meaning of a word |  |                     |        |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| Root   | Meaning  | Example             | Origin |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| rupt   | break or burst   | interrupt,<br>erupt | Latin  |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>                  | <p>The teacher will display words (interrupt, disrupted, erupt, rupture, abrupt) from Lesson 1 on a board or chart paper.<br/>Note: The teacher can decide to give students two choices to choose from, if preferred.</p> <p>Display the following sentences:</p> <ul style="list-style-type: none"> <li>• The volcano _____ and ejected lava, gasses, and ash on the island. (erupted)</li> <li>• There was an _____ change in weather when it started pouring. (abrupt)</li> </ul> <p>Have students share-out which words they think fits best and why. The students should recognize that erupt should be changed to erupted to make sense.</p> <p>Allow students to come up with and share out sentences for the remaining words. This will support them in the Student Application.</p> |                     |        |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| <p><b>Student Application<br/>(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.<br/>Directions: Create your own sentences with the words below that use the root word rupt. You can modify the ending of the word as needed.</p> <p>Answers will vary. Note students should modify and add the correct ending to the word, if needed.</p>  |                     |        |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |
| <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 root word highlighted.</li> <li>• Provide pictures of the words for visual learners.</li> </ul>   |                     |        |  |  |  |  |  |  |      |         |         |        |      |                |                     |       |



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|--|---|
|  | <ul style="list-style-type: none"><li>• Define the base words on the activity page for independent practice as needed.</li><li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li></ul> |
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## LESSON 4

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| <b>Lesson Type</b>                        | Spelling  |
| <b>Overview of Skill/Concept</b>          | <p>This lesson will review roots previously taught. A root word or word part forms the base of a word's meaning.</p> <p>Unit 1 Lessons 21 and 23 focused on the root <i>arch</i>. <i>Arch</i> means “rule” and is of Greek origin. The letters ‘ch’ are often pronounced as /k/.</p> <p>Unit 1 Lessons 27 and 29 focused on the root <i>graph</i>. <i>Graph</i> means “to write or draw” and is of Greek origin. The letters ‘ph’ are often pronounced as /f/.</p> <p>Unit 2 Lessons 1 and 3 focused on the root <i>rupt</i>. <i>Rupt</i> means “to break or burst” and is of Latin origin.</p> <p>*Words spelled in this lesson will be words students have been exposed to from the lessons listed above.</p> |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Whiteboards and markers (student)</li> <li>● Activity page (student)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT practice spelling targeted words with familiar roots.   |
| <b>Attention Getter (1 minute)</b>        | Display a piece of chart paper with the following roots displayed at the top: <i>arch</i> , <i>graph</i> , and <i>rupt</i> . Tell students, “List as many words as you can in 45 seconds with the roots: <i>arch</i> , <i>graph</i> , <i>rupt</i> . As students are sharing out, list the words under the roots displayed on the chart paper. Ask students, “Why would it be important to know the spelling of these roots when writing words?”   |
| <b>Explicit Instruction (3-5 minutes)</b> | Remind students, “A root word or word part forms the base of a word's meaning. This will help you when you are spelling words because you know that the root will be the main part of the word. Once I know the spelling of a root, I will be able to apply that spelling to any word containing that root. The roots we are looking at today can come in the beginning, middle, or end of words.”  |



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|   | <p>Tell students, “Look at the root <i>arch</i>. Even though it sounds like it is spelled a-r-k, the ‘ch’ is making the /k/ sound. We actually spell <i>arch</i>, a-r-c-h, as in patriarch. Listen and watch as I spell patriarch on the board.” (Teacher should model a think-aloud spelling patriarch on the board. Underline the root spelling in the word.)</p> <p>Tell students, “Look at the root <i>graph</i>. Even though it sounds like it is spelled g-r-a-f, the ‘ph’ is making the /f/ sound. We actually spell <i>graph</i>, g-r-a-p-h, as in photograph. Listen and watch as I spell photograph on the board.” (Teacher should model a think-aloud spelling photograph on the board. Underline the root spelling in the word.)</p> <p>Tell students, “Look at the root <i>rupt</i>. We spell <i>rupt</i>, r-u-p-t, as in erupted. Listen and watch as I spell erupted on the board.” (Teacher should model a think-aloud spelling erupted on the board. Underline the root spelling in the word.)</p> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher will call out words with the roots: <i>graph</i>, <i>arch</i>, and <i>rupt</i>. Students will write the words on their whiteboards and underline the root. When students have written the word down, they will hold it facing their chest and wait for the teacher to give the signal to show the word. The teacher will check students’ spellings and address any confusion, by modeling spelling the word correctly on the board.</p> <p>Possible Words: rupture, geography, matriarch</p>   |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>The teacher will tell the students that they will practice spelling words independently. The teacher will read the directions on the activity page: Write the word your teacher says on the line. Make sure to use your knowledge of the roots you have learned to help you.</p> <p>Words:</p> <ul style="list-style-type: none"> <li>● disrupted</li> <li>● demographic</li> <li>● architect</li> <li>● abrupt</li> <li>● telegraph</li> <li>● monarchy</li> </ul>  |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"> <li>● Provide multiple choices of spelling and have students choose the correct spelling.</li> </ul>   |





## LESSON 5

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|---|---|
| <b>Lesson Type</b>                        | Grammar   |
| <b>Overview of Skill/Concept</b>          | An adjective is a word that describes a noun. An adjective tells how many, what kind of, color, shape, size, material, temperature, etc. When writing multiple adjectives in a sentence, each adjective is separated by a comma. A noun is a person, place, or thing. A noun functions as the subject or object in a sentence.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Activity page (student)</li> <li>● Adjective general to specific anchor chart (teacher)</li> <li>● Index cards (optional for diverse learners)</li> <li>● Pictures (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT identify and use multiple adjectives in the correct sequence.   |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher will say the following words and have the students stand up if they think it is an adjective or sit down if they think it is not an adjective.</p> <ul style="list-style-type: none"> <li>● gigantic (stand up)</li> <li>● delicious (stand up)</li> <li>● television (sit down)</li> <li>● up (sit down)</li> <li>● round (stand up)</li> <li>● dog (sit down)</li> <li>● freezing (stand up)</li> <li>● ugly (stand up)</li> </ul>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Note: Teacher should have this anchor chart made prior to the start of the lesson. Keep this chart anchored in your classroom for students to use as a reference.</p> <p>Remind students, “Adjectives are the part of speech that describe a noun. For example, this book is a noun and I can use the adjectives, heavy and thick, to describe the book. Which makes more sense to you? The wooden, small puppet or the small wooden puppet? Today we are going to learn about the specific sequence when using more than one adjective to describe a noun. Look at the anchor chart. When we use more than one adjective to describe a noun, we will go</p> |



from a more general adjective to a more specific adjective. Let's look at the order of the adjectives from general to specific. (Refer to the anchor chart when looking at the adjectives.)

- Opinion – What is your attitude about the noun?
- Size – What is the size, length, or height?
- Shape – What is the shape?
- Age – What is the current state?
- Color – What is the color?
- Material – What is it made out of?
- Origin – Where is it from?
- Purpose – What is it used for?

If I wanted to use adjectives to describe a flower, would it make more sense to say a plastic, yellow, tall flower or a tall, yellow, plastic flower? (tall, yellow, plastic refer back to the order on the anchor chart).

Look at the sentence: The delicious, new Asian restaurant is booked for the next month. The noun is restaurant and delicious, new, and Asian are the adjectives describing the noun. Pay attention to the order. It would not make sense or sound right to say: "The Asian, new delicious restaurant is booked for the next month."

| Adjectives   |   |  |   |  |   |  |   |
|--|---|--|---|--|---|--|---|
| General  |   |  |   | Specific   |   |  |   |
| Opinion  | Size  | Shape  | Age   | Color  | Material  | Origin   | Purpose   |
| beautiful<br>delicious<br>amazing<br>friendly<br>fun<br>terrible<br>exciting | big<br>small<br>short<br>tall<br>tiny<br>giant<br>thin<br>thick | round<br>flat<br>square<br>rectangular<br>triangular | young<br>old<br>new<br>antique<br>modern<br>ancient | blue<br>orange<br>purple<br>green<br>brown<br>yellow | cotton<br>brick<br>silver<br>silk<br>wood<br>plastic<br>paper<br>leather<br>metal | American<br>British<br>Mexican<br>Italian<br>Asian<br>German | cleaning<br>cooking<br>hunting<br>writing<br>rocking<br>sleeping<br>running |

\*These are just some examples. Change or add additional adjectives, when needed.

**Guided Practice  
(2 minutes)**

Tell students, "I am going to give you three adjectives. First, we will put them in the correct sequence and then I will give you a noun for you to create a sentence using those adjectives." (Accept any sentence that makes sense and uses adjectives in the correct sequence.)





|   |   |
|---|---|
|   | <p>Adjectives:</p> <ul style="list-style-type: none"> <li>● cooking</li> <li>● amazing</li> <li>● Italian</li> </ul> <p>Correct Sequence:</p> <ul style="list-style-type: none"> <li>● amazing, Italian wedding</li> </ul> <p>Noun:</p> <ul style="list-style-type: none"> <li>● chef</li> </ul> <p>Possible Sentence: (Allow students to create their own and have them re-identify the adjectives they used.)</p> <ul style="list-style-type: none"> <li>● The restaurant hired an amazing, Italian wedding chef.</li> </ul> <p>Continue the process with the next set of adjectives.</p> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>● paper</li> <li>● purple</li> <li>● round</li> </ul> <p>Correct Sequence:</p> <ul style="list-style-type: none"> <li>● round, purple, paper</li> </ul> <p>Noun:</p> <ul style="list-style-type: none"> <li>● lantern</li> </ul> <p>Possible Sentence: (Allow students to create their own and have them re-identify the adjectives they used.)</p> <ul style="list-style-type: none"> <li>● The community watched the round, purple, paper lanterns disappear in the sky.</li> </ul> |
| <p><b>Student Application<br/>(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>Directions: Read each group of adjectives and nouns. Mark the group that has the adjectives in the correct sequence.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. small, antique, rocking chair</li> <li>2. haunted, old, brick house</li> </ol> <p>Directions: Read each group of words. First, identify and underline the adjectives. Then, rewrite all of the words in the correct sequence to form a complete sentence.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>3. We adopted a <u>playful</u>, <u>tiny</u>, <u>brown</u> puppy.</li> <li>4. I accidentally sold my <u>priceless</u>, <u>antique</u>, <u>Russian</u> spoon.</li> </ol>   |



**Guidance for Diverse Learners**

- Adjectives can be written on index cards for students to manipulate and rearrange in the correct sequence.
- Begin with two adjectives to sequence and add additional adjectives as students demonstrate understanding and show success.
- Teachers can have pictures of specific nouns and identify adjectives from what they see in the pictures.





## LESSON 6

|                                    |  |
|------------------------------------|--|
| <b>Lesson Type</b>                 | Morphology   |
| <b>Overview of Skill/Concept</b>   | <p><i>This is a review of previously taught suffixes and roots.</i></p> <p>Remind students 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 -y means “full of.” The suffix -ly usually means “in a certain manner” or “how things are done.” When the suffix -ly is added to the end of an adjective, it will change the part of speech to an adverb. An adjective is a word that describes a noun. An adverb is a word that describes the verb. Adverbs tell how, where, or when the verb happened.</p> <p>A root word forms the base of a word’s meaning. The root word <i>graph</i> means “to write or draw” and is of Greek origin. The root word <i>rupt</i> means “to break or burst” and is of Latin origin. These words can be nouns, adjectives, or verbs.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Suffixes anchor chart (teacher - optional)</li> <li>• Roots anchor chart (teacher - optional)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>             | SWBAT review the meanings and uses of the suffixes -ly and -y and the roots <i>graph</i> and <i>rupt</i> .   |
| <b>Attention Getter (1 minute)</b> | <p>The teacher designates a corner of the classroom for true and a corner for false. The teacher will read a sentence and students stand in the appropriate corner based on if the meanings of the suffix or root word is used correctly.</p> <p>Teacher reads aloud:</p> <p>-When a volcano <i>erupts</i>, lava explodes out of it. True or False? (T)</p> <p>-An <i>autobiography</i> is when someone writes a story about someone else? True or False? (F)</p> <p>-Max <i>grumpily</i> stomps to the table to do his homework after his mother fusses. True or False? (T)</p> <p>-It wasn’t <i>tasty</i>, but it was edible. True or False? (T)</p>   |



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

Remind students, “A suffix is a word part 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 ran quickly to the finish line. How did I run? (Allow students to respond.) That’s right, quickly which means in a fast manner. The suffix -ly is commonly added to adjectives, which changes the word’s part of speech to an adverb. Remember, an adverb describes how, where or when. There is also a special rule when adding the suffix -ly to a word. If the root word ends in -y, like the word happy, you will then need to change the -y to an -i, which will then change the word to happily.” The teacher should model changing the spelling on the board.

Remind students, “Another suffix is -y, which means ‘full of.’ This suffix usually makes the /ee/ sound when added to the end of a base word, as in the word, funny. There is also a special rule when adding the suffix -y to a word. If the root word ends in -e, like the word juice, you will then need to drop the -e and add -y, which will then change the word to juicy.” The teacher should model changing the spelling on the board. If the teacher needs to model a sentence, use the example below.

- My soccer cleats are dirty.
  - Ask, “What does dirty mean?”
  - Student response, “ full of dirt” or “a lot of dirt”

Remind students, “A root word is a word or word part that carries the primary meaning of a word. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. 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. Look at the sentence: I asked the author to autograph my book. The root *graph* means ‘to write or draw.’ The word autograph must mean a written signature.”

Remind students, “The root word *rupt* means ‘to break or burst’ and is of Latin origin. Look at the sentence: Jaylon had to interrupt the teacher to ask permission to go to the bathroom. The root *rupt* means to ‘to break or burst.’ The word interrupt must mean to break up the conversation.”





Note: Teachers can refer back to the suffix and root word anchor charts from previous lessons as a visual support. See below.

| <b>Suffixes</b> |                  |                   |
|-----------------|------------------|-------------------|
| <b>Suffix</b>   | <b>Meaning</b>   | <b>Examples</b>   |
| -ly             | in a certain way | happily, grumpily |
| -y              | full of          | dirty, juicy      |

| <b>Roots</b>   |                |                  |               |
|--|----------------|------------------|---------------|
| a word or word part that carries the primary meaning of a word |                |                  |               |
| <b>Root</b>  | <b>Meaning</b> | <b>Example</b>   | <b>Origin</b> |
| graph  | write or draw  | autograph        | Greek         |
| rupt   | break or burst | interrupt, erupt | Latin         |

**Guided Practice  
(2 minutes)**

The teacher will display the sentences below.

Grandma walked shakily across the messy front porch after slipping on the ice.

- Ask students to identify the word with the suffix -y. (messy)
- Ask students to tell what messy is describing. (front porch)
- Ask students to tell what the suffix -y means. (full of)
- Have students explain what the word messy means. (full of mess)
- Ask students to identify the word with the suffix -ly. (shakily)
- Ask students to tell what the suffix -ly means. (in a certain way)
- Ask students to tell what shakily is describing. (way grandma walked)
- Have students explain what the word shakily means. (in a shaky/nervous way)

The science teacher had his students compose a paragraph on what happens when a volcano erupts.




|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>● Ask students to identify the word with the root <i>graph</i>. (paragraph)</li> <li>● Ask students to tell what <i>graph</i> means. (write)</li> <li>● Have students explain what the word paragraph means. (written sentences on a specific topic)</li> <li>● Ask students to identify the word with the root <i>rupt</i>. (paragraph)</li> <li>● Ask students to tell what <i>rupt</i> means. (burst)</li> <li>● Have students explain what the word erupts means. (to explode or burst and eject lava, gasses, and ash)</li> </ul> |
| <p><b>Student Application<br/>(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<br/>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. quickly</li> <li>2. dusty</li> <li>3. kind</li> <li>4. honesty</li> <li>5. completely</li> </ol> <p>Part 2<br/>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. biography</li> <li>2. rupture</li> <li>3. disrupted</li> <li>4. telegraph</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 suffix or root highlighted.</li> <li>● Provide pictures of the words for visual learners.</li> <li>● Define the base words on the activity page for independent practice as needed.</li> <li>● Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>   |





## LESSON 7

|   |   |
|---|---|
| <b>Lesson Type</b>                        | Grammar   |
| <b>Overview of Skill/Concept</b>          | An adjective is a word that describes a noun. An adjective tells how many, what kind of, color, shape, size, material, temperature, etc. When writing multiple adjectives in a sentence, each adjective is separated by a comma. A noun is a person, place, or thing. A noun functions as the subject or object in a sentence.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Activity page (student)</li> <li>● Adjective general to specific anchor chart (teacher)</li> <li>● Index cards (teacher – optional for diverse learners)</li> <li>● Pictures (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT identify and use multiple adjectives in the correct sequence.   |
| <b>Attention Getter (1 minute)</b>        | <p>Display the following picture. Ask students, “Who can come up with a sentence that uses at least 3 adjectives to describe this mountain?” Have students agree or disagree if the adjectives were used in the correct sequence.</p>    |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Note: Teacher should have the anchor chart from Lesson 5 posted prior to the start of this lesson. Keep this chart anchored in your classroom for students to use as a reference.</p> <p>Remind students, “Adjectives are the part of speech that describe a noun. When we use multiple adjectives to describe a noun, we must make sure the adjectives are used in a correct sequence from general to specific. Let’s review our anchor chart to remind ourselves of the different types of adjectives and the correct sequence.”</p> |



- Opinion – What is your attitude about the noun?
- Size – What is the size, length, or height?
- Shape – What is the shape?
- Age – What is the current state?
- Color – What is the color?
- Material – What is it made out of?
- Origin – Where is it from?
- Purpose – What is it used for?

### Adjectives

| General  |   |  |   | Specific   |   |  |   |
|--|---|--|---|--|---|--|---|
| Opinion  | Size  | Shape  | Age   | Color  | Material  | Origin   | Purpose   |
| beautiful<br>delicious<br>amazing<br>friendly<br>fun<br>terrible<br>exciting | big<br>small<br>short<br>tall<br>tiny<br>giant<br>thin<br>thick | round<br>flat<br>square<br>rectangular<br>triangular | young<br>old<br>new<br>antique<br>modern<br>ancient | blue<br>orange<br>purple<br>green<br>brown<br>yellow | cotton<br>brick<br>silver<br>silk<br>wood<br>plastic<br>paper<br>leather<br>metal | American<br>British<br>Mexican<br>Italian<br>Asian<br>German | cleaning<br>cooking<br>hunting<br>writing<br>rocking<br>sleeping<br>running |

These are just some examples. Change or add additional adjectives, when needed.

#### **Guided Practice (2 minutes)**

The teacher will guide students through a discussion on nouns around the classroom and adjectives they are able to use to describe. (Adjectives can change from below to better describe materials found in the teacher's actual classroom.)

“Let’s look at the chairs we are sitting in.

- What adjectives could we use to describe the chairs? (metal, gray, sturdy)
- How would we sequence those adjectives correctly? (sturdy, gray, metal)
- What sentence can we create with those adjectives in the correct sequence?
  - I am sitting in a sturdy, gray, metal chair. (Accept all reasonable responses.)”





|  |   |
|--|---|
|  | <p>Continue this process with other items around the classroom.<br/>Possible items:</p> <ul style="list-style-type: none"><li>● pencil</li><li>● book</li><li>● schoolbag</li><li>● desk</li><li>● board</li></ul>  |
| <b>Student Application<br/>(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.</p> <p>Directions: Read each group of words. Write a sentence with each group of adjectives. Make sure to put the adjectives in the correct sequence based. Make sure to check for correct capitalization and punctuation.</p> <p>Anticipated Responses:<br/>Accept all reasonable responses with correct sequencing.<br/>Choose one of the sentences above and illustrate it in the space below.</p> |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Adjectives can be written on index cards for students to manipulate and rearrange in the correct sequence.</li><li>● Begin with two adjectives to sequence and add additional adjectives as students demonstrate understanding and show success.</li><li>● Teachers can have pictures of specific nouns and have students identify adjectives from what they see in the pictures.</li></ul>   |



## LESSON 8

|                                    |   |
|------------------------------------|---|
| <b>Lesson Type</b>                 | Morphology  |
| <b>Overview of Skill/Concept</b>   | <p>Remind students 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 -y means “full of.” The suffix -ly usually means “in a certain manner” or “how things are done.” When the suffix -ly is added to the end of an adjective, it will change the part of speech to an adverb. An adjective is a word that describes a noun. An adverb is a word that describes the verb. Adverbs tell how, where or when the verb happened.</p> <p>A root word forms the base of a word’s meaning. The root word, graph, means “to write or draw” and is of Greek origin. The root word, rupt, means “to break or burst” and is of Latin origin. These words can be nouns, adjectives, or verbs.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Activity page (student)</li> <li>● Suffixes anchor chart (teacher - optional)</li> <li>● Roots anchor chart (teacher - optional)</li> <li>● Index cards (optional for diverse learners)</li> <li>● Pictures (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>             | SWBAT use words with the suffixes -ly and -y and words with the roots graph and rupt in sentences.  |
| <b>Attention Getter (1 minute)</b> | <p>Stand Up/Sit Down Activity:<br/>         Have students stand up when the word they hear has the suffixes: -ly, -y<br/>         Have students sit down when the word they hear has the roots: <i>graph, rupt</i></p> <p>Possible Words:</p> <ul style="list-style-type: none"> <li>● unlikely (stand up)</li> <li>● graphic (sit down)</li> <li>● flatly (stand up)</li> <li>● corruption (sit down)</li> <li>● muddy (stand up)</li> <li>● icy (stand up)</li> </ul>   |





|   | <ul style="list-style-type: none"> <li>● shakily (stand up)</li> <li>● paragraph (sit down)</li> <li>● abrupt (sit down)</li> <li>● bony (stand up)</li> </ul>  |                   |  |  |        |         |          |     |                  |                   |    |         |              |
|---|---|-------------------|--|--|--------|---------|----------|-----|------------------|-------------------|----|---------|--------------|
| <p><b>Explicit Instruction</b><br/><b>(3-5 minutes)</b></p> | <p><i>This is a review of previously taught suffixes and roots.</i></p> <p>Remind students, “A suffix is a word part that we add to the end of words to change their meaning. The suffix -ly means “in a certain way.” The suffix -ly is commonly added to adjectives, which changes the word’s part of speech to an adverb. There is also a special rule when adding the suffix -ly to a word. Another suffix is -y, which means ‘full of.’ This suffix usually makes the /ee/ sound when added to the end of a base word, as in the word, funny. There is also a special rule when adding the suffix -y to a word. If the root word ends in -e, you will then need to drop the -e and add -y.” The teacher can refer to the anchor chart (see below) to give examples.</p> <p>Remind students, “A root word is a word or word part that carries the primary meaning of a word. The root word, <i>graph</i>, means ‘to write or draw’ and is of Greek origin. The root word <i>rupt</i> means ‘to break or burst’ and is of Latin origin.” The teacher can refer to the anchor chart (see below) to give examples.</p> <p>Note: Teachers can refer back to the suffix and root word anchor charts from previous lessons as a visual support. See below.</p> <table border="1" data-bbox="479 1354 1502 1606"> <thead> <tr> <th colspan="3">Suffixes</th> </tr> <tr> <th>Suffix</th> <th>Meaning</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>-ly</td> <td>in a certain way</td> <td>happily, grumpily</td> </tr> <tr> <td>-y</td> <td>full of</td> <td>dirty, juicy</td> </tr> </tbody> </table> | Suffixes          |  |  | Suffix | Meaning | Examples | -ly | in a certain way | happily, grumpily | -y | full of | dirty, juicy |
| Suffixes  |   |                   |  |  |        |         |          |     |                  |                   |    |         |              |
| Suffix  | Meaning   | Examples          |  |  |        |         |          |     |                  |                   |    |         |              |
| -ly   | in a certain way  | happily, grumpily |  |  |        |         |          |     |                  |                   |    |         |              |
| -y  | full of   | dirty, juicy      |  |  |        |         |          |     |                  |                   |    |         |              |



|  | <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Roots</th> </tr> <tr> <td colspan="4">a word or word part that carries the primary meaning of a word</td> </tr> <tr> <th>Root</th> <th>Meaning</th> <th>Example</th> <th>Origin</th> </tr> <tr> <td>graph</td> <td>write or draw</td> <td>autograph</td> <td>Greek</td> </tr> <tr> <td>rupt</td> <td>break or burst</td> <td>interrupt, erupt</td> <td>Latin</td> </tr> </table>   | Roots            |        |  |  | a word or word part that carries the primary meaning of a word |  |  |  | Root | Meaning | Example | Origin | graph | write or draw | autograph | Greek | rupt | break or burst | interrupt, erupt | Latin |
|--|---|------------------|--------|--|--|--|--|--|--|------|---------|---------|--------|-------|---------------|-----------|-------|------|----------------|------------------|-------|
| Roots  |   |                  |        |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| a word or word part that carries the primary meaning of a word |   |                  |        |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| Root   | Meaning   | Example          | Origin |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| graph  | write or draw   | autograph        | Greek  |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| rupt   | break or burst  | interrupt, erupt | Latin  |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>                  | <p>Display words on board and tell students, “Look at the following words: cloudy, bubbly, truly, unlikely, graphic, pictograph, abrupt, rupture. We will create sentences using each word. Then, we will identify if it has a suffix or root and what the meaning of the word is.”</p> <p>Note: The teacher can use a few words, whole group, and then in pairs. Then have students share out. The teacher can have words written on index cards and give to students. The teacher can, also, have each student write a sentence with a word from above on their personal whiteboard and show.</p> <p>Allowing students to develop and share out sentences will support them when creating sentences in the Student Application independently.</p> |                  |        |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| <p><b>Student Application<br/>(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>Directions: Create your own sentences with the words below that use the suffixes <i>-ly</i>, <i>-y</i> or the roots <i>graph</i>, <i>rupt</i>.</p> <p>Anticipated Responses:<br/>Answers will vary.</p>  |                  |        |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |
| <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 suffix or root highlighted.</li> <li>• Provide pictures of the words for visual learners.</li> <li>• Define the base words on the activity page for independent practice as needed.</li> <li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>   |                  |        |  |  |  |  |  |  |      |         |         |        |       |               |           |       |      |                |                  |       |





## LESSON 9

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Spelling   |
| <b>Overview of Skill/Concept</b>          | <p>A root word or word part forms the base of a word's meaning. <i>Arch</i> means "rule" and is of Greek origin. The letters 'ch' are often pronounced as /k/. <i>Graph</i> means "to write or draw" and is of Greek origin. The letters 'ph' are often pronounced as /f/. <i>Rupt</i> means "to break or burst" and is of Latin origin.</p> <p>Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -y (pronounced /ee/ means "full of." The suffix -ly (pronounced /lee/ usually means "in a certain manner" or "how things are done."</p>  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Whiteboards and markers (student)</li> <li>• Activity page (student)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT practice spelling targeted words.  |
| <b>Attention Getter (1 minute)</b>        | Ask students, "Why is it important to know how to spell words without using technology or dictionaries to help?" (Accept reasonable responses.)  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Remind students, "Knowing roots will help you when you are spelling words because you know that the root will be the main part of the word. Once I know the spelling of a root, I will be able to apply that spelling to any word containing that root."</p> <p>Remind students, "Knowing suffixes will help when you are spelling words because you know the suffix comes at the end of the word. You also know when you need to change the ending of the root word with certain suffixes. For example, if the root word ends in a -y and you are adding the suffix -ly, drop the original -y and put an i."</p> <p>Tell students, "Let's look at how I spell the word happy. I know that happy is spelled h-a-p-p-y, but I hear the suffix -ly at the end. I will need to drop the y and replace it with an i, then add -ly."</p> |



|  |   |
|--|---|
| <b>Guided Practice<br/>(2 minutes)</b>       | <p>The teacher will call out words. Students will write the words on their whiteboards and underline the root or suffix. When students have written the word down, they will hold it facing their chest and wait for the teacher to give the signal to show the word. The teacher will check students' spellings and address any confusion, by modeling spelling the word correctly on the board.</p> <p>Possible Words:</p> <ul style="list-style-type: none"><li>● foggy</li><li>● wisely</li><li>● archive</li><li>● disruptive</li><li>● diagraph</li></ul> |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>The teacher will tell the students that they will practice spelling words independently. The teacher will read the directions on the activity page: Write the word your teacher says on the line.</p> <p>Words:</p> <ul style="list-style-type: none"><li>● unlikely</li><li>● itchy</li><li>● architecture</li><li>● interruption</li><li>● monograph</li></ul>   |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Provide multiple choices of spelling and have students choose the correct spelling.</li></ul>   |





## LESSON 10

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | This concept was previously taught in Unit 1 Lessons 35 and 38. A comma is a punctuation mark used to separate words or numbers. Commas are used when writing addresses and dates. Commas separate numbers or words used in dates. It can separate a series of items (words) in a sentence. A series of items is a list of three or more.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Whiteboards and markers (student)</li> <li>• Activity page (student)</li> <li>• Sentence strips/index cards (optional for diverse learners)</li> <li>• Writing checklist (optional for diverse learners)</li> <li>• Commas anchor chart (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT practice correct use of commas in dates, place, and items in a series.   |
| <b>Attention Getter (1 minute)</b>        | Ask students, “Why is it important to know how to use commas in dates and addresses?” “What would happen if commas were not used?”   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Note: Teachers can create a Commas anchor chart (or add on to the previous Unit 1 chart) for future reference. See example below.</p> <p>Remind students, “You have learned about the many uses of commas. We have learned that commas can be used when separating items in a series, writing addresses, or writing dates. When using commas in a series of items, you can use ‘and’ or ‘or’ when writing a list of items. For example: I need to pick up lemons, kiwi, and lettuce at the store. I have three items: lemon, kiwi, and lettuce. I put a comma in between each item to separate the items in the series. Also, I make sure to put <i>and</i> after the comma between my last two items to indicate that it is the last item in the series.”</p> <p>Remind students, “When using commas in addresses, place the comma between the street, city and state. This could look two ways. If I am mailing a letter to someone in Louisiana who lives in Baton Rouge, the envelope would only have a comma between Baton</p> |



Rouge and Louisiana since the city and state are on a separate line from the street address. It would look like: Baton Rouge, Louisiana. If I were to write the address in a sentence, it would look like: 3810 West Lakeshore Drive, Baton Rouge, LA 70808. This time the comma is between the street, city, and state.”

Remind students, “When using commas in dates, place the comma between the day and the year. It would look like: November 12, 2009. If you are including the weekday, then you must also include a comma between the weekday and the month. It would look like: Thursday, November 12, 2009. If the date is written in the middle of a sentence, make sure to add a comma after the year. For example: On Thursday, November 12, 2009, I cut my hair.

| <b>Commas</b>   |   |
|---|---|
| separating items in a series, which has three or more items | The largest cities in Louisiana are New Orleans, Baton Rouge, and Shreveport. |
| writing addresses   | 154 Longwake Drive<br>Bluebird, LA 78912                                      |
| writing dates   | November 12, 2009   |

**Guided Practice  
(2 minutes)**

Tell students that you are going to give them a few different examples and they will write each example on their personal whiteboard. When students have written the example down, they will hold it facing their chest and wait for the teacher to give the signal to show the work. Make sure to guide students through a discussion on where the commas should be placed.

Possible Examples:

- I saw a red, black, and yellow snake.
- Write your address or the address of someone you know.
- Write today’s date
  - without the weekday
  - with the weekday
  - in a complete sentence





|  |   |
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| <b>Student Application<br/>(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.</p> <p>Directions: Think about the various ways that commas are used. You will read the following sentences and then rewrite each sentence including commas where needed.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. Louisiana’s State Capitol’s address is 900 North Third Street, Baton Rouge, LA 70802.</li><li>2. America won the Battle of New Orleans on Sunday, January 8, 1815.</li><li>3. My chores for the week are washing the dishes, folding laundry, and taking out the trash.</li></ol> <p>Part 2 - Directions: Write your own sentences for the topics provided. Make sure to include commas where needed.<br/>Answers will vary.</p>     |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>• Provide additional practice with identifying and identifying the correct location of commas.</li><li>• Consider writing dates, addresses, and/or items in a series on index cards or sentence strips to help students build and place the commas correctly.</li><li>• Incorporate familiar addresses such as the students’ 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.</li><li>• Provide students with examples from their mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</li><li>• Possibly create an anchor chart to keep posted in the classroom. Teachers can add examples.</li></ul> |



## LESSON 11

|   |   |
|---|---|
| <b>Lesson Type</b>                        | Morphology  |
| <b>Overview of Skill/Concept</b>          | A root word forms the base of a word's meaning. The focus of this lesson is the root word <i>port</i> . <i>Port</i> means "to carry" and is of Latin origin.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Pictures for attention getter (teacher)</li> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT use the root port as a clue to the meaning of words and use these words correctly in sentences.   |
| <b>Attention Getter (1 minute)</b>        | <p>Show a picture of different modes of transportation. Write the word transportation on the board. Ask students, "These are all different modes of transportation. What do you think the word transportation means?" Guide students to a discussion about the types of transportation and meaning of the word. Ask students, "Do you know what the root is in the word transportation?"</p> <div style="text-align: center;"> </div> |
| <b>Explicit Instruction (3-5 minutes)</b> | Note: Teachers can add on to the root word anchor chart created in previous lessons or create one for future reference. See example   |





below.

Teacher will review what a root word is. Tell students, “A root word is a word or word part that carries the primary meaning of a word. Many root words in the English Language are of a Latin or Greek origin. The root word *port* means “to carry” and comes from the Latin origin. Sometimes, through the addition of prefixes or suffixes, the meaning of the word will change.”

Display the sentence and read aloud: “My friend helped me put my drawings in a portfolio so I could bring them to art class.” Tell students, “Now look at the word portfolio (write it on the board and underline the root *port*). The root *port* means ‘to carry.’ The word portfolio must mean a case to carry papers. In the sentence, portfolio means a case for carrying art drawings.”

| Roots  |                |                         |        |
|--|----------------|-------------------------|--------|
| a word or word part that carries the primary meaning of a word |                |                         |        |
| Root   | Meaning        | Example                 | Origin |
| rupt   | break or burst | interrupt,<br>erupt     | Latin  |
| port   | to carry       | portfolio,<br>transport | Latin  |

**Guided Practice  
(2 minutes)**

Display the sentence: My uncle brought a portable radio to play music on the beach. The teacher will have students identify the word with the root *port* (portable). The teacher will guide students through a discussion to use the meaning of *port* to figure out the definition of portable (something that is easy to carry or move). Then, have students come up with other possible sentences to practice using portable correctly.

Display the sentence: “The bagboy helped me transport my groceries from the buggy to my car.” The teacher will have students identify the word with the root *port* (transport). The teacher will guide students through a discussion to use the meaning of *port* to figure out the



|   |  |
|---|--|
|   | <p>definition of transport (carry something from one place to another). Then, have students come up with other possible sentences to practice using transport correctly.</p>   |
| <p><b>Student Application<br/>(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 - Directions: Fill in the meaning of the root <i>port</i>.<br/>Anticipated Response:<br/>port – to carry</p> <p>Part 2 - Directions: Use the meaning of <i>port</i> to match the words to their correct definition.<br/>Anticipated Responses:<br/>d – reporter<br/>e – important<br/>b – passport<br/>a – import<br/>c – export</p> <p>Part 3 - Directions: Choose two words from above and write a sentence with each. Remember to refer back to the definition to help you use each word correctly.<br/>Anticipated Responses:<br/>Answers will vary.</p> |
| <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 root word highlighted. <ul style="list-style-type: none"> <li>○ <i>reporter</i><br/>meaning – someone who carries back information</li> <li>○ <i>important</i><br/>meaning – carries value or significance</li> <li>○ <i>passport</i><br/>meaning – a document carried to allow someone to pass through</li> <li>○ <i>import</i><br/>meaning – to carry something into a country</li> <li>○ <i>export</i><br/>meaning – to carry something out of a country</li> </ul> </li> </ul>  |





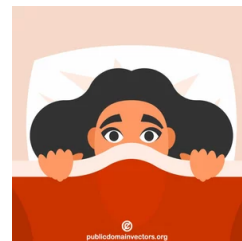
- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Provide pictures of the words for visual learners. See words above.</li><li>• Define the base words on the activity page for independent practice as needed. See the meanings above.</li><li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li></ul> |
|--|---|



## LESSON 12

|                                    |  |
|------------------------------------|--|
| <b>Lesson Type</b>                 | Grammar  |
| <b>Overview of Skill/Concept</b>   | <p>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 or spoken words between two or more speakers. Dialogue contains tags, which informs the reader who is speaking (Unit 1, Lesson 11). Quotation marks can show exactly what a person says and are placed in front of the first spoken word and behind the punctuation mark that completes the dialogue. They also are to be used when the exact words have been copied from a text in a response. In dialogue, commas can show that a pause is needed. When used with quotation marks, a comma helps to set off a quotation from the rest of a sentence and indicates that a pause is needed.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"><li>• Chart paper/board (teacher)</li><li>• Whiteboards and markers (student)</li><li>• Activity page (student)</li><li>• Sentence strips/index cards (optional for diverse learners)</li><li>• Writing checklist (optional for diverse learners)</li><li>• Dialogue/comma/quotation marks anchor chart (optional for diverse learners)</li></ul>  |
| <b>SWBAT statement</b>             | SWBAT demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources.  |
| <b>Attention Getter (1 minute)</b> | Display the following pictures. Tell students, "Think about what dialogue means. What kind of dialogue do you think these people would have in a conversation?"  |





Possible Responses:

“This is the best day of my life!” exclaimed the man.  
The groomer shouted, “This is the cutest dog!”  
“Please don’t make me get out of bed,” moaned the girl.

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

Remind students, “Remember that dialogue is a conversation or spoken words between two or people. Dialogue includes quotation marks and commas to help a reader better understand the conversation between the speakers. Quotation marks will be placed in front of the first spoken word or dialogue and behind the punctuation mark that completes the dialogue. Remember, dialogue contains tags to show who is talking. We use quotation marks and commas to punctuate tags and show how the speaker is talking is separate from what the speaker is saying.”

Remind students, A direct quotation is when a writer is copying the text word by word, exactly. The writer will still use quotation marks and commas to punctuate. The writer uses quotation marks (“”) before and after the exact words and a comma in the tag to separate from the quoted text. This will take place whether the tag comes in the beginning, end, or even split in the middle of the quote.

Show students the picture below and model writing a few sentences about what is happening using quotation marks with commas within dialogue.

**Guided Practice  
(2 minutes)**

Show students the picture below and as a class, create a few sentences that use commas with quotation marks when writing dialogue and when quoting text sources. Accept appropriate responses.



From *The Whipping Boy*

**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: Look at the picture and write 3-5 sentences about what is happening. Make sure to include dialogue and demonstrate how to appropriately use commas with quotation marks.

Accept appropriate responses.

**Guidance for Diverse  
Learners**

- Write sentences on a sentence strip (or individual index cards) and cut it up, as well as the commas and quotation marks. Allow students to put it in the correct order and insert where the commas and quotation marks go.
- 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. Teachers can add examples.





## LESSON 13

| <b>Lesson Type</b>   | Morphology   |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
|--|--|----------------------|--------|--|--|--|--|--|--|------|---------|---------|--------|------|----------------|------------------|-------|------|----------|----------------------|-------|
| <b>Overview of Skill/Concept</b>                               | A root word or word part forms the base of a word's meaning. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. The focus of this lesson is the root <i>port</i> . <i>Port</i> means "to carry" and is of Latin origin.  |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>  |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| <b>SWBAT statement</b>   | SWBAT recognize the root <i>port</i> and use words containing this root in sentences.  |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| <b>Attention Getter (1 minute)</b>                             | Ask students, "What do you remember about the root word <i>port</i> ?"   |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| <b>Explicit Instruction (3-5 minutes)</b>                      | <p>Remind students, "A root word is a word or word part that carries the primary meaning of a word. Many root words in the English Language are of a Latin or Greek origin. The root word <i>port</i> means "to carry" and comes from the Latin origin." Let's look back at our sentence from an earlier lesson. The bagboy helped me _____ my groceries from the buggy to my car. What word containing the root <i>port</i> would make sense? (transport)."</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Roots</th> </tr> <tr> <td colspan="4">a word or word part that carries the primary meaning of a word</td> </tr> <tr> <th>Root</th> <th>Meaning</th> <th>Example</th> <th>Origin</th> </tr> </thead> <tbody> <tr> <td>rupt</td> <td>break or burst</td> <td>interrupt, erupt</td> <td>Latin</td> </tr> <tr> <td>port</td> <td>to carry</td> <td>portfolio, transport</td> <td>Latin</td> </tr> </tbody> </table> <p>Note: Teachers can refer to the anchor chart from Lesson 11 or create an anchor chart for future reference.</p> | Roots                |        |  |  | a word or word part that carries the primary meaning of a word |  |  |  | Root | Meaning | Example | Origin | rupt | break or burst | interrupt, erupt | Latin | port | to carry | portfolio, transport | Latin |
| Roots  |  |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| a word or word part that carries the primary meaning of a word |  |                      |        |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| Root   | Meaning  | Example              | Origin |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| rupt   | break or burst   | interrupt, erupt     | Latin  |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |
| port   | to carry   | portfolio, transport | Latin  |  |  |  |  |  |  |      |         |         |        |      |                |                  |       |      |          |                      |       |




|   |   |
|---|---|
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>Tell students, “I will read a couple of sentences aloud and tell me what the missing word is.” Teachers can have a list of words displayed for students to choose from. Teachers can choose to also display the sentences. Teachers should ask students what the root word is and the meaning of the word the students chose to put in the blank.</p> <ul style="list-style-type: none"> <li>• I needed a _____ to be able to travel to other countries. (passport)</li> <li>• The _____ was insistent on setting up a meeting to get the inside scoop. (reporter)</li> <li>• The country had to _____ a large amount of goods. (import)</li> </ul>  |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Directions: Read the passage and fill in the blanks that best completes the sentences. Some words may be used more than once.</p> <p>Humans ‘carry’ things from one place to another all the time. Portly humans, for instance, ‘carry’ a lot of body weight. When one nation <i>imports</i> goods from another nation, it ‘carries’ them into its own territory. On the other hand, to export goods is to ‘carry’ them out of one country to sell to another. Most of these goods are <i>portable</i>, or easily ‘carried’ from one country to the next.</p> <p>When something is <i>important</i>, you want to ‘carry’ it towards yourself to tend to it. <i>Reporters</i>, or news people who ‘carry’ back information to the public at large, often focusing on important concerns. In fact, <i>reporters</i> talk about sports a great deal, or those forms of entertainment that ‘carry’ you away from everyday activities.</p> <p><i>Transportation</i>, or the act of ‘carrying’ people across from one place to another, forms the basis of much of everyday life. Cars <i>support</i> or ‘carry’ us in our need to go to far places quickly that walking just can’t accomplish. An even faster way to get from one place to another is via <i>teleportation</i>, or the ability to be ‘carried’ instantaneously from one place to another.</p> |
| <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 root word highlighted.</li> <li>• Provide pictures of the words for visual learners.</li> <li>• Define the base words on the activity page for independent practice as needed. See the meanings above.</li> <li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>  |





## LESSON 14

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | A verb is a word that conveys action. Verbs are needed to form complete sentences or questions. In order for a sentence to be complete, it must have a subject and a predicate. The subject will tell who or what the sentence is about. The predicate describes what the subject does, did, or will do. The predicate always includes an action verb or linking verb.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Activity page (student)</li> <li>● Subject-verb agreement anchor chart (teacher)</li> <li>● Index cards (optional for diverse learners)</li> <li>● Parts of speech anchor charts (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT demonstrate understanding of subject-action verb agreement in the present tense.   |
| <b>Attention Getter (1 minute)</b>        | <p>With your partner, look at the picture and come up with a sentence. Tell your partner what you think the subject, predicate, and verb is in your sentence. Have some partners share their sentences.</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, “A subject-verb agreement is when the subject and the verb work together or agree in the sentence. A subject is who or what the sentence is about. A verb is in the predicate. Subject-verb agreements can be singular or plural. If the subject is singular then the verb will end in an –s, –es (if verbs end in s, ch, sh, x, or z) or –ies (for certain verbs that end in –y). If the subject is plural, the verb will not need to change and will stay the same.”</p> |



Model sentences below. Circle the subjects and underline the verbs.

Tell students, “Let’s look at this sentence: My music teacher plays in an orchestra on the weekends. We know that the subject is, My music teacher, and is singular. Since the subject is singular, my verb will have to end in an –s. Play is the verb. It would not make sense to say, My music teacher play in an orchestra on the weekends. I need to make my verb agree with my subject and must add an –s at the end of play. Plays is also an example of present-tense verb, which means that the action is happening now, in the present.”

Tell students, “Let’s look at this sentence: The flowers in the garden smell so sweet. We know that the subject is, The flowers, and is plural. Since the subject is plural, my verb will not need to be changed (no –s). Smell is the verb. It would not make sense to say, The flowers in the garden smells so sweet. I need to make my verb agree with my subject and must keep it as *smell*. Smell is also an example of a present-tense verb, which means that the action is happening now, in the present.”

Subject-Verb Anchor Chart

| <b>Subject-Verb Agreement</b> |  |   |
|-------------------------------|--|---|
| <b>Singular Subject</b>       | Add –s, –es, –ies to the end of the verb | The cat drinks the milk.<br>The child tries to climb the tree.  |
| <b>Plural Subject</b>         | Do not change the verb ending            | The cats drink the milk.<br>The children try to climb the tree. |

Note: Keep this chart anchored in your classroom for students to use as a reference. It will be added to in future lessons.





|  |   |
|--|---|
| <p><b>Guided Practice</b><br/><b>(2 minutes)</b></p>       | <p>Display the following sentences and guide students through a discussion of subject-verb agreement in each below. Make sure to circle the subject and underline the verb in each sentence as students respond.</p> <p>My friends and I (ride or rides) the bus to school together every day.</p> <ul style="list-style-type: none"><li>• “What is the subject?” (My friends and I)</li><li>• “Is the subject singular or plural?” (plural)</li><li>• “If the subject is plural, what will need to happen to the ending of the verb? (Nothing, you do not change the verb.)</li><li>• “What is the verb?” (ride – there should be no –s)</li><li>• Additional question: “Why would it be ride and not rides?” (accept reasonable responses)</li></ul> <p>The lonesome wolf (howl or howls) at the moon every night.</p> <ul style="list-style-type: none"><li>• “What is the subject?” (The lonesome wolf)</li><li>• “Is the subject singular or plural?” (singular)</li><li>• “If the subject is singular, what will need to happen to the ending of the verb? (We will need to add an –s, –es, or –ies to the end of the verb.)</li><li>• “What is the verb?” (howls)</li><li>• Additional question: “Why would it be howls and not howl?” (accept reasonable responses)</li></ul> |
| <p><b>Student Application</b><br/><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.</p> <p>Part 1<br/>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. spaghetti tastes</li><li>2. birds fly</li><li>3. teenager drives</li></ol> <p>Part 2<br/>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. My friend <i>reads</i> a chapter from Frindle every night.</li><li>2. Jacob’s twin sisters <i>write</i> mystery stories for fun.</li><li>3. Frisco and Robert <i>visit</i> their grandparents in California.</li><li>4. Vickie <i>makes</i> studying fun and interactive.</li></ol>  |



**Guidance for Diverse Learners**

- Provide students with examples from their mentor texts that have been used in the guidebook lessons as additional practice for students.
- Post parts of speech anchor charts for students to refer to from previous lessons on verbs and subjects.
- Verbs can be written on index cards for students to manipulate and identify which one agrees with the subject in the sentence.





## LESSON 15

|   |   |
|---|---|
| <b>Lesson Type</b>                        | Morphology  |
| <b>Overview of Skill/Concept</b>          | A prefix is added to the beginning of a base or root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “im-” means in, not or opposite of. The prefix “in-” means in, not or opposite of. A root word forms the base of a word’s meaning.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Prefix anchor chart (teacher - optional)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards/sticky notes (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT understand how the prefixes im- and in- modify root words, and will form new words and use those words in sentences.  |
| <b>Attention Getter (1 minute)</b>        | Give students 45 seconds – 1 minute to list as many words as they can think of that start with the prefixes im- and in-.  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Remind students, “A prefix is a group of letters added to the beginning of a word. It changes the meaning of that word. When a prefix is added, it does not change the spelling of the root word. A root word is a word or word part that carries the primary meaning of a word. Many root words in the English Language are of a Latin or Greek origin.”</p> <p>Display the word <i>mature</i>. “The word <i>mature</i> means fully grown or developed (mentally, physically, or emotionally). Listen to these sentences: A mature crape myrtle tree provides just the right shade during the summer. She hung out with her big sister’s friends a lot because she was mature for her age.</p> <p>Let’s add im- in front of the word mature to make immature. Now listen to this sentence: My sister said I was not allowed to hang out with her friends because she thought I was immature. Adding the prefix im- to mature changed the meaning to the opposite, not being fully developed.”</p> |



Display the word, complete. “The word complete means that there is nothing missing and having all of the appropriate parts. Listen to the sentence: My outfit was complete once I added my glittery belt. Let’s add in- in front of the word complete to make the word incomplete. Now listen to this sentence: My teacher gave me back my test to finish because it was incomplete. Adding the prefix in- to complete changed the meaning to not being done or that something was missing.”

| Prefixes |                      |                               |
|----------|----------------------|-------------------------------|
| Prefix   | Meaning              | Examples                      |
| im-      | in, not, opposite of | impress, immature, impolite   |
| in-      | in, not, opposite of | insight, incomplete, informal |

Note: Keep this chart anchored in your classroom for students to use as a reference.

**Guided Practice (2 minutes)**

Display the following words and have students discuss the meaning of the word. Then model adding the prefixes to the root words and have students discuss how the meaning of the word has changed. Have students create sentences using the new words.

*visible*

meaning: able to be seen

prefix: in-

new word: invisible

new meaning: not able to be seen

sentence: accept reasonable responses

*polite*

meaning: good manners; respectful and considerate behavior

prefix: im-





|   | <p>new word: impolite<br/>         new meaning: not having good manners or showing respectful behavior<br/>         sentence: accept reasonable responses</p> <p>Continue the process with other words, if time permits.<br/>         in-informal, ineffective<br/>         im- imperfect, improper</p>  |     |     |  |  |
|---|--|-----|-----|--|--|
| <p><b>Student Application<br/>(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<br/>         Anticipated Response:</p> <table border="1" data-bbox="479 961 1474 1079"> <thead> <tr> <th data-bbox="479 961 976 1003">in-</th> <th data-bbox="976 961 1474 1003">im-</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1003 976 1079">informal, indifferent, insecure, independent</td> <td data-bbox="976 1003 1474 1079">improper, immortal, impatient, imperfect</td> </tr> </tbody> </table> <p>Part 2<br/>         Accept reasonable responses.</p> | in- | im- | informal, indifferent, insecure, independent | improper, immortal, impatient, imperfect |
| in-   | im-  |     |     |  |  |
| informal, indifferent, insecure, independent        | improper, immortal, impatient, imperfect   |     |     |  |  |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"> <li>• Write the prefix “in-” and/or “im-“on sticky note/index card. Then write some root words on sticky notes/index cards. 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>• Words can be written on index cards for students with the root word highlighted.</li> <li>• Provide pictures of the words for visual learners.</li> <li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>   |     |     |  |  |



## LESSON 16

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|---|--|
| <b>Lesson Type</b>                        | Spelling   |
| <b>Overview of Skill/Concept</b>          | A syllable is an uninterrupted unit of sound. This is produced when the mouth opens to form a vowel sound. When you are determining the number of syllables in a word, you are counting the number of vowel sounds. Knowing the number of syllables in a word and where the syllable breaks helps when spelling words.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Whiteboards and markers (student)</li> <li>● Activity page (student)</li> <li>● Sticky notes (optional – for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT practice spelling words by using chunking to decode them syllabically.   |
| <b>Attention Getter (1 minute)</b>        | <p>Tell students, “I am going to say a word and I want you to thump your desk for every part you hear in a word. For example, if the word is student, I would do two thumps.”</p> <ul style="list-style-type: none"> <li>● misunderstood (4)</li> <li>● independent (4)</li> <li>● erupt (2)</li> <li>● monarchy (3)</li> </ul> <p>Ask students, “I said that I wanted you to thump your desk for every part you hear. Do you know what I should say instead of part?” (syllable)</p>  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, “A syllable is an uninterrupted unit of sound that is made when the mouth opens to form a vowel sound. For example, say the word hat. It has one vowel sound (/a/), therefore it has one syllable. Say the word habit. It has two vowel sounds (/a/ /i/), therefore it has two syllables. To determine the number of syllables, you are counting the number of vowel sounds you hear. Be careful though, just because you only hear one vowel sound per syllable, does not mean that sound only has one vowel. Sometimes a vowel sound can be a vowel team, like in the word about. It has two syllables, but in the second syllable, the vowel sound is spelled with the vowels ‘ou.’ When we know the number of syllables and where the syllable breaks in a</p> |





|  |  |
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|  | <p>word, we are one step closer to becoming better spellers.”</p> <p>Say the word, misunderstood and have students repeat after you. Tell students, “To figure out the number of syllables in misunderstood, thump your desk. (4). Let’s practice spelling this word by chunking the syllables. I hear 4 syllables: mis-un-der-stood. First, I will draw 4 lines on the board: _ _ _ _ . I recognize and can spell the prefix mis as m-i-s and will put that on the first line <u>mis</u>. Listen and watch as I finish spelling misunderstood syllable by syllable. (Teacher should model a think-aloud spelling misunderstood on the board: <u>mis un der stood</u>. Circle the vowel(s) in each syllable of the word: <u>mis</u><u>un</u><u>der</u><u>stood</u>. Teacher can also put a hyphen in between each syllable: mis-un-der-stood.)”</p> <p>Say the word, investigation and have students repeat after you. Tell students, “To figure out the number of syllables in investigation, thump your desk. (5). Let’s practice spelling this word by chunking the syllables. I hear 5 syllables: in-ves-ti-ga-tion. First, I will draw 5 lines on the board: _ _ _ _ _ . I recognize and can spell the prefix in as i-n and put that on the first line <u>in</u>. Listen and watch as I finish spelling investigation syllable by syllable. (Teacher should model a think-aloud spelling investigation on the board: <u>in ves ti ga tion</u>. Underline the vowel(s) in each syllable of the word: <u>in</u><u>ves</u><u>ti</u><u>ga</u><u>tion</u>. Teacher can also put a hyphen in between each syllable: in-ves-ti-ga-tion)”</p> |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>Tell students, “We are going to continue practicing with you spelling the word on your whiteboard. As I say the word, I want you to thump out each syllable and then draw that many lines. Then think about the parts you know and fill in the rest of the syllables. When you have spelled out the word, hold your board facing your chest and wait for me to give you the signal to show the word.” The teacher will check students’ spellings and address any confusion, by modeling spelling the word correctly on the board.</p> <p>*When students are independently spelling words, they should be counting the syllables, drawing lines, writing the parts they know and making sure they are using vowel(s) in each syllable.</p> <p>Possible Words:</p> <ul style="list-style-type: none"><li>● probation (3 syllables)</li><li>● impertinent (4 syllables)</li></ul>  |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● inherit (2 syllables)</li><li>● abrupt (2 syllables)</li><li>● individual (5 syllables)</li></ul>   |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>The teacher will tell the students that they will practice spelling words independently. The teacher will read the directions on the activity page: Write the word your teacher says on the line. Draw lines for each syllable to help you out, if needed.</p> <p>Words:</p> <ul style="list-style-type: none"><li>● interference</li><li>● entertainment</li><li>● impact</li><li>● terminal</li></ul> <p>Challenge: unprofessional</p> |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Provide multiple choices of spelling and have students choose the correct spelling.</li><li>● Show students the words and have them point to each vowel as they say the syllable.</li><li>● Provide a sticky note per syllable with the lines of each letter in that syllable for students to complete.</li></ul>   |





## LESSON 17

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | A verb is a word that conveys action. Verbs are needed to form complete sentences or questions. In order for a sentence to be complete, it must have a subject and a predicate. The subject will tell who or what the sentence is about. The subject will sometimes include pronouns. A pronoun is used in place of a noun, such as, I, you, it, she, he, we and they. The predicate describes what the subject does, did, or will do. The predicate always includes an action verb or linking verb.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"><li>• Chart paper/board (teacher)</li><li>• Activity page (student)</li><li>• Subject-verb agreement anchor chart (teacher)</li><li>• Index cards (optional for diverse learners)</li><li>• Parts of speech anchor charts (optional for diverse learners)</li></ul>  |
| <b>SWBAT statement</b>                    | SWBAT demonstrate understanding of subject-action verb agreement in the present tense.   |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher will say the following subjects and verbs. Students will stand up if they think it is the correct form of subject-verb agreement or sit down if they do think it is the correct form.</p> <ul style="list-style-type: none"><li>• The boys catches the ball when they play at recess. (sit down)</li><li>• The teachers walk together to their meeting. (stand up)</li><li>• The students sit in a circle for the next activity. (stand up)</li><li>• Reid tell the dog to sit. (sit down)</li></ul>  |
| <b>Explicit Instruction (3-5 minutes)</b> | Remind students, "A subject-verb agreement is when the subject and the verb work together or agree in the sentence. A subject is who or what the sentence is about. Sometimes a subject will include a pronoun that takes the place of a noun. Pronouns are I, you, it, she, he, we and they. A verb is in the predicate. Subject-verb agreements can be singular or plural. If the subject is singular then the verb will end in an -s, -es (if verbs end in s, ch, sh, x, or z) or -ies (for certain verbs that end in -y). If the subject is plural, the verb will not need to change and will stay the same. However, if the subject contains the singular |



pronouns I or you, it will use the plural form of the verb and we will not add anything to the end of the verb.”

Model sentences below. Circle the subjects and underline the verbs. Tell students, “Let’s look at this sentence: She knows that her dog needs to go outside every day at 5:30. We know that the subject (pronoun) is, She and is singular. Since the subject is singular, my verb will have to end in an –s. Know is the verb. It would not make sense to say, She know that her dog needs to go outside every day at 5:30. I need to make my verb agree with my subject and must add an –s at the end of know.”

Tell students, “Let’s look at this sentence: They jump on the trampoline all afternoon. We know that the subject (pronoun) is, They, and is plural. Since the subject is plural, my verb will not need to be changed (no –s). Jump is the verb. It would not make sense to say, They jumps on the trampoline all afternoon. I need to make my verb agree with my subject and must keep it as jump.”

Subject-Verb Anchor Chart

| Subject-Verb Agreement |  |   |
|------------------------|--|---|
| Singular Subject       | Add –s, –es, –ies to the end of the verb | The cat <u>drinks</u> the milk.<br>The child <u>tries</u> to climb the tree.  |
| Plural Subject         | Do not change the verb ending            | The cats <u>drink</u> the milk.<br>The children <u>try</u> to climb the tree. |
| I, You                 | Do not change the verb ending            | I <u>drink</u> milk at night.<br>You <u>try</u> to climb the tree.            |





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|  | He, She, It | Add -s, -es, -ies to the end of the verb | It <u>drinks</u> the milk.<br>She <u>tries</u> to climb the tree. |
|  | We, They    | Do not change the verb ending            | We drink milk at night.<br>They try to climb the tree.            |

Note: Keep this chart anchored in your classroom for students to use as a reference. It will be added to in future lessons.

**Guided Practice (2 minutes)**

Display the following sentences and guide students through a discussion of subject-verb agreement in each below. Make sure to circle the subject and underline the verb in each sentence as students respond.

I (want or wants) to eat my dessert before dinner.

- “What is the subject or pronoun?” (I)
- “Is the subject singular or plural?” (singular)
- “What will need to happen to the ending of the verb? (Nothing, because it is I, we will not change the ending of the verb.)
- “What is the verb?” (want – there should be no –s)
- Additional question:
  - “Why would it be want and not wants?” (accept reasonable responses)
  - “What if the subject was he and not I? (The verb would change from want to wants to match the subject.)

It (taste, tastes) gooey and fresh right out of the oven.

- “What is the subject?” (It)
- “Is the subject singular or plural?” (singular)
- “If the subject is singular, what will need to happen to the ending of the verb? (We will need to add an –s, –es, or –ies to the end of the verb.)
- “What is the verb?” (tastes)
- Additional question: “Why would it be tastes and not taste?” (accept reasonable responses)



|   |  |
|---|--|
| <p><b>Student Application<br/>(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>Directions: Read each sentence and circle the correct verb to match the subject.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. He <i>watches</i> a movie before going to sleep.</li><li>2. They <i>live</i> in Kentucky, which is an hour ahead of Louisiana.</li><li>3. You <i>count</i> the money we earned from the car wash.</li><li>4. She <i>loses</i> her pencil every day in class.</li></ol> <p>Part 2 - Directions: Look at the table below of subjects and verbs. Create two sentences forming correct subject-verb agreements. Circle the subject and underline the verb.</p> <p>Accept reasonable responses. Students should make sure to change the ending of the verb when needed to make it match the subject.</p> |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"><li>• Provide students with examples from their mentor texts that have been used in the guidebook lessons as additional practice for students.</li><li>• Post parts of speech anchor charts (subjects, verbs, singular/plural, pronouns) for students to refer to from previous lessons on verbs and subjects.</li><li>• Verbs can be written on index cards for students to manipulate and identify which one agrees with the subject in the sentence.</li></ul>  |





## LESSON 18

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | A prefix is added to the beginning of a base or root word and changes the meaning of that word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefixes “im-” means in, not or opposite of. The prefix “in-” means in, not or opposite of. A root word forms the base of a word’s meaning.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Prefix anchor chart (teacher - optional)</li> <li>• Root anchor chart (teacher - optional)</li> <li>• Index cards/sticky notes (optional for diverse learners)</li> <li>• Pictures (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT recognize how the prefixes im- and in- modify root words, will form new words and use those words in sentences with an increased rate of accuracy.   |
| <b>Attention Getter (1 minute)</b>        | <p>Label one side of the room “im-” and the other side “in-.”</p> <p>Tell students, “When you hear a word, you will go stand on the side of the room with the prefix you think would make the most sense.”</p> <ul style="list-style-type: none"> <li>• patient (im-)</li> <li>• expensive (in-)</li> <li>• significant (in-)</li> <li>• possible (im-)</li> </ul>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Display the four words from the anticipatory set on the board into an “im-” and “in-” grouping. Tell students, “Let’s read these words together as a class.” Then have the students read the example words from the anchor chart (lesson 15), as a class.</p> <p>Ask students, “How do the prefixes “in-” and “im-” modify or change the root word?” (Accept reasonable responses.)</p> <p>Remind students, “A prefix is a group of letters added to the beginning of a word. It changes the meaning of that word. When a prefix is added, it does not change the spelling of the root word. A root word is a word or word part that carries the primary meaning of a</p> |



word. The prefixes “in-” and “im-” mean in, not, or opposite of.”

| Prefixes |                      |                               |
|----------|----------------------|-------------------------------|
| Prefix   | Meaning              | Examples                      |
| im-      | in, not, opposite of | impress, immature, impolite   |
| in-      | in, not, opposite of | insight, incomplete, informal |

Note: Keep this chart anchored in your classroom for students to use as a reference.

**Guided Practice  
(2 minutes)**

Display the words practical and valid. Briefly have students tell which prefix to put in front of each, tell the new word and its meaning.

practical  
prefix: im-  
new word: impractical  
new meaning: not practical;  
not useful or wise

valid  
prefix: in-  
new word: invalid  
new meaning: something that is  
null and void; not true

Tell students, “I will read a couple of sentences aloud and tell me what the missing word is.” Teachers can have a list of words displayed for students to choose from.

- Those sandals are \_\_\_\_\_ to wear since we are hiking up a mount in the snow. (impractical)
- The meeting was very \_\_\_\_\_ so I did not have to dress up. (informal)
- Because the dress was \_\_\_\_\_, I had enough money to buy shoes to match. (inexpensive)

**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: Read each sentence carefully and fill in the blank with a word from the word bank.  
Anticipated Responses:





|                                      |  |
|--------------------------------------|--|
|                                      | <ol style="list-style-type: none"><li>1. It was <i>impossible</i> to cover up the massive dent on the car with a car magnet.</li><li>2. When my mom let me stay home by myself, I felt very <i>independent</i>.</li><li>3. Losing five dollars when my cousin lost eighty dollars on the roller coaster feels <i>insignificant</i> now.</li><li>4. My parents were becoming <i>impatient</i> with me when I could not decide where to eat for my birthday.</li></ol>   |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>• Write the prefix “in-” and/or “im-“on sticky note/index card. Then write some root words on sticky notes/index cards. 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>• Words can be written on index cards for students with the root word highlighted.</li><li>• Provide pictures of the words for visual learners.</li><li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li></ul> <p>Words can be used from Lessons 15 and 18 or the teacher can incorporate additional words.</p> |



## LESSON 19

|   |   |
|---|---|
| <b>Lesson Type</b>                        | Spelling  |
| <b>Overview of Skill/Concept</b>          | <p>A root word or word part forms the base of a word's meaning. <i>Arch</i> means "rule" and is of Greek origin. The letters 'ch' are often pronounced as /k/. <i>Graph</i> means "to write or draw" and is of Greek origin. The letters 'ph' are often pronounced as /f/. <i>Rupt</i> means "to break or burst" and is of Latin. <i>Port</i> means to carry and is of Latin origin.</p> <p>A prefix is added to the beginning of a base or root word and changes the meaning of that word. The prefixes "im-" and "in-" means in, not or opposite of.</p> <p>Suffixes are the word parts that we add to the end of words to change their meaning. The suffix -y (pronounced /ee/ means "full of." The suffix -ly (pronounced /lee/ usually means "in a certain manner" or "how things are done."</p> |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Whiteboards and markers (student)</li> <li>• Index cards (optional for diverse learners)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT practice spelling targeted words.   |
| <b>Attention Getter (1 minute)</b>        | Ask students, "Why does it help knowing roots, prefixes and suffixes when spelling words?" (Accept reasonable responses.)   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Remind students, "Knowing roots will help you when you are spelling words because you know that the root will be the main part of the word. Once I know the spelling of a root, I will be able to apply that spelling to any word containing that root."</p> <p>Remind students, "Knowing prefixes will help when you are spelling words because you know the prefix will come in the beginning of the word. Knowing suffixes will help when you are spelling words because you know the suffix comes as the end of the word. You also know when you need to change the ending of the root word with certain suffixes. For example, if the root word ends in a -y and you are adding</p>   |





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|   | <p>the suffix -ly, drop the original -y and put an i. Don't forget when spelling words, break the word up into syllables and use the familiar parts of the prefixes, suffixes and or root words to help you."</p>  |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher will call out words. Students will write the words on their whiteboards and underline the root or suffix. When students have written the word down, they will hold it facing their chest and wait for the teacher to give the signal to show the word. The teacher will check students' spellings and address any confusion, by modeling spelling the word correctly on the board.</p> <p>Possible Words:</p> <ul style="list-style-type: none"> <li>● impound</li> <li>● insincere</li> <li>● ordinarily</li> <li>● difficulty</li> <li>● report</li> <li>● pictograph</li> <li>● interrupt</li> <li>● monarch</li> </ul> <p>*Note: Teachers can use some of these words in the Student Application section.</p> |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>The teacher will tell the students that they will practice spelling words independently. The teacher will read the directions on the activity page: Write the word your teacher says on the line. Draw lines for each syllable to help you out and spell what you know. Use your knowledge of prefixes, roots, and suffixes to help you spell familiar parts.</p> <p>*Note: Teachers can switch out some words from the Guided Practice section.</p> <p>Words:</p> <ul style="list-style-type: none"> <li>● fundamentally</li> <li>● monarchy</li> <li>● impactful</li> <li>● incinerate</li> <li>● holographic</li> </ul>  |
| <p><b>Guidance for Diverse</b></p>                  | <ul style="list-style-type: none"> <li>● Provide multiple choices of spelling and have students choose</li> </ul>  |



|                 |  |
|-----------------|--|
| <b>Learners</b> | <p>the correct spelling.</p> <ul style="list-style-type: none"><li>● Provide students with index cards of the prefix, root, and/or suffix and blank index cards to build the spelling out of the given word.</li></ul> |
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## LESSON 20

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | A verb is a word that conveys action. Verbs are needed to form complete sentences or questions. In order for a sentence to be complete, it must have a subject and a predicate. The subject will tell who or what the sentence is about. The subject will sometimes include pronouns. A pronoun is used in place of a noun, such as, I, you, it, she, he, we and they. The predicate contains the verb. <i>To be</i> verbs are verbs that do not show actions. <i>To be</i> verbs are linking verbs that connect the subject to the predicate without showing action, such as, am, is, and are. The predicate always includes an action verb or <i>to be</i> verb. |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Activity page (student)</li> <li>• Subject-<i>to be</i> verb agreement anchor chart (teacher)</li> <li>• Index cards (optional for diverse learners)</li> <li>• Parts of speech anchor charts (optional for diverse learners)</li> <li>• Subject-verb agreement anchor chart (from previous lessons)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT demonstrate understanding of subject- <i>to be</i> verb agreement in the present tense.  |
| <b>Attention Getter (1 minute)</b>        | <p>Briefly read each sentence aloud and have the class complete the sentence with the missing word.</p> <ul style="list-style-type: none"> <li>• I ____ tired from studying all night. (am)</li> <li>• You ____ going in the wrong direction. (are)</li> <li>• He ____ going to run out of paper soon. (is)</li> <li>• She ____ getting sprinkles on her ice cream. (is)</li> <li>• They ____ angry that it is raining on their birthday. (are)</li> <li>• We ____ sitting in the front row of the concert. (are)</li> </ul> <p>Ask students, “What do you notice about the words: am, are and is?”</p>  |
| <b>Explicit Instruction (3-5 minutes)</b> | Remind students, “A subject-verb agreement is when the subject and the verb work together or agree in the sentence. Today we will learn and practice a different kind of verb, called <i>to be</i> verbs. A <i>to be</i> verb is a linking verb. It connects the subject to the predicate without  |



showing an action. It is describing the subject. We will focus on the present-tense *to be* verbs: am, is and are. If the subject is singular or contains he, she, or it, you will use the *to be* verb is. If the subject is singular or contains I, you will use the *to be* verb am. If the subject is plural or contains you, they, or we, you will use the *to be* verb are.”

Subject-*To-Be* Verb Agreement Anchor Chart

| Subject- <i>To Be</i> Verb Agreement |     |                            |
|--------------------------------------|-----|----------------------------|
| I                                    | am  | I am going to the store.   |
| He, She, It                          | is  | He is going to the store.  |
| You, They, We                        | are | We are going to the store. |

Note: Keep this chart anchored in your classroom for students to use as a reference.

**Guided Practice (2 minutes)**

Display the following sentences and guide students through a discussion of subject-verb agreement in each below. Make sure to circle the subject and underline the verb in each sentence as students respond.

I (am, is, are) ready to take my school picture.

- “What is the subject or pronoun?” (I)
- “Is the subject singular or plural?” (singular)
- “What *to be* verb will be used?” (am)
- Additional question: “Why would we not use is or are? (accept reasonable responses)

Tyrez and Stacey (am, is, are) the two team captains for soccer.

- “What is the subject or pronoun?” (Tyrez and Stacey)
- “Is the subject singular or plural?” (plural)
- “What *to be* verb will be used?” (are – If students need additional support, change Tyrez and Stacey to They.)
- Additional question: “Why would we not use is or am? (accept reasonable responses)





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| <p><b>Student Application<br/>(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>Directions: Read each sentence and circle the correct <i>to be</i> verb to match the subject.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. Katrina <i>is</i> standing in line to be the first one to get tickets.</li><li>2. You <i>are</i> lucky since your name was pulled in the raffle.</li><li>3. It <i>is</i> yellow and 35 feet long.</li><li>4. I <i>am</i> sad that my best friend is moving to another state.</li><li>5. August <i>is</i> running to the door to get out of the rain.</li></ol> <p>Part 2 - Directions: Look at the table below of subjects and <i>to be</i> verbs. Create two sentences forming correct subject-<i>to be</i> verb agreements. Circle the subject and underline the <i>to be</i> verb.</p> <p>Anticipated Responses:<br/>Accept reasonable responses.</p> |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"><li>• Provide students with examples from their mentor texts that have been used in the guidebook lessons as additional practice for students.</li><li>• Post parts of speech anchor charts (subjects, verbs, singular/plural, pronouns) for students to refer to from previous lessons on verbs and subjects.</li><li>• Post the Subject-Verb Agreement anchor chart from previous lessons (14 and 17).</li><li>• <i>To be</i> verbs can be written on index cards for students to manipulate and identify which one agrees with the subject in the sentence.</li></ul>   |





## MID-UNIT 2 CHECKPOINT

**Directions:** Think about the skills we have learned so far. With a partner, you will create a writing on a topic of your choosing. Be sure to review the skills we have practiced so far. You and your partner will choose at least 4-5 of the skills listed below to incorporate into your writing. Make sure to check for correct capitalization, spelling, and punctuation.

| Spelling & Morphology                     | Grammar  |
|---|--|
| Roots:<br><i>rupt, graph, and port</i>    | Commas and quotation marks in dialogue           |
| Prefixes:<br><i>in-</i> and <i>im-</i>    | Sequencing multiple adjectives                   |
| Suffixes:<br><i>-ly</i> and <i>-y</i>     | Commas in dates, addresses and items in a series |
| Spelling and decoding multisyllabic words | Subject-action verbs in present tense            |
|   | Subject- <i>to be</i> verbs in present tense     |



## LESSON 21

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|---|--|
| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “able” means capable of being; relevant or suitable to.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Chart paper or whiteboard/dry-erase marker (teacher)</li> <li>• Whiteboard/dry-erase marker (students)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT understand how the suffix -able form new words, and use the new words in sentences.  |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher reads aloud to students, emphasizing words that end in -able. “Listen to my story.”</p> <p>Mr. <i>Venable</i> is a very <i>likable</i> teacher. He is the most <i>preferable</i> teacher at South Elementary. Mr. <i>Venable</i> is very <i>knowledgeable</i> and the most <i>suitable</i> for teaching reading. His classes are <i>pleasurable</i> and he reads the most <i>adorable</i> stories. His students grow to become the most <i>capable</i> and <i>desirable</i> students in elementary school.</p> <p>The teacher asks, “What sound did you hear repeated in my story about Mr. Venable?” (-able)</p> |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, “A suffix is a word part that is added to the end of a word. A suffix carries meaning, and when added to the end of a word, it can change its meaning and use. When we add a suffix, we can get a new word. Sometimes you will need to modify or change the base/root word when adding the suffix.”</p> <p>Tell students, “The suffix -able means capable of being; relevant or suitable to.”</p> <p>Project the following word: enjoyable</p> <p>Tell students, “Look at the word enjoyable. The base/root word is</p>  |



'enjoy,' which means to take delight or pleasure in. The suffix is "able", which means capable of being. If we use our knowledge of the suffix "able", we can determine that the word enjoyable means that we can enjoy."

Project and read the following sentence with the word *enjoy* in it:  
He spent an enjoyable afternoon in the park.

Ask a few students to use enjoyable in a sentence.

Tell students, "When adding -able to the word *enjoy*, we are able to just add it to the word.

Sometimes when adding the suffix -able, the base/root word will change.

If the root word ends in an 'e,' the 'e' is dropped.

The teacher will project the word *value*. (the monetary worth of something)

The teacher will demonstrate writing *valuable* by dropping the 'e' and adding -able.

Project and read the following sentence: The watch is extremely valuable.

Ask students' "What does valuable mean?" (having a great monetary value)

If the root word ends with a 'y,' the 'y' is changed to an 'i.' The teacher will project the word *rely* (to be dependent).

The teacher will demonstrate writing *reliable* by changing the 'y' to an 'i' and add -able.

Project and read the following sentence: It appears to be a very reliable used car.

Ask students' "What does reliable mean?" (suitable or fit to be relied on)

If the root word ends in a consonant after a short vowel, the ending consonant is doubled. The teacher will project the word *forget* (to





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|  | <p>lose the remembrance of)</p> <p>The teacher will demonstrate writing <i>forgettable</i> by doubling the 't' to and adding 'able.'</p> <p>Project and read the following sentence: He had a role in a few forgettable movies.</p> <p>Ask students' "What does forgettable mean?" (easily forgotten)</p>   |
| <b>Guided Practice<br/>(2 minutes)</b>       | <p>The teacher will continue practicing with students using the following words: suit (suitable), sense (sensible), deny (deniable), regret (regrettable)</p> <p>The teacher will write the base/root words on the board and ask students to use the spelling rules to make new words with the suffix -able and write them on a whiteboard. The teacher will monitor and support students writing the new words as needed. Students will share sentences to the class or to a partner.</p>  |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>Tell students, "Now it is your turn to practice using the suffix -able to make a new word. There are 2 parts to your activity page. In the first part, you should use your knowledge of the meaning of -able to define the word provided. Write the meaning on the line. In the second part, you should add the suffix -able to the given word and write it on the line to complete the sentence. Rewrite the sentence with the new word on the line provided.</p> <p>Students should complete the activity page 21.</p> <p>Anticipated answers:</p> <ol style="list-style-type: none"><li>1. Possible response should show understanding of the word excusable (able to be justified or forgiven; forgivable)</li><li>2. Possible response should show understanding of the word measurable (able to be measured)</li><li>3. comfortable</li><li>4. lovable</li></ol> |



**Guidance for Diverse Learners**

- Define base words for students who struggle with coming up with meaning.
- Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the suffix -able.
- Post the spelling rules on the board or chart paper to serve as a visual when writing the new word.



## LESSON 22

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|---|---|
| <b>Lesson Type</b>                        | Grammar   |
| <b>Overview of Skill/Concept</b>          | Students will understand the use of modal auxiliary verbs to express ability and possibility. The most common auxiliary verbs, or helping verbs, are: can, could, may, might, must, will, would, shall, should.   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Pre-written sentences to display (teacher)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT understand the use of modal auxiliary verbs to express ability and possibility.   |
| <b>Attention Getter (1 minute)</b>        | <p>Walk to the Line whole group activity:<br/>Ask everyone to gather on one side of the room/line and face towards its center.</p> <p>Instructions (you read these to your students/classmates):<br/>“I will call out specific categories/labels/descriptions, and ask that all of those to whom this applies, walk to the other side of the room/line. For example, I might request that anyone that could play football please cross the room. If this describes you and you feel comfortable acknowledging it, you would walk to this side of the room/line.”</p> <p>I can play the piano.<br/>I may go to my practice this afternoon.<br/>I might walk my dog after school.<br/>I must do my homework.<br/>I will ride the bus this afternoon.<br/>I would rather be swimming at the beach.<br/>I shall eat lunch from the cafeteria.<br/>I should clean my room.</p> <p>Use as many sentences as needed based on time.</p> |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>The teacher explains there are special kinds of verbs that express ability and possibility. These kinds of verbs are referred to as modal auxiliary verbs.</p> <p>The teacher displays the following sentence The teacher reads the sentence aloud and circles the word “can.”:</p>  |





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|  | <p>The girl can throw the ball far.</p> <p>The teacher explains that the verb “can” shows that the girl is able to throw the ball far. It shows she has the ability.</p> <p>The teacher displays the following sentence The teacher reads the sentence aloud and circles the word “could”:</p> <p>The boy could easily shoot the ball into the basket.</p> <p>The teacher explains that the verb “could” shows a past ability. It could also show a request.</p> <p>The teacher displays the following sentence The teacher reads the sentence aloud and circles the word “may”:</p> <p>It may rain tomorrow.</p> <p>The teacher explains that the verb “may” shows that rain is a possibility. It could also show permission- someone or something is allowed to do something.</p>                             |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>The teacher will display the following sentences. Students will identify the possible modal auxiliary verb in each sentence by determining ability, possibility, or permission. The teacher and students discuss the meaning of the modal auxiliary verb.</p> <p>The Lego tower might break if you build it too high. (might- is likely to happen)</p> <p>You must not be late. (must- something is necessary or certain)</p> <p>They will take the bus to school. (will- shows a future action)</p> <p>Your friend would help you if you asked her. (would- shows what would happen if something else happened)</p> <p>We shall see what is for lunch when we go to the cafeteria. (shall- shows a future action)</p> <p>You should wear a jacket in our cold classroom. (should- shows hope or advice)</p> |



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| <b>Student Application<br/>(3-5 minutes)</b> | <p>Students should complete activity page 23. The teacher reads the directions aloud. "Read each sentence. Write the best word from the box to complete the sentence."</p> <p>Anticipated Answers:</p> <ol style="list-style-type: none"><li>1. can</li><li>2. must</li><li>3. might</li><li>4. would</li><li>5. will</li><li>6. could</li></ol> |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Post a list of modal auxiliary verbs and their meaning.</li><li>● Review the meaning of past, present, future and connect to each modal verb.</li><li>● Limit choices.</li></ul>   |



## LESSON 23

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|---|--|
| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | A root word or word part forms the base of a word's meaning. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. The focus of this lesson is the suffix <i>-ible</i> . <i>-ible</i> means capable of being; relevant or suitable to.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>Chart paper or whiteboard/dry-erase marker (teacher)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT understand how the suffix <i>-ible</i> modifies a root word and use the words in sentences.  |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher will read aloud sentences to students. Students will choose an answer for each using words that contain <i>-able</i> or <i>-ible</i>.</p> <p>My jacket can be worn inside out. My jacket is _____. (reversible)<br/> Please handle this glass vase carefully. The vase is _____. (breakable)<br/> The bonfire on the levee could be seen for miles around. The bonfires were _____. (visible)</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, "A suffix is a word part that is added to the end of a word. A suffix carries meaning, and when added to the end of a word, it can change its meaning and use. Sometimes, suffixes can be a part of the word. If you take off the suffix <i>-ible</i>, you will not be left with a complete word."</p> <p>Tell students, "The suffix <i>-able</i> and <i>-ible</i> both mean capable of being or able to be; relevant or suitable to."</p> <p>Project the following word: edible</p> <p>Tell students, "Look at the word <i>edible</i>. Edible comes from the latin word <i>edere</i> which means to eat. The suffix "<i>ible</i>" means able to be. If we use our knowledge of the suffix "<i>ible</i>", we can determine that the word <i>edible</i> means anything that we are able to eat safely."</p> <p>Project and read the following sentence with the word <i>edible</i> in it:<br/> Mom's dinner was barely edible so we ordered take-out.</p> |





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|   | <p>Ask a few students to use edible in a sentence.</p> <p>Project the following word: flexible</p> <p>Tell students, “Look at the word legible. Legible comes from Latin and means to read. The suffix “ible” means able to be. If we use our knowledge of the suffix “ible”, we can determine that the word legible means that we are able to read it.”</p> <p>Project and read the following sentence with the word <i>legible</i> in it:<br/>Her handwriting was neat and legible.</p> <p>Ask a few students to use the word legible in a sentence.</p> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher will continue practicing with students using the following words: collapsible (able to fall), accessible (capable of being reached)</p> <p>The teacher will write the words on the board and ask students to give the meaning of the words. Students will share sentences using the words to the class or to a partner. The teacher will monitor and support students as needed.</p>  |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Students should complete the activity page 23.</p> <p>The teacher tells students, “Now it is your turn to practice using the suffix -ible in sentences. Read each sentence and use the appropriate -ible word from the box to complete the sentence.”</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. admissible</li> <li>2. irresponsible</li> <li>3. convincing</li> <li>4. horrible</li> <li>5. digestible</li> <li>6. impossible</li> </ol>   |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"> <li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the suffix -ible.</li> <li>● Provide students with two words to choose from for each sentence.</li> </ul>   |



## LESSON 24

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| <b>Lesson Type</b>                        | Spelling   |
| <b>Overview of Skill/Concept</b>          | A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “able” and “ible” mean capable of being; relevant or suitable to.  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper or whiteboard/dry-erase marker (teacher)</li> <li>● Whiteboard/dry-erase marker (students)</li> <li>● Activity page (student)</li> <li>● Index cards (optional for diverse learners)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT apply spelling rules to add prefixes and suffixes to root words.   |
| <b>Attention Getter (1 minute)</b>        | Ask students, “Why does it help knowing roots, prefixes and suffixes when spelling words?” (Accept reasonable responses.)  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Remind students, “Knowing roots will help you when you are spelling words because you know that the root will be the main part of the word. Once I know the spelling of a root, I will be able to apply that spelling to any word containing that root.”</p> <p>Remind students, “Knowing prefixes will help when you are spelling words because you know the prefix will come in the beginning of the word. Knowing suffixes will help when you are spelling words because you know the suffix comes as the end of the word. You also know when you need to change the ending of the root word with certain suffixes. For example, if the root word ends in a –y and you are adding the suffix –able, drop the original –y and put an i. If the root ends with an “e”, you drop the “e” and add -able. If the root has a short vowel and ends with one consonant, you double the last consonant and add -able. You are always left with a complete word if you take off the suffix -able. The words with -ible do not make a word without -ible. Don’t forget when spelling words, break the word up into syllables and use the familiar parts of the prefixes, suffixes and or root words to help you.”</p> |





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| <b>Guided Practice<br/>(2 minutes)</b>       | <p>The teacher will call out words. Students will write the words on their whiteboards and underline the root or suffix. When students have written the word down, they will hold it facing their chest and wait for the teacher to give the signal to show the word. The teacher will check students' spellings and address any confusion, by modeling spelling the word correctly on the board.</p> <p>Possible Words:</p> <ul style="list-style-type: none"><li>● likable</li><li>● edible</li><li>● adorable</li><li>● visible</li><li>● legible</li><li>● valuable</li></ul> <p>Note: The teacher can use some of these words in the Student Application section.</p> |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>The teacher will tell the students that they will practice spelling words independently. The teacher will read the directions on the activity page: Write the word your teacher says on the line. Draw lines for each syllable to help you out and spell what you know. Use your knowledge of prefixes, roots, and suffixes to help you spell familiar parts.</p> <p>Note: The teacher can switch out some words from the Guided Practice section.</p> <p>Words:</p> <ul style="list-style-type: none"><li>● possible</li><li>● printable</li><li>● flexible</li><li>● sensible</li><li>● debatable</li></ul>   |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Provide multiple choices of spelling and have students choose the correct spelling.</li><li>● Provide students with index cards of the prefix, root, and/or suffix and blank index cards to build the spelling out of the given word.</li></ul>  |





## LESSON 25

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| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | <p>Use modal auxiliaries to convey various conditions. Modal auxiliaries are helping verbs. They add meaning and help tell more about time. Modal auxiliary verbs also show different conditions like a request, an ability, or permission. The most common auxiliary verbs, or helping verbs, are: can, could, may, might, must, will, would, shall, should.</p> <p>The verb <i>to be</i> is used as an auxiliary to denote the progressive or continuous aspect of an action; it is used to form the "present progressive" and "past progressive" and other progressive tenses. In this case, <i>be</i> is followed by the present participle of a verb.</p>               |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper or board to display sentences (teacher)</li> </ul>  |
| <b>SWBAT statement</b>                    | Students will use modal auxiliary verbs and forms of the verb <i>to be</i> to convey various conditions.   |
| <b>Attention Getter (1 minute)</b>        | The teacher asks students to share aloud modal auxiliary verbs that they previously learned: can, could, may, might, must, should, shall, will, would.   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>The teacher explains there are a special kind of verbs that express continuous action. These kinds of verbs are referred to as "<i>to be</i>" verbs. These types of "<i>to be</i>" verbs can follow a modal auxiliary verb. The verb <i>to be</i> can be present or past progressive.</p> <p>The teacher displays the following sentence:</p> <p>I could have been eating this whole time.</p> <p><i>Could have</i> + past participle means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it.</p> <p>The teacher displays the following sentence:</p> <p>They must have been telling the truth.</p> |



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|   | <p>We use the modal verbs "must have" to make guesses or deductions about an action in the past that we believe has definitely happened, based on our knowledge, information or evidence, or lack of it.</p>  |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher displays the following modal auxiliary verbs with the verb form of to be. Students work together in partnerships to use each in a sentence. Allow some students to share their examples to the class.</p> <ul style="list-style-type: none"> <li>● will have been</li> <li>● should have been</li> <li>● should be</li> <li>● will be</li> <li>● shall be</li> <li>● shall have been</li> <li>● might be</li> <li>● might have been</li> </ul> |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>The student will complete activity page 25. The teacher reads the directions aloud. "Read each sentence. Write the best word from the box to complete the sentence."</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. might have been</li> <li>2. should be</li> <li>3. will be</li> <li>4. shall be</li> <li>5. should have been</li> </ol>  |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"> <li>● Post a list of modal auxiliary verbs and their meaning.</li> <li>● Review the meaning of past, present, future and connect to each modal verb.</li> </ul>  |





## LESSON 26

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | <p>A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffixes “-able” and “-ible” mean “able to be.” -Able is the more common suffix and they both sound the same in words.</p> <p>If you remove -able from the word, you are still left with a complete word. If you remove -ible you are not left with a complete word.</p>   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"><li>• Chart paper or whiteboard/dry-erase marker (teacher)</li><li>• Whiteboard/dry-erase marker (students)</li></ul>  |
| <b>SWBAT statement</b>                    | SWBAT understand how the suffixes -able and -ible modify root words, form new words, and use those words in sentences.   |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher tells students that they will play “Would You Rather.” Pose following choices that contain the suffix -able/-ible to the students:</p> <ul style="list-style-type: none"><li>• Would you rather be referred to as knowledgeable or adorable?</li><li>• Would you rather be friends with someone who is fashionable or reliable?</li><li>• Would you rather listen to someone who is believable or laughable?</li></ul>  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, “A suffix is a word part that is added to the end of a word. A suffix carries meaning, and when added to the end of a word, it can change its meaning and use. When we add a suffix, we can get a new word. Sometimes you will need to modify or change the base/root word when adding the suffix.”</p> <p>Tell students, “The suffixes -able and -ible mean capable of being; relevant or suitable to. -Able is the more common suffix and they both sound the same in words. If you remove -able from the word, you are still left with a complete word. If you remove -ible you are not left with a complete word.”</p> |





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|   | <p>Project the following word: preventable</p> <p>Tell students, “Look at the word <i>preventable</i>. The base/root word is ‘prevent,’ which means to keep from happening. The suffix is ‘able’, which means capable of being. If we use our knowledge of the suffix ‘able’, we can determine that the word <i>preventable</i> means able to be prevented, stopped or avoided.”</p> <p>Project and read the following sentence with the word <i>preventable</i> in it: These injuries are entirely preventable.</p> <p>Ask a few students to use the word <i>preventable</i> in a sentence if time allows.</p> <p>Project the following word: tangible</p> <p>Tell students, “Look at the word <i>tangible</i>. The latin word is tangere, which means to touch. The suffix is ‘ible’, which means capable of being. If we use our knowledge of the suffix ‘able’, we can determine that the word <i>tangible</i> means able to be touched.”</p> <p>Project and read the following sentence with the word <i>tangible</i> in it: Unlike many people today who read online, I prefer a tangible book.</p> <p>Ask a few students to use the word <i>tangible</i> in a sentence.</p> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher will continue practicing with students using the following words: likable, flexible, believable, credible</p> <p>The teacher will call out the word. Students will write the word on their whiteboards using what they know about when to use -able and -ible. The teacher will monitor and support students writing the words as needed. Students will share sentences to the class or to a partner.</p>   |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Students should complete the activity page 26.</p> <p>The teacher tells students, “Now it is your turn to practice using the suffixes -able and -ible. There are 2 parts to your activity page. On the first part, you should use your knowledge of the meaning of -able to make a new word and use it in a sentence. On the second part, you should rewrite the sentence using a form of the given word with -ible or -able.”</p>  |



|   |  |
|---|--|
|   | <p>Anticipates Responses:</p> <ol style="list-style-type: none"><li>1. forgettable- accept reasonable responses</li><li>2. invisible- accept reasonable responses</li><li>3. reliable</li><li>4. collapsible</li></ol>   |
| <p><b>Guidance for Diverse Learners</b></p> | <ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the suffix -able and -ible.</li><li>● Post the spelling rules on the board or chart paper to serve as a visual when writing the new word.</li></ul> |



## LESSON 27

|   |  |
|---|--|
| <b>Lesson Type</b>                        | Grammar  |
| <b>Overview of Skill/Concept</b>          | <p>Use modal auxiliaries to convey various conditions. Modal auxiliaries are helping verbs. They add meaning and help tell more about time. Modal auxiliary verbs also show different conditions like a request, an ability, or permission. The most common auxiliary verbs, or helping verbs, are: can, could, may, might, must, will, would, shall, should.</p> <p>The verb <i>to be</i> is used as an auxiliary to denote the progressive or continuous aspect of an action; it is used to form the "present progressive" and "past progressive" and other progressive tenses. In this case, <i>be</i> is followed by the present participle of a verb.</p> |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Chart paper or board to display sentences (teacher)</li> <li>● Index cards with modal auxiliary verbs and the verb form of <i>to be</i> written on each (student partnerships)</li> </ul>   |
| <b>SWBAT statement</b>                    | Students will accurately use modal auxiliary verbs and the verb <i>to be</i> .   |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher will say a verb aloud. If the verb is a type of modal auxiliary verb, the student will stand up. If the word is not a modal auxiliary verb, the student will stay seated.</p> <p>Possible verbs to use: should (stand), jump (sit), may (stand), can (stand), run (sit)</p> <p>Student volunteers can brainstorm and say a verb (action or modal auxiliary verb) aloud to the class. Students will sit or stand for each verb given by a student.</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | Modal auxiliary verbs convey various conditions- request, ability, or permission. They add meaning and help tell more about time. The teacher reviews the most common modal auxiliary verbs and their meanings using the following chart:  |



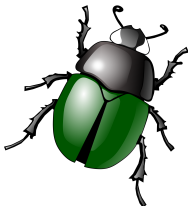





|   |  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
|---|--|------|-------------------------------------|-------|------------|-------|-----------------------|--------|------------------------------|-----|------------------------|-------|-----------------------|-----|---------------------------------------|-------|---------------------------|
|   | <table border="1" data-bbox="760 399 1214 1186"> <tr> <td>will</td> <td>asking<br/>possibility<br/>suggestion</td> </tr> <tr> <td>would</td> <td>requesting</td> </tr> <tr> <td>shall</td> <td>asking<br/>possibility</td> </tr> <tr> <td>should</td> <td>suggesting<br/>seeking advice</td> </tr> <tr> <td>can</td> <td>ability<br/>possibility</td> </tr> <tr> <td>could</td> <td>ability<br/>requesting</td> </tr> <tr> <td>may</td> <td>possibility<br/>permission<br/>offering</td> </tr> <tr> <td>might</td> <td>possibility<br/>suggestion</td> </tr> </table> <p data-bbox="475 1224 1455 1291">“Sometimes, modal auxiliary verbs are followed by the verb form <i>to be</i>.”</p> | will | asking<br>possibility<br>suggestion | would | requesting | shall | asking<br>possibility | should | suggesting<br>seeking advice | can | ability<br>possibility | could | ability<br>requesting | may | possibility<br>permission<br>offering | might | possibility<br>suggestion |
| will  | asking<br>possibility<br>suggestion  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| would   | requesting   |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| shall   | asking<br>possibility  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| should  | suggesting<br>seeking advice   |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| can   | ability<br>possibility   |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| could   | ability<br>requesting  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| may   | possibility<br>permission<br>offering  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| might   | possibility<br>suggestion  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher passes out index cards with modal auxiliary verbs and verbs that are the form of <i>to be</i> written on each of them. Students work together in partnerships to use each in a sentence. Allow some students to share their examples to the class.</p>  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Students should complete activity page 27. The teacher will read the directions aloud. “For each part, choose 2 modal auxiliary verbs from the boxes and use each in a sentence.</p> <p>Accept reasonable responses</p>   |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul data-bbox="527 1705 1445 1806" style="list-style-type: none"> <li>● Post a list of modal auxiliary verbs and their meaning.</li> <li>● Review the meaning of past, present, future and connect to each modal verb.</li> </ul>  |      |                                     |       |            |       |                       |        |                              |     |                        |       |                       |     |                                       |       |                           |



## LESSON 28

| <b>Lesson Type</b>                        | Morphology  |  |         |         |     |      |  |
|---|---|--|---------|---------|-----|------|--|
| <b>Overview of Skill/Concept</b>          | The combining form <i>bio-</i> is used like a prefix meaning “life.” It is often used in scientific terms, especially in biology. The form <i>bio-</i> comes from Greek <i>bíos</i> , meaning “life.”   |  |         |         |     |      |  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>Chart paper, board, or sentence strips (teacher)</li> </ul>  |  |         |         |     |      |  |
| <b>SWBAT statement</b>                    | Students will identify the meaning of words with the root <i>bio</i> and use these words correctly in sentences.  |  |         |         |     |      |  |
| <b>Attention Getter (1 minute)</b>        | <p>The teacher asks, “What do these pictures have in common?”</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>Students share ideas of what each picture has in common. The teacher confirms or guides students in understanding that they are all alive.</p>  |  |         |         |     |      |  |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>The teacher says, “The former president, a tree, a bug, and a dog are all alive or they have a life. The root that means “life” is <i>bio-</i>. The teacher displays and reads the root chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">root</th> <th style="text-align: center;">meaning</th> <th style="text-align: center;">example</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">bio</td> <td style="text-align: center;">life</td> <td><u>I am Malala</u> is a biography about the Nobel Peace Prize winner Malala Yousafzai.</td> </tr> </tbody> </table> <p>We can determine the meaning of words using our knowledge of words that contain <i>bio-</i> (life). Teacher will review what a root word is. The teacher tells students, “A root word is a word or word part that carries the primary meaning of a word. Sometimes, through the</p> | root   | meaning | example | bio | life | <u>I am Malala</u> is a biography about the Nobel Peace Prize winner Malala Yousafzai. |
| root                                      | meaning   | example  |         |         |     |      |  |
| bio                                       | life  | <u>I am Malala</u> is a biography about the Nobel Peace Prize winner Malala Yousafzai. |         |         |     |      |  |





|   |  |
|---|--|
|   | <p>addition of prefixes or suffixes, the meaning of the word can change. Many root words in the English Language are of a Latin or Greek origin.”</p> <p>Display the sentence and read aloud: I plan to study <i>biology</i> in college.</p> <p>The teacher underlines the word <i>biology</i>.<br/>The teacher tells students, “Now look at the word <i>biology</i>. The root <i>bio</i> means “life.” The <i>-ology</i> part means “a subject of study.” The word <i>biology</i> must mean the study of life.”</p>   |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>The teacher will display the sentence: The students were learning about <i>biodiversity</i> in the Amazon rainforest.</p> <p>The teacher will have students identify the word with the root <i>bio</i>. The teacher will guide students through a discussion that determines the definition of the word with the root <i>bio</i>. Then, have students come up with other possible sentences using words with <i>bio</i>-.</p> <p><i>biography</i><br/>meaning – book written about someone’s life<br/><i>microbiology</i><br/>meaning- A science that studies extremely small forms of life<br/><i>biomass</i><br/>meaning- The amount of living matter</p> |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Students should complete activity page 28. The teacher will read the directions aloud. “For the first part, read each word that has the root <i>bio</i>. Write the meaning of the word on the lines below. For the second part, read the words below. Write a sentence on each line using each word.</p> <p>Accept reasonable responses.</p>  |
| <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 root word highlighted.</li> <li>● Provide pictures of the words for visual learners.</li> <li>● Define the base words on the activity page for independent practice as needed.</li> <li>● Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>   |





## LESSON 29

| <b>Lesson Type</b>                        | Grammar  |  |                 |         |     |                              |  |      |                              |   |
|---|--|--|-----------------|---------|-----|------------------------------|--|------|------------------------------|---|
| <b>Overview of Skill/Concept</b>          | <p>The most common relative pronouns are who/whom, whoever/whomever, whose, that, and which. Relative pronouns introduce relative clauses, which are a type of dependent clause. Relative clauses modify a word, phrase, or idea in the main clause. The word, phrase, or idea modified is called the antecedent.</p> <p>In this lesson, we will focus on the relative pronouns who, whom, whose. <i>Who</i> and <i>whom</i> are used mainly for people. However, these pronouns can also be used to refer to animals that are mentioned by name and seen as persons. <i>Whose</i> can be used for people, animals or things:</p>  |  |                 |         |     |                              |  |      |                              |   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>Chart paper or board to display chart and sentences (teacher)</li> </ul>  |  |                 |         |     |                              |  |      |                              |   |
| <b>SWBAT statement</b>                    | SWBAT use the relative pronouns who, whom, and whose correctly in sentences.   |  |                 |         |     |                              |  |      |                              |   |
| <b>Attention Getter (1 minute)</b>        | The teacher asks students to brainstorm a list of pronouns. Possible answers are: she, he, it, they, her, him, their, you, etc.  |  |                 |         |     |                              |  |      |                              |   |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>The teacher explains, "There are special kinds of pronouns called relative pronouns. Some common relative pronouns are who, whom, and whose."</p> <p>The teacher displays the following chart:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">relative pronoun</th> <th style="text-align: center;">type of pronoun</th> <th style="text-align: center;">meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">who</td> <td style="text-align: center;">subject pronoun<br/>(he, she)</td> <td>used to describe who performed an action or who is in a specific state</td> </tr> <tr> <td style="text-align: center;">whom</td> <td style="text-align: center;">object pronoun<br/>(her, him)</td> <td>refers to the person who was the recipient of an action</td> </tr> </tbody> </table> | relative pronoun   | type of pronoun | meaning | who | subject pronoun<br>(he, she) | used to describe who performed an action or who is in a specific state | whom | object pronoun<br>(her, him) | refers to the person who was the recipient of an action |
| relative pronoun                          | type of pronoun  | meaning  |                 |         |     |                              |  |      |                              |   |
| who                                       | subject pronoun<br>(he, she)   | used to describe who performed an action or who is in a specific state |                 |         |     |                              |  |      |                              |   |
| whom                                      | object pronoun<br>(her, him)   | refers to the person who was the recipient of an action                |                 |         |     |                              |  |      |                              |   |



|   |  |  |                    |  |
|---|--|--|--------------------|--|
|   | <table border="1"> <tr> <td data-bbox="474 394 820 531">whose</td> <td data-bbox="820 394 1161 531">possessive pronoun</td> <td data-bbox="1161 394 1485 531">refers to the person to whom something belongs</td> </tr> </table>   | whose  | possessive pronoun | refers to the person to whom something belongs |
| whose   | possessive pronoun   | refers to the person to whom something belongs |                    |  |
| <p><b>Guided Practice (2 minutes)</b></p>       | <p>The teacher explains while reading the chart, “It may be confusing to know when to use who, whom, or whose in a sentence. If you can replace the relative pronoun with <i>he</i> or <i>she</i>, the pronoun you should use is <i>who</i>. If you need to replace the relative pronoun with <i>him</i> or <i>her</i> to make the sentence sound correct, then you should be using <i>whom</i>.”</p> <p>Another good way to remember which relative pronoun to use is:</p> <ul style="list-style-type: none"> <li>• If the pronoun ends in a vowel (e, as in he or she), then the replacement does, too – who.</li> <li>• If the pronoun ends in a consonant (r or m, as in her or him), then the replacement does, too – whom.</li> </ul> <p>“Who’s often gets confused with whose, which is a possessive pronoun and shows to whom something belongs. Whose is the possessive form of who. If you are trying to determine if you should use who’s or whose, substitute the full words for who’s into the sentence.</p> <ul style="list-style-type: none"> <li>• If it makes sense when you put who is or who has into the sentence, then it’s who’s.</li> <li>• If it doesn’t make sense, it’s because you’re trying to show possession and not make a contraction, so you probably need to use whose.</li> </ul> |  |                    |  |
| <p><b>Student Application (3-5 minutes)</b></p> | <p>The teacher displays the following sentences. Students use the correct relative pronoun to make the sentence complete.</p> <ul style="list-style-type: none"> <li>• The girl _____ slept over with me last night was my best friend. (who)</li> <li>• The girl _____ book you’re reading will want it back when you’re finished. (whose)</li> <li>• To _____ was the invitation addressed? (whom)</li> </ul> <p>Students should complete activity page 29. The teacher will read directions aloud. “Read each sentence. Write the best word from the box to complete the sentence. The words will be used more than once.”</p>  |  |                    |  |



|                                      |   |
|--------------------------------------|---|
|                                      | <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. whom</li><li>2. who</li><li>3. whose</li><li>4. who</li><li>5. whom</li><li>6. whose</li></ol> |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>● Post the relative pronoun chart for reference.</li><li>● Limit the choices to complete the sentence.</li></ul>                |





## LESSON 30

| <b>Lesson Type</b>                                 | Morphology  |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
|--|---|----------------|---------------|--|--|--|--|--|--|-------------|----------------|----------------|---------------|-----|------|---------|-------|
| <b>Overview of Skill/Concept</b>                   | The combining form <i>bio-</i> is used like a prefix meaning “life.” It is often used in scientific terms, especially in biology. The form <i>bio-</i> comes from Greek <i>bíos</i> , meaning “life.”   |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>Materials Needed</b>                            | <ul style="list-style-type: none"> <li>• Board or chart paper to display words (teacher)</li> </ul>   |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>SWBAT statement</b>                             | Students will identify the meaning of words with the root <i>bio</i> and use these words correctly in sentences.  |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>Attention Getter (1 minute)</b>                 | The teacher says, “Let’s name as many things that have life as we can in one minute.” The teacher calls on volunteers to share things that have a life. Answers will be anything that is alive: people, plants, animals.  |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>Explicit Instruction (3-5 minutes)</b>          | <p>Remind students, “A root word is a word or word part that carries the primary meaning of a word. Sometimes, through the addition of prefixes or suffixes, the meaning of the word can change. Many root words in the English Language are of a Latin or Greek origin. The root word <i>bio</i> means “life” and comes from Latin origin.”</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Roots</b></th> </tr> <tr> <td colspan="4" style="text-align: center;">a word or word part that carries meaning of a word</td> </tr> <tr> <th style="text-align: center;"><b>root</b></th> <th style="text-align: center;"><b>meaning</b></th> <th style="text-align: center;"><b>example</b></th> <th style="text-align: center;"><b>origin</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">bio</td> <td style="text-align: center;">life</td> <td style="text-align: center;">biology</td> <td style="text-align: center;">latin</td> </tr> </tbody> </table> <p>The teacher says the following sentence aloud. “The biology students had to dissect a rat. Biology is the study of living organisms.”</p> | <b>Roots</b>   |               |  |  | a word or word part that carries meaning of a word |  |  |  | <b>root</b> | <b>meaning</b> | <b>example</b> | <b>origin</b> | bio | life | biology | latin |
| <b>Roots</b>                                       |   |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| a word or word part that carries meaning of a word |   |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>root</b>  | <b>meaning</b>  | <b>example</b> | <b>origin</b> |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| bio  | life  | biology        | latin         |  |  |  |  |  |  |             |                |                |               |     |      |         |       |
| <b>Guided Practice (2 minutes)</b>                 | <p>The teacher will display words (biosphere, biochemist, biofuel) from on a board or chart paper.</p> <p>biofuel (fuel obtained from a living matter)</p> <p>Display the following sentences:</p>  |                |               |  |  |  |  |  |  |             |                |                |               |     |      |         |       |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• All of the ecosystems in the world make up the _____. (biosphere)</li> <li>• His wife , a _____ , was a dietician at a research institute. (biochemist)</li> <li>• Currently, most _____ is burned to release its stored chemical energy. (biofuel)</li> </ul> <p>Have students share-out which words they think fits best and why.</p>   |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Students should complete activity page 30. The teacher will read the directions aloud. “Read the meaning for each word. Choose the best word for each and write it on the line. Write a sentence using the word on the line below.”</p> <p>Anticipated Response:</p> <ol style="list-style-type: none"> <li>1. biology</li> <li>2. biography</li> <li>3. biomass</li> <li>4. biofuel</li> <li>5. biohazard</li> </ol> <p>Accept reasonable responses for sentences.</p> |
| <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 root word highlighted.</li> <li>• Provide pictures of the words for visual learners.</li> <li>• Define the base words on the activity page for independent practice as needed.</li> <li>• Consider a word wall/anchor charts for prefixes, suffixes, and root words.</li> </ul>   |



## LESSON 31

|                                    |  |
|------------------------------------|--|
| <b>Lesson Type</b>                 | Grammar  |
| <b>Overview of Skill/Concept</b>   | <p>A relative pronoun is used in sentences to connect a clause or phrase to a noun or pronoun. The connecting clause or phrase describes the noun with further detail. In this lesson, students will learn about the relative pronouns whose, which, and that.</p> <ul style="list-style-type: none"> <li>- Whose:             <ul style="list-style-type: none"> <li>- shows possession or relationship</li> <li>- can be used with people, animals, or things</li> <li>- commas may or may not be used around the clause</li> </ul> </li> <li>- Which:             <ul style="list-style-type: none"> <li>- used to further describe things and animals</li> <li>- used with nonessential clauses</li> <li>- commas are used around the clause</li> </ul> </li> <li>- That:             <ul style="list-style-type: none"> <li>- used to further describe things and animals</li> <li>- used with essential clauses</li> <li>- no commas are used around the clause</li> </ul> </li> </ul> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Prepared sentences (teacher)</li> <li>● Prepared sentences and relative pronouns written on sentence strips (teacher)</li> <li>● Colors - yellow, black, green, and purple (student)</li> <li>● Activity page (student)</li> </ul>  |
| <b>SWBAT statement</b>             | SWBAT use the relative pronouns that, which, and whose correctly in sentences.   |
| <b>Attention Getter (1 minute)</b> | <p>Ask students, "I'm going to say either a person, an animal, or a thing. When I call the person, animal, or thing, your job is to tell me which category it falls into."</p> <p>Call out the following examples and have students respond with person, animal, or thing:</p> <ul style="list-style-type: none"> <li>- the girl: person</li> <li>- a pencil: thing</li> <li>- flamingo: animal</li> <li>- lion: animal</li> <li>- our family: person</li> <li>- an airplane: thing</li> </ul>   |





|  |   |
|--|---|
|  | <p>This activity will help prepare students' brains to think about which relative pronoun to use.</p>   |
| <p><b>Explicit Instruction<br/>(3-5 minutes)</b></p> | <p>Tell students, "A relative pronoun links two clauses together by giving more information about a word or phrase in the sentence. The pronoun relates to the noun it is describing. Today we will focus on the relative pronouns <i>whose</i>, <i>that</i>, and <i>which</i>."</p> <p>Provide students with the following examples of each type of relative pronoun by writing or projecting the sentence on the board, pointing out the relative pronoun used, and emphasizing whether or not a comma is used:</p> <ul style="list-style-type: none"><li>- That:<ul style="list-style-type: none"><li>- Tell students, "That is used to refer to animals and things. You will use the relative pronoun that with essential clauses. No commas are used when using that."</li><li>- Project the following example on the board: The dog that barked all night kept me from falling asleep.</li><li>- Tell students, "In this sentence, the relative pronoun is that. Notice that it is describing an animal. Notice that it is not set off by commas. This tells us that the information in the clause is essential. This means that the sentence would not make sense without this information."</li></ul></li><li>- Which:<ul style="list-style-type: none"><li>- Tell students, "Which is used to refer to animals and things. You will use the relative pronoun which with nonessential clauses, which give additional information. When you use which, you use commas around the nonessential clause."</li><li>- Project the following example on the board: Erosion, which can be caused by flash floods, will carve out caves and crevices.</li><li>- Tell students, "In this sentence, the relative pronoun is which. Notice that it is used to describe a thing, erosion. Notice that it is set off by commas. This tells us that the information in the clause is nonessential. This means if I remove the clause, the sentence will still be able to stand alone as a sentence."</li></ul></li></ul> |



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|  | <ul style="list-style-type: none"><li>- Whose:<ul style="list-style-type: none"><li>- Tell students, "Whose is used to show possession of people, animals, or things. It is the possessive form of who and shows ownership."</li><li>- Project the following example on the board: The girl whose knee was bleeding went to the nurse's office.</li><li>- Tell students, ""In this sentence, the relative pronoun is whose. In this particular sentence, whose is being used to describe a human. But, remember it can also be used to describe animals or things. Notice that in this sentence there are no commas because the information is essential to the rest of the sentence. However, sometimes commas will be used if the clause is nonessential."</li></ul></li></ul>   |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>Distribute sentence strips to pairs/groups of students. Each student pair/group should have a set of sentences with a missing relative pronoun. They should also receive a set of the relative pronouns whose, that, and which.</p> <p>Tell students, "Now it is your turn to practice using the correct relative pronouns in a sentence. Each of your groups has some sentences with a blank line where a relative pronoun belongs. Your group will also have a set of relative pronouns. Your job is to determine which relative pronoun belongs in the blank. While determining which relative pronoun belongs with which sentence, you should discuss with your group or partner how you determined that it was the correct relative pronoun."</p> <p>Provide student pairs/groups with the following sentences:</p> <ol style="list-style-type: none"><li>1. We drove by the house _____ had spooky Halloween decorations in the yard. (that)</li><li>2. I like to shop for shoes _____ are stylish and popular. (that)</li><li>3. My favorite song, _____ I listen to on repeat, was also played in the new Spiderman movie. (which)</li><li>4. The social studies project, _____ we presented yesterday in class, gave our group a chance to share information about the American Revolution. (which)</li><li>5. The teacher _____ class followed all of the rules received a few extra minutes as a reward. (whose)</li></ol> |





6. Jackson, \_\_\_\_\_ father is a teacher, helps him study for his quizzes and tests. (whose)

In addition, provide student pairs/groups with the following relative pronouns:

1. that
2. which
3. whose

Provide student groups/pairs with one sentence, one sentence with each type of relative pronoun used, or all six sentences.

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

Say to students, “Now it is your turn to try it on your own. On your activity page, there is a chart. You will circle the choice that shows the correct relative pronoun used. After you have finished answering all of the questions, you will color the picture on the next page using the corresponding color choice that you selected when answering the questions.”

|   | Question  |                  |                   |                   |
|---|---|------------------|-------------------|-------------------|
| 1 | Louis Armstrong, _____ influence on jazz music has lasted generations, fought for equal rights for African Americans.   | that<br>(brown)  | whose<br>(black)  | which<br>(blue)   |
| 2 | Amelia Earhart attempted to go on an adventure _____ ended in her disappearing and never being found.   | that<br>(yellow) | whose<br>(orange) | which<br>(pink)   |
| 3 | The painting <i>Mona Lisa</i> , _____ was painted by Leonardo da Vinci, is one of the most famous paintings in the world.                                       | that<br>(pink)   | whose<br>(blue)   | which<br>(green)  |
| 4 | Sacagawea was a Native American woman who became a guide for Lewis and Clark’s expeditions _____ led to the discovery of the western part of the United States. | that<br>(orange) | whose<br>(black)  | which<br>(purple) |
| 5 | Sonia Sotomayor _____ book <i>Just Ask! Be Different, Be Brave, Be You</i> helps children become their true selves.   | that<br>(blue)   | whose<br>(white)  | which<br>(red)    |

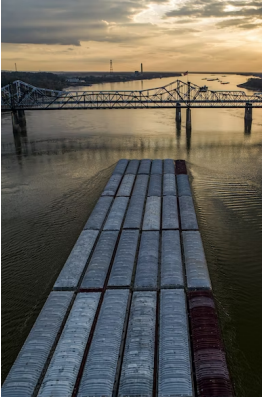




|                                      |   |                 |  |                   |                |                   |
|--------------------------------------|---|-----------------|--|-------------------|----------------|-------------------|
|                                      | <table border="1"><tr><td data-bbox="462 378 592 541">6</td><td data-bbox="592 378 1104 541">Mae Jemison was the first African American woman in space, flying on the spaceship Endeavor _____ had six other astronauts on board.</td><td data-bbox="1104 378 1234 541">that<br/>(green)</td><td data-bbox="1234 378 1364 541">whose<br/>(red)</td><td data-bbox="1364 378 1503 541">which<br/>(orange)</td></tr></table> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. black</li><li>2. yellow</li><li>3. green</li><li>4. purple</li><li>5. white</li><li>6. green</li></ol> | 6               | Mae Jemison was the first African American woman in space, flying on the spaceship Endeavor _____ had six other astronauts on board. | that<br>(green)   | whose<br>(red) | which<br>(orange) |
| 6                                    | Mae Jemison was the first African American woman in space, flying on the spaceship Endeavor _____ had six other astronauts on board.  | that<br>(green) | whose<br>(red)   | which<br>(orange) |                |                   |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>• On the activity page, limit the number of choices students have to choose from down to only two choices.</li></ul>  |                 |  |                   |                |                   |



## LESSON 32

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| <b>Lesson Type</b>                 | Morphology   |
| <b>Overview of Skill/Concept</b>   | <p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefixes “in-” and “im-” both mean no or not.</p> <p>A root word is the basic part of any given word. The meaning of the root word can be changed by adding prefixes or suffixes. Although roots are the basic parts of words, they do not always work on their own.</p> <ul style="list-style-type: none"><li>- The root word “port” means carry.</li><li>- The root word “bio” means life; living.</li></ul> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"><li>● Picture of barges on the Mississippi River (teacher)</li><li>● Prepared words with the prefixes im- and in- (teacher)</li><li>● Prepared words with the roots bio and port (teacher)</li><li>● Activity page (student)</li></ul>   |
| <b>SWBAT statement</b>             | SWBAT use the prefixes im- and in- and the roots port and bio to understand the meaning of words.  |
| <b>Attention Getter (1 minute)</b> | <p>Display the picture below of barges on the Mississippi River:</p>  <p>Tell students, “This is a picture of barges on the Mississippi River. What do the barges do?” Elicit responses from students.</p>  |



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|  | <p>Tell students, "New Orleans is known as a port city because it's a city where boats carry goods in and out of the city, state, and country."</p>  |
| <p><b>Explicit Instruction<br/>(3-5 minutes)</b></p> | <p>Tell students, "In the last few days and weeks we have been learning the meaning of and practicing using some prefixes and some root words. Let's take a minute to review two prefixes and two root words. Remember that prefixes and root words are word parts that carry meaning. When we read, and we get to an unfamiliar word, we can use prefixes and root words to help us determine the meaning of the word."</p> <p>The teacher will show the following prefixes on the board and review their meanings with students:</p> <ul style="list-style-type: none"><li>- im-: means no, not</li><li>- in-: means no, not</li></ul> <p>The teacher will then show the following root words on the board and review their meanings with students:</p> <ul style="list-style-type: none"><li>- port: carry</li><li>- bio: life, living</li></ul> <p>Tell students, "We are going to use our knowledge of these prefixes and roots to define some words."</p> <p>Show the following word: inconsistent</p> <p>Tell students, "The word inconsistent has two parts: in + consistent. We know the meaning of the prefix in- is not. The meaning of consistent is that something is done the same way every time. So, if I put the two word parts together I can determine that the meaning of <i>inconsistent</i> is something that is not done the same way every time."</p> <p>Show the following word: portable</p> <p>Tell students, "The word portable has two parts: port + able. We know the meaning of the root port is carry. The meaning of able is able to do something. So, if I put the two word parts together, I can determine the meaning of portable. It means able to be carried."</p> <p>Show the following word: biologist</p> |





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|  | <p>Tell students, "The word biologist has two parts: bio + logist. We know the meaning of the root bio is life, living. The meaning of logist is a person who studies. So, if I put the two word parts together, I can determine the meaning of biologist. It means a person who studies life."</p>   |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>The teacher will continue practicing with students using the following words: biography, transport, and impractical.</p> <p>The teacher will write the word on the board and ask questions to help students determine the meaning of the words.</p> <ul style="list-style-type: none"><li>- biography:<ul style="list-style-type: none"><li>- Ask students, "What are the two word parts in the word biography?"</li><li>- Elicit responses from students: bio + graphy</li><li>- Ask students, "What is the meaning of the root bio?"</li><li>- Elicit responses from students: bio means life</li><li>- Tell students, "The word part graphy means the process of writing about."</li><li>- Ask students, "If we know the meaning of bio and graphy, what does the word biography mean?"</li><li>- Elicit response from students: The word biography means the process of writing about life</li></ul></li><li>- transport:<ul style="list-style-type: none"><li>- Ask students, "What are the two word parts in the word transport?"</li><li>- Elicit responses from students: trans + port</li><li>- Tell students, "The word part trans means across."</li><li>- Ask students, "What is the meaning of the root port?"</li><li>- Elicit responses from students: port means to carry</li><li>- Ask students, "If we know the meaning of trans and port, what does the word transport mean?"</li><li>- Elicit response from students: The word transport means to carry across.</li></ul></li><li>- impractical:<ul style="list-style-type: none"><li>- Ask students, "What are the two word parts in the word impractical?"</li><li>- Elicit responses from students: im + practical</li><li>- Ask students, "What is the meaning of the prefix im-?"</li></ul></li></ul> |



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|  | <ul style="list-style-type: none"><li>- Elicit responses from students: im- means not</li><li>- Tell students, "The word part practical means capable of being put to use."</li><li>- Ask students, "If we know the meaning of im- and practical, what does the word impractical mean?"</li><li>- Elicit response from students: The word impractical means not capable of being put to use.</li></ul>   |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>Tell students, "Now it is your turn to practice using the prefixes im- and in- and the roots bio and port. On your activity page, you will complete the missing information in the chart to define the word."</p> <p>Students will complete the activity page to define the following words:</p> <ul style="list-style-type: none"><li>- biosphere: region of the earth pertaining to life</li><li>- immature: not fully developed or grown</li><li>- export: to carry out</li><li>- incomplete: not finished</li></ul> |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li></ul>  |



## LESSON 33

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| <b>Lesson Type</b>                 | Grammar  |
| <b>Overview of Skill/Concept</b>   | <p>A relative pronoun is used in sentences to connect a clause or phrase to a noun or pronoun. The connecting clause or phrase describes the noun with further detail.</p> <ul style="list-style-type: none"> <li>- Who:             <ul style="list-style-type: none"> <li>- used for people</li> <li>- replaces subject pronouns I, she, he, we, they</li> <li>- refers to the person who is the subject of the sentence</li> </ul> </li> <li>- Whom:             <ul style="list-style-type: none"> <li>- used for people</li> <li>- replaces object pronouns me, her, him</li> <li>- refers to a person who is not the subject of the sentence</li> </ul> </li> <li>- Whose:             <ul style="list-style-type: none"> <li>- shows possession or relationship</li> <li>- can be used with people, animals, or things</li> <li>- commas may or may not be used around the clause</li> </ul> </li> <li>- Which:             <ul style="list-style-type: none"> <li>- used to further describe things and animals</li> <li>- used with nonessential clauses</li> <li>- commas are used around the clause</li> </ul> </li> <li>- That:             <ul style="list-style-type: none"> <li>- used to further describe things and animals</li> <li>- used with essential clauses</li> <li>- no commas are used around the clause</li> </ul> </li> </ul> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Prepared sentences (teacher)</li> <li>● Activity page (student)</li> </ul>  |
| <b>SWBAT statement</b>             | SWBAT accurately use the relative pronouns who, whom, that, which, and whose in sentences.   |
| <b>Attention Getter (1 minute)</b> | <p>Ask students, "I'm going to say either a person, an animal, or a thing. When I call the person, animal, or thing, your job is to tell me which category it falls into."</p> <p>Call out the following examples and have students respond with person, animal, or thing:</p> <ul style="list-style-type: none"> <li>- Dr. Minnick: person</li> </ul>   |





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|   | <ul style="list-style-type: none"><li>- a book: thing</li><li>- rhinoceros: animal</li><li>- hippopotamus: animal</li><li>- my uncle: person</li><li>- a sentence: thing</li></ul> <p>This activity will help prepare students' brains to think about which relative pronoun to use!</p>  |
| <b>Explicit Instruction<br/>(3-5 minutes)</b> | <p>Tell students, "Over the last few lessons we have been learning about relative pronouns. Remember that relative pronouns link two clauses together by giving more information about a word or phrase in the sentence. The pronoun relates to the noun it is describing."</p> <p>Tell students, "Let's review each relative pronoun by reading a sentence, identifying the relative pronoun, and discussing why that particular relative pronoun is used."</p> <p>Provide students with the following sentences containing a relative pronoun by projecting it on the board and ask guiding questions to review the rules of when to use which relative pronoun:</p> <ul style="list-style-type: none"><li>- Who:<ul style="list-style-type: none"><li>- Project the following sentence: The runner who won the race trained for months.</li><li>- Ask students, "What is the relative pronoun in this sentence?"</li><li>- Elicit responses from students: who</li><li>- Ask students, "Why did who have to be used in this sentence?"</li><li>- Elicit responses from students: because it was describing a person</li><li>- Ask students, "Why are commas not used around the clause?"</li><li>- Elicit responses from students: The clause is essential to the sentence.</li></ul></li><li>- Whom:<ul style="list-style-type: none"><li>- Project the following sentence: He's the nurse whom I met walking into the doctor's office.</li><li>- Ask students, "What is the relative pronoun in this sentence?"</li><li>- Elicit responses from students: whom</li></ul></li></ul> |



- Ask students, “Why did whom have to be used in this sentence?”
- Elicit responses from students: because it was describing a person as an object
- Ask students, “Why are commas not used around the clause?”
- Elicit responses from students: The clause is essential to the sentence.
- Whose:
  - Project the following sentence: The baby, whose nap was interrupted, was grumpy for the rest of the day.
  - Ask students, “What is the relative pronoun in this sentence?”
  - Elicit responses from students: whose
  - Ask students, “Why did whose have to be used in this sentence?”
  - Elicit responses from students: because it was showing possession; the baby “owned” the nap
  - Ask students, “Why are commas used around the clause?”
  - Elicit responses from students: The clause is not essential to the rest of the sentence.
- That:
  - Project the following sentence: The art project that Rowan completed is displayed on the bulletin board.
  - Ask students, “What is the relative pronoun in this sentence?”
  - Elicit responses from students: that
  - Ask students, “Why did that have to be used in this sentence?”
  - Elicit responses from students: because it was describing an object and the description was essential to the rest of the sentence
- Which:
  - Project the following sentence: The carnival, which lasted all day, ended with a firework show.
  - Ask students, “What is the relative pronoun in this sentence?”
  - Elicit responses from students: which
  - Ask students, “Why did which have to be used in this sentence?”



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|   | <ul style="list-style-type: none"> <li>- Elicit responses from students: because it was describing an object and the description was not essential to the rest of the sentence</li> </ul>   |
| <p><b>Guided Practice<br/>(2 minutes)</b></p>       | <p>Tell students, "Let's continue to practice accurately selecting the correct relative pronoun to complete the sentence."</p> <p>Have the 5 relative pronouns written on a piece of paper (one per piece of paper) and hung up in 5 different locations around the room. The teacher will read the sentence aloud to students who will find the correct relative pronoun around the room. Students will move to that relative pronoun and discuss why it is the correct answer.</p> <p>Project the following sentences and have students participate in the activity:</p> <ol style="list-style-type: none"> <li>1. The movie _____ I watched yesterday is my sister's favorite movie.</li> <li>2. He is the boy _____ I helped yesterday.</li> <li>3. Over the holiday break, they traveled to Savannah, _____ is in Georgia.</li> <li>4. Elijah, _____ rides my bus, lives next door to me.</li> <li>5. My cell phone, _____ charger is missing, has a dead battery.</li> </ol> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. that</li> <li>2. whom</li> <li>3. which</li> <li>4. who</li> <li>5. whose</li> </ol> |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Tell students, "Now it is your turn to try it on your own. On your activity page, there are sentences with missing relative pronouns. Your job is to determine which relative pronoun will make the sentence correct. Some of the pronouns may be used more than once."</p> <ol style="list-style-type: none"> <li>1. The bus _____ I ride to school was late this morning. (that)</li> <li>2. Islands, _____ are formed from the tops of</li> </ol>   |






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|                                      | <p>volcanoes, are surrounded by water on all sides. (which)</p> <ol style="list-style-type: none"><li>3. Nathan, _____ you met yesterday, has three dogs. (whom)</li><li>4. I bought a new set of Legos with the money _____ I received for my birthday. (that)</li><li>5. The city _____ high school was destroyed by a hurricane is organizing a fundraiser to raise money. (whose)</li><li>6. The television show, _____ comes on at 7 pm, is about doctors performing surgeries. (which)</li><li>7. The girl _____ is crossing the monkey bars is on my soccer team! (who)</li></ol> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. that</li><li>2. which</li><li>3. whom</li><li>4. that</li><li>5. whose</li><li>6. which</li><li>7. who</li></ol> |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>• For the guided practice and student application portions of the lesson, provide students with less choices to select from.</li></ul>   |



## LESSON 34

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| <b>Lesson Type</b>                        | Grammar   |
| <b>Overview of Skill/Concept</b>          | <p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• The prefixes “in-” and “im-” both mean no or not.</li> </ul> <p>A root word is the basic part of any given word. The meaning of the root word can be changed by adding prefixes or suffixes. Although roots are the basic parts of words, they do not always work on their own.</p> <ul style="list-style-type: none"> <li>- The root word “port” means carry.</li> <li>- The root word “bio” means life; living.</li> </ul> |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Pictures of portable objects (teacher)</li> <li>• Prepared word banks and sentences (teacher)</li> <li>• Activity page (student)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT accurately use the prefixes im- and in- and the roots port and bio in sentences.  |
| <b>Attention Getter (1 minute)</b>        | <p>Display the pictures below of items that are portable:</p> <div style="text-align: center;">  </div> <p>Tell students, “All of these items are portable. Based on these pictures and your knowledge of the root port, what do you think portable means?”</p>   |
| <b>Explicit Instruction (3-5 minutes)</b> | Tell students, “In the last few days and weeks we have been learning the meaning of and practicing using some prefixes and some root words. Let’s take a minute to review two prefixes and two root words.  |



Remember that prefixes and root words are word parts that carry meaning. When we read, and we get to an unfamiliar word, we can use prefixes and root words to help us determine the meaning of the word."

The teacher will project the following prefixes on the board and review their meanings with students:

- im-: means no, not
- in-: means no, not

The teacher will then project the following root words on the board and review their meanings with students:

- port: carry
- bio: life, living

Tell students, "We are going to use our knowledge of these prefixes and roots to complete sentences. Let's practice by first defining what each word means and what are some clue words we may be able to look for in a sentence."

Project the following words and guide students through a discussion:

- biome
  - Ask students, "What does the root bio mean?"
  - Elicit responses from students: life; living
  - Ask students, "What words may be in a sentence that would give you a clue to use the word biome?"
  - Elicit responses from students: life, living, alive, plants, animals, humans, anything to do with life
  - Define biome for students: a large area that can be classified based on the living things found there
- inappropriate
  - Ask students, "What does the prefix in- mean?"
  - Elicit responses from students: no, not
  - Ask students, "What words may be in a sentence that would give you a clue to use the word inappropriate?"
  - Elicit responses from students: things that show the opposite of being appropriate; the word no or not
  - Define inappropriate for students: not proper in certain circumstances
- transport
  - Ask students, "What does the root port mean?"





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|  | <ul style="list-style-type: none"><li>- Elicit responses from students: carry</li><li>- Ask students, "What words may be in a sentence that would give you a clue to use the word transport?"</li><li>- Elicit responses from students: carry; bring</li><li>- Define transport for students: to carry from one place to another</li></ul>   |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>The teacher will continue practicing with students using the following words: export, autobiography, and impolite.</p> <p>Project the words on the board for students to see. In addition, project the following three sentences with the missing words. Read each sentence with the missing word. Guide students through a discussion to determine which word goes on the blank line and how they know.</p> <ul style="list-style-type: none"><li>- Louisiana's biggest _____, which is shipped to other states and countries on boats, is oil.<ul style="list-style-type: none"><li>- Ask students, "What is this sentence about?"</li><li>- Elicit responses from students: This sentence is about shipping, or carrying, things from one place to another.</li><li>- Ask students, "If this sentence is about shipping, or carrying, things from one place to another, which of the potential words should be put on the blank line?"</li><li>- Elicit response from students: export</li><li>- Ask students, "How do you know export goes on the line?"</li><li>- Elicit responses from students: The root port means to carry.</li><li>- Write export on the blank line. As a class, reread the sentence with the correct word.</li></ul></li><li>- Some adults think that it is _____ when children roll their eyes.<ul style="list-style-type: none"><li>- Ask students, "What is this sentence about?"</li><li>- Elicit responses from students: This sentence is about children rolling their eyes, which I know some people think is rude or disrespectful.</li><li>- Ask students, "If this sentence is about something being rude or disrespectful, which of the potential words should be put on the blank line?"</li><li>- Elicit response from students: impolite</li></ul></li></ul> |



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|  | <ul style="list-style-type: none"><li>- Ask students, "How do you know impolite goes on the line?"</li><li>- Elicit responses from students: The prefix im- means not so impolite means not polite.</li><li>- Write impolite on the blank line. As a class, reread the sentence with the correct word.</li><li>- Drew Brees wrote an _____ about his life in sports and the journey he took in winning a Superbowl for the New Orleans Saints.<ul style="list-style-type: none"><li>- Ask students, "What is this sentence about?"</li><li>- Elicit responses from students: This sentence is about an athlete writing about their life.</li><li>- Ask students, "If this sentence is about writing about life, which of the potential words should be put on the blank line?"</li><li>- Elicit response from students: autobiography</li><li>- Ask students, "How do you know autobiography goes on the line?"</li><li>- Elicit responses from students: The root bio means life</li><li>- Write autobiography on the blank line. As a class, reread the sentence with the correct word.</li></ul></li></ul> |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>Tell students, "Now it is your turn to practice using the prefixes im- and in- and the roots bio and port. On your activity page, there is a word bank and some sentences with blank lines. Your job is to determine which word goes on the line. All of the words will be used only once."</p> <p>Students will complete the activity page:</p> <ul style="list-style-type: none"><li>- Word bank:<ul style="list-style-type: none"><li>o biotic</li><li>o portal</li><li>o export</li><li>o invisible</li><li>o impatient</li><li>o impossible</li><li>o incorrect</li></ul></li><li>- Sentences:<ol style="list-style-type: none"><li>1. After waiting for weeks for a package to be delivered, Rebecca was beginning to grow _____.</li><li>2. In the movie <i>Monsters, Inc.</i>, Mike and Sully bring Boo</li></ol></li></ul>  |



- through a door that acts like a \_\_\_\_\_ from the human world to the monster world.
3. Owen thought that he would have a scar from falling off of his bike, but the mark left behind was \_\_\_\_\_ and could only be seen if you looked really close.
  4. The story written in the newspaper had some \_\_\_\_\_ details that could tell people the wrong information.
  5. The farmers \_\_\_\_\_ their extra crops by loading them onto trucks and bringing them to the market.
  6. \_\_\_\_\_ factors are any living parts of an environment.
  7. The bad weather made it \_\_\_\_\_ to play outside.

Anticipated Responses:

1. impatient
2. portal
3. invisible
4. incorrect
5. export
6. biotic
7. impossible

**Guidance for Diverse Learners**

- Highlight or circle specific words in the sentences in the guided practice and student application to aid students in being able to select the correct word.
- Define the words in the word bank for students so that they can be correctly used in the sentence.





## LESSON 35

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|------------------------------------|---|
| <b>Lesson Type</b>                 | Grammar   |
| <b>Overview of Skill/Concept</b>   | <p>A conjunction is a part of speech. Its function is to serve as a connector between two sentences, clauses, phrases, or words. Conjunctions are important in writing because they are often used to extend a sentence rather than starting a new sentence.</p> <p>Coordinating conjunctions connect two or more items of equal syntactic importance. Each coordinating conjunction has its own function when used in a sentence:</p> <ul style="list-style-type: none"> <li>- for - explains reason or purpose</li> <li>- and - adds one thing to another</li> <li>- nor - used to present an alternative negative idea to an existing stated negative idea</li> <li>- but - shows contrast</li> <li>- or - presents an alternative or a choice</li> <li>- yet - introduces a contrasting idea that follows the preceding idea logically</li> <li>- so - indicates effect, result, or consequence</li> </ul> <p>These conjunctions are often known as FANBOYS.</p> <p>A comma is used before a coordinating conjunction if it is joining two independent clauses.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Picture of peanut butter and jelly (teacher)</li> <li>● Premade conjunctions anchor chart with functions and sentences (teacher)</li> <li>● Prepared sentences with missing conjunctions (teacher)</li> <li>● Activity page (student)</li> </ul>   |
| <b>SWBAT statement</b>             | SWBAT correctly use coordinating conjunctions in sentences with appropriate punctuation.  |
| <b>Attention Getter (1 minute)</b> | Project the following picture to students and give them a few moments to think about what goes on the blank line:   |



Ask students, “What word goes in the blank line? How do you know?”

Guide students to state that and goes on the blank line because peanut butter and jelly go together!

Tell students, “Just like peanut butter and jelly go together, sometimes sentences or ideas go together, too!”

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

Tell students, “Conjunctions are words that are used as connectors between two sentences, clauses, phrases, or words. We will look at 3 of the 7 conjunctions today.”

Display the premade anchor chart. Ensure that only the 3 conjunctions being taught today are revealed. Review each one aloud with students. In addition, present students with a sentence that contains the conjunction and discuss with students its function and the placement of punctuation. Following the line of questioning listed below.

- and
  - Tell students, “The conjunction ‘and’ adds one thing to another or connects two similar ideas.”
  - Show students the following sentence: The planet Mars is known for its red dirt, and the planet Jupiter is known for its giant storm.
  - Tell students, “And is used in this sentence because it connects two ideas about planets.”
  - Tell students, “Notice how the comma is placed before the coordinating conjunction and. We use a comma before a coordinating conjunction if the conjunction is connecting two complete thoughts. To help you determine if a comma is needed before the coordinating conjunction, ask yourself if each clause in the sentence could function as a sentence on its own. If the answer is





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|                                    | <p>yes, then you use a comma; but if the answer is no, leave the comma off.”</p> <ul style="list-style-type: none"><li>- Point out to students that the clause ‘the planet Mars is known for its red dirt’ and the clause ‘ the planet Jupiter is known for its giant storm’ are both thoughts that could stand alone as sentences. Therefore, a comma is used with the coordinating conjunction.</li><li>- but<ul style="list-style-type: none"><li>- Tell students, “The conjunction ‘but’ shows contrast.”</li><li>- Show students the following sentence: Jayla swam as fast as she could, but she didn’t finish the race.</li><li>- Ask students, “What is the function of ‘but’ in this sentence?”</li><li>- Elicit responses from students: But shows contrasting ideas.</li><li>- Ask students, “Why is a comma used before the coordinating conjunction but?”</li><li>- Elicit responses from students: Both clauses could stand alone as sentences.</li></ul></li><li>- or<ul style="list-style-type: none"><li>- Tell students, “The conjunction ‘or’ presents an alternative or a choice.”</li><li>- Show students the following sentence: Would you rather watch Disney or Nickelodeon?</li><li>- Ask students, “What is the function of ‘or’ in this sentence?”</li><li>- Elicit responses from students: Or is showing that I have two options to choose from.</li><li>- Ask students, “Why was a comma not used before the coordinating conjunction or?”</li><li>- Elicit responses from students: It does not connect two things that could stand alone as sentences.</li></ul></li></ul> |
| <b>Guided Practice (2 minutes)</b> | <p>Tell students, “Let’s practice choosing the appropriate conjunction”</p> <p>The teacher will show students a sentence with a blank line for the conjunction. The class will determine what conjunction fits best in the blank line by analyzing what function the blank line is serving. The students will also decide whether or not a comma is needed before the coordinating conjunction.</p>  |







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|   | <p>Use the following two examples:</p> <ul style="list-style-type: none"><li>- Alex's favorite dessert is ice cream _____ his least favorite dessert is apple pie.<ul style="list-style-type: none"><li>- Ask students, "What function do we need the conjunction to serve in this sentence?"</li><li>- Elicit responses from students.</li><li>- Tell students, "This sentence is showing two opposite, contrasting ideas - a favorite dessert compared to a least favorite dessert."</li><li>- Ask students, "What conjunction should we use to show two opposite, contrasting ideas?"</li><li>- Students should use the conjunction 'but' in the blank line.</li><li>- Ask students, "Is a comma needed before the coordinating conjunction? Why or why not?"</li><li>- Elicit responses from students: A comma is needed because it is connecting two complete thoughts.</li></ul></li><li>- I like to swing _____ play tag at recess!<ul style="list-style-type: none"><li>- Ask students, "What function do we need the conjunction to serve in this sentence?"</li><li>- Elicit responses from students.</li><li>- Tell students, "This sentence is combining two similar ideas - what I like to do at recess."</li><li>- Ask students, "What conjunction should we use to show combining similar ideas?"</li><li>- Students should use the conjunction 'and' in the blank line.</li><li>- Ask students, "Is a comma needed before the coordinating conjunction? Why or why not?"</li><li>- Elicit responses from students: A comma is not needed because it is not connecting two complete thoughts.</li></ul></li></ul> |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Tell students, "Now it is your turn to try it on your own. On your activity page, there are sentences with missing coordinating conjunctions. Your job is to determine which coordinating conjunction will make the sentence correct. The answer choices will be used more than once. You will also need to determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary."</p> <p>1. We can't drive to Hawaii _____ we can fly there!</p>   |



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|                                      | <ol style="list-style-type: none"><li>2. We wanted to go swimming after school _____ the water was too cold.</li><li>3. The teacher told the students they could practice their multiplication facts _____ their division facts.</li><li>4. Before I play outside, my aunt said that I have to vacuum the stairs _____ I have to sweep the kitchen floor.</li><li>5. Would you like to go on vacation to the beach _____ to the mountains?</li><li>6. I want to watch a television show that comes on at 7 pm _____ I want to watch a movie that comes on at 8:30 pm.</li><li>7. I should brush _____ floss my teeth before going to bed!</li></ol> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. , but</li><li>2. , but</li><li>3. or</li><li>4. , and</li><li>5. or</li><li>6. , and</li><li>7. and</li></ol> |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>● On the activity page, tell students the function of the conjunction they should select.</li></ul>  |



## LESSON 36

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| <b>Lesson Type</b>                        | Morphology   |
| <b>Overview of Skill/Concept</b>          | <p>A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words.</p> <ul style="list-style-type: none"><li>• The suffix -ful means full of.</li><li>• The suffix -less means without.</li></ul>   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"><li>• Picture of a rainbow and water (teacher)</li><li>• Whiteboard and dry erase markers (teacher and students)</li><li>• Activity page (student)</li></ul>   |
| <b>SWBAT statement</b>                    | SWBAT distinguish between root words and words with the suffix -ful or -less and use those words correctly in sentences.   |
| <b>Attention Getter (1 minute)</b>        | <p>Display the following pictures for students and allow them a few moments to analyze and compare the color of the two pictures:</p> <div style="display: flex; justify-content: space-around; align-items: center;"></div> <p>Ask students, "What is the difference between the color of the rainbow and the color of the water?"</p> <p>Guide students through a discussion about the rainbow being colorful and the water being colorless.</p> |
| <b>Explicit Instruction (3-5 minutes)</b> | Tell students, "A suffix is a word part that is added to the end of a word. A suffix carries meaning, and when added to the end of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use suffixes to help us determine the meaning of the new word."   |





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|   | <p>Tell students, "The suffix -ful means full of."</p> <ul style="list-style-type: none"><li>- Project the following word: colorful</li><li>- Ask students, "What is the root word in the word 'colorful?' What is the suffix?"</li><li>- Under the word colorful, write color + ful.</li><li>- Tell students, "If the suffix -ful means full of, what does the word colorful mean?"</li><li>- Elicit responses from students: colorful means full of color</li></ul> <p>Tell students, "The suffix -less means without."</p> <ul style="list-style-type: none"><li>- Project the following word: colorless</li><li>- Ask students, "What is the root word in the word 'colorless?' What is the suffix?"</li><li>- Under the word colorful, write color + less.</li><li>- Tell students, "If the suffix -less means without, what does the word colorless mean?"</li><li>- Elicit responses from students: colorless means without color</li></ul> <p>Refer back to the pictures presented in the attention getter. Ask students to create a sentence about the pictures using the words colorful or colorless.</p> <ul style="list-style-type: none"><li>- Example: The rainbow formed a colorful arch in the sky.</li><li>- Example: I know the glass contains water because it is colorless.</li></ul> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p> | <p>Students will need a whiteboard and a dry erase marker to complete this activity.</p> <p>The teacher will define a word and students will write the word using the correct suffix - either -ful or -less. In addition, students will draw a quick picture to represent the word.</p> <ul style="list-style-type: none"><li>- joyful<ul style="list-style-type: none"><li>- Tell students, "Write the word that means full of joy."</li><li>- Pause as students write joyful on their whiteboards.</li><li>- Tell students, "Draw a picture of something that makes you feel joyful."</li><li>- Pause as students draw on their whiteboards.</li></ul></li><li>- joyless<ul style="list-style-type: none"><li>- Tell students, "Write the word that means without joy."</li><li>- Pause as students write joyless on their whiteboards.</li></ul></li></ul>   |



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|   | <ul style="list-style-type: none"> <li>- Tell students, “Draw a picture of something that makes you feel joyless.”</li> <li>- Pause as students draw on their whiteboards.</li> <li>- beautiful             <ul style="list-style-type: none"> <li>- Tell students, “Write the word that means full of beauty.”</li> <li>- Pause as students write beautiful on their whiteboards.</li> <li>- Tell students, “Draw a picture of something that is beautiful.”</li> <li>- Pause as students draw on their whiteboards.</li> </ul> </li> <li>- fearless             <ul style="list-style-type: none"> <li>- Tell students, “Write the word that means without fear.”</li> <li>- Pause as students write fearless on their whiteboards.</li> <li>- Tell students, “Draw a picture of something that makes someone fearless.”</li> <li>- Pause as students draw on their whiteboards.</li> </ul> </li> </ul>   |
| <p><b>Student Application<br/>(3-5 minutes)</b></p> | <p>Tell students, “Now it is your turn to practice using the suffix -ful and -less. There are 3 parts to your activity page. On the first part, you should use your knowledge of the meaning of -ful and -less to define the word provided. Write the meaning on the line. On the second part, you should replace the underlined words with a single word that has the the suffix -ful or -less. Rewrite the sentence with the new word on the lines provided. On the third part, answer the question about a word that uses the suffix -ful.”</p> <p>Part 1: Define the word</p> <ul style="list-style-type: none"> <li>- wireless</li> <li>- painful</li> </ul> <p>Part 2: Rewrite the sentence using a word with a suffix -ful or -less.</p> <ul style="list-style-type: none"> <li>- The jambalaya in the cafeteria is <u>full of flavor</u>.</li> <li>- Astronauts in space are <u>without weight</u> in the absence of gravity.</li> </ul> <p>Part 3: Answer the question</p> <ul style="list-style-type: none"> <li>- What would happen if you were keyless when you got off of the bus? What would you do in this situation?</li> </ul> |
| <p><b>Guidance for Diverse Learners</b></p>         | <ul style="list-style-type: none"> <li>● Define base words for students who struggle with coming up with meaning.</li> <li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning</li> </ul>   |



of words with the prefix over-.

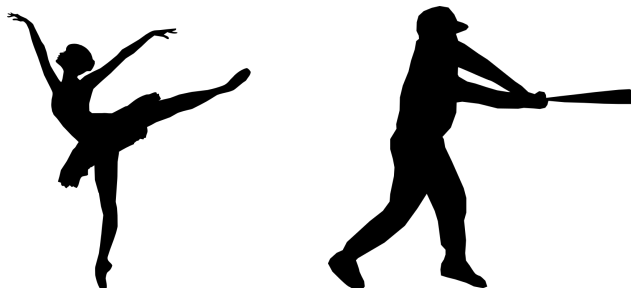
- Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.





## LESSON 37

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| <b>Lesson Type</b>                 | Grammar   |
| <b>Overview of Skill/Concept</b>   | <p>A conjunction is a part of speech. Its function is to serve as a connector between two sentences, clauses, phrases, or words. Conjunctions are important in writing because they are often used to extend a sentence rather than starting a new sentence.</p> <p>Coordinating conjunctions connect two or more items of equal syntactic importance. Each coordinating conjunction has its own function when used in a sentence:</p> <ul style="list-style-type: none"> <li>- for - explains reason or purpose</li> <li>- and - adds one thing to another</li> <li>- nor - used to present an alternative negative idea to an existing stated negative idea</li> <li>- but - shows contrast</li> <li>- or - presents an alternative or a choice</li> <li>- yet - introduces a contrasting idea that follows the preceding idea logically</li> <li>- so - indicates effect, result, or consequence</li> </ul> <p>These conjunctions are often known as FANBOYS.</p> <p>A comma is used before a coordinating conjunction if it is joining two independent clauses.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Picture of a ballerina and a baseball player (teacher)</li> <li>● Premade conjunctions anchor chart with functions and sentences (teacher)</li> <li>● Prepared sentences with missing conjunctions (teacher)</li> <li>● Activity page (student)</li> </ul>   |
| <b>SWBAT statement</b>             | SWBAT correctly use coordinating conjunctions in sentences with appropriate punctuation.  |
| <b>Attention Getter (1 minute)</b> | <p>Tell students, “We have learned how to use and, but, and or in sentences. Look at these two images and create a sentence using one of the coordinating conjunctions to describe these two images.”</p> <p>Project the following pictures for students:</p>   |



Sample sentences:

- I want to be a ballerina or a baseball player when I grow up.
- Carley has ballet practice this afternoon, and she has baseball practice tomorrow afternoon.

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

Tell students, “Conjunctions are words that are used as connectors between two sentences, clauses, phrases, or words. We will look at 2 more of the 7 conjunctions today.”

Display the premade anchor chart. Briefly review the coordinating conjunctions ‘and,’ ‘but,’ and ‘or’ that were taught in Lesson 35 as needed. Ensure that only the 3 conjunctions previously taught and the 2 conjunctions being taught today are revealed. Review each one aloud with students. In addition, present students with a sentence that contains the conjunction and discuss with students its function and the placement of punctuation. Following the line of questioning listed below.

- for
  - Tell students, “The conjunction ‘for’ explains reason or purpose. It states why something happens.”
  - Show students the following sentence: We cannot have outdoor recess, for it is raining.
  - Tell students, “For is used in this sentence because it gives a reason why we can’t play outside.”
  - Tell students, “Notice how the comma is placed before the coordinating conjunction for. We use a comma before a coordinating conjunction if the conjunction is connecting two complete thoughts. To help you determine if a comma is needed before the coordinating conjunction, ask yourself if each clause in the sentence could function as a sentence on its own. If the answer is yes, then you use a comma; but if the answer is no, leave the comma off.”





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|  | <ul style="list-style-type: none"><li>- Point out to students that the clause 'we cannot have outdoor recess' and the clause 'it is raining' are both thoughts that could stand alone as sentences. Therefore, a comma is used with the coordinating conjunction.</li><li>- nor<ul style="list-style-type: none"><li>- Tell students, "The conjunction 'nor' is used to present an alternative negative idea to another negative idea."</li><li>- Show students the following sentence: I don't want to eat pizza, nor do I want to eat hamburgers.</li><li>- Tell students, "Nor is used in this sentence because it shows two negative ideas."</li><li>- Tell students, "Notice how the comma is placed before the coordinating conjunction nor. We use a comma before a coordinating conjunction if the conjunction is connecting two complete thoughts. To help you determine if a comma is needed before the coordinating conjunction, ask yourself if each clause in the sentence could function as a sentence on its own. If the answer is yes, then you use a comma; but if the answer is no, leave the comma off."</li><li>- Point out to students that the clause 'I don't want to eat pizza' and the clause 'do I want to eat hamburgers' are both thoughts that could stand alone as sentences. Therefore, a comma is used with the coordinating conjunction.</li></ul></li></ul> |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>Tell students, "Let's practice choosing the appropriate conjunction"</p> <p>The teacher will show students a sentence with a blank line for the conjunction. The class will determine what conjunction fits best in the blank line by analyzing what function the blank line is serving. The students will also decide whether or not a comma is needed before the coordinating conjunction.</p> <p>Show students the following coordinating conjunctions that have been taught thus far: and, but, or, for, nor. Students will use all of these coordinating conjunctions to select from (not just the one's taught in this lesson).</p> <p>Use the following two examples:</p>   |





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|  | <ul style="list-style-type: none"><li>- Tyler wants to buy a new video game _____ it is very expensive.<ul style="list-style-type: none"><li>- Ask students, "What function do we need the conjunction to serve in this sentence?"</li><li>- Elicit responses from students.</li><li>- Tell students, "This sentence is showing two opposite, contrasting ideas - wanting something new and it costs too much money."</li><li>- Ask students, "What conjunction should we use to show two opposite, contrasting ideas?"</li><li>- Students should use the conjunction 'but' in the blank line.</li><li>- Ask students, "Is a comma needed before the coordinating conjunction? Why or why not?"</li><li>- Elicit responses from students: A comma is needed because it is connecting two complete thoughts.</li></ul></li><li>- Amelie visited the nurse's office _____ she had a stomachache!<ul style="list-style-type: none"><li>- Ask students, "What function do we need the conjunction to serve in this sentence?"</li><li>- Elicit responses from students.</li><li>- Tell students, "This sentence is showing a reason why Amelie had to go to the nurse."</li><li>- Ask students, "What conjunction should we use to show a reason?"</li><li>- Students should use the conjunction 'for' in the blank line.</li><li>- Ask students, "Is a comma needed before the coordinating conjunction? Why or why not?"</li><li>- Elicit responses from students: A comma is needed because it is connecting two complete thoughts.</li></ul></li></ul> |
| <b>Student Application<br/>(3-5 minutes)</b> | Tell students, "Now it is your turn to try it on your own. On your activity page, there are sentences with missing coordinating conjunctions. Your job is to determine which coordinating conjunction will make the sentence correct. The answer choices will be used more than once. You will also need to determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary. Then, write a sentence on your own using a coordinating conjunction of your choosing."   |





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|                                      | <ol style="list-style-type: none"><li>1. We will learn about the Grand Canyon in science _____ we will learn about the American Revolution in social studies.<br/>and or for</li><li>2. I do not want to wear a dress _____ do I want to wear a skirt.<br/>and nor or</li><li>3. James _____ Krissi are the pencil sharpeners this week for classroom jobs.<br/>and or but</li><li>4. I need to charge my phone _____ I cannot find the charger anywhere!<br/>and for but</li><li>5. Taylor has to take the trash can to the road _____ the garbage will be collected tomorrow morning.<br/>for or but</li><li>6. Choose one of the coordinating conjunctions that you have learned so far and write a sentence using that conjunction.</li></ol> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. , and</li><li>2. , nor</li><li>3. and</li><li>4. , but</li><li>5. , for</li><li>6. answers will vary</li></ol> |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>● On the activity page, tell students the function of the conjunction they should select.</li></ul>   |





## LESSON 38

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| <b>Lesson Type</b>                        | Morphology  |
| <b>Overview of Skill/Concept</b>          | <p>A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• The suffix -ful means full of.</li> <li>• The suffix -less means without.</li> </ul>   |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>• Picture of something flavorful and flavorless (teacher)</li> <li>• Whiteboard and dry erase marker (teacher)</li> <li>• Prepared sentences with missing words (teacher)</li> <li>• Crayon (student)</li> <li>• Activity page (student)</li> </ul>  |
| <b>SWBAT statement</b>                    | SWBAT distinguish between root words and words with the suffix -ful or -less and use those words correctly in sentences.  |
| <b>Attention Getter (1 minute)</b>        | <p>Display the following pictures for students and allow them a few moments to analyze and compare the flavor of the two dishes would be:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Ask students, “What is the difference between the flavor of the picture on the left and the flavor of the picture on the right?”</p> <p>Guide students through a discussion about the picture on the left being more flavorful than the picture on the right.</p> |
| <b>Explicit Instruction (3-5 minutes)</b> | Tell students, “A suffix is a word part that is added to the end of a word. A suffix carries meaning, and when added to the end of a word,  |





it can change its meaning. When we read, and we get to an unfamiliar word, we can use suffixes to help us determine the meaning of the new word.”

Tell students, “The suffix -ful means full of.”

- Project the following word: flavorful
- Ask students, “What is the root word in the word ‘flavorful?’ What is the suffix?”
- Under the word colorful, write flavor + ful.
- Tell students, “If the suffix -ful means full of, what does the word flavorful mean?”
- Elicit responses from students: flavorful means full of flavor

Tell students, “The suffix -less means without.”

- Project the following word: flavorless
- Ask students, “What is the root word in the word ‘flavorless?’ What is the suffix?”
- Under the word colorful, write flavor + less.
- Tell students, “If the suffix -less means without, what does the word flavorless mean?”
- Elicit responses from students: flavorless means without flavor

Refer back to the pictures presented in the attention getter. Ask students to create a sentence about the pictures using the words flavorful or flavorless.

- Example: Adding seasoning to a dish can make it more flavorful
- Example: Plain, white rice can be flavorless if you don’t add anything to it.

**Guided Practice  
(2 minutes)**

Tell students, “We will continue practicing how to use the suffix -ful and -less in sentences. I will present you with a sentence that has a missing word. I will show you two options to complete the sentence: an option with -ful and an option with -less. You will move to the side of the room that has the correct answer.”

Have all students stand in the center of the room. Project the sentences below on the board with the two options - one option with the word and the suffix -ful and one option with the word and the suffix -less. Students should move to the right of the room if the correct answer has the suffix -ful and to the left of the room if the



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|  | <p>correct answer has the suffix -less.</p> <ul style="list-style-type: none"><li>- It was _____ for my grandpa to buy me a gift for my birthday.<ul style="list-style-type: none"><li>- thoughtful</li><li>- thoughtless</li></ul></li><li>- It was _____ for Margaret to put on a rain jacket since she was already soaked from the rain storm.<ul style="list-style-type: none"><li>- useful</li><li>- useless</li></ul></li><li>- Timothy made a _____ error on his math test by saying that <math>9 + 1 = 8</math>.<ul style="list-style-type: none"><li>- careful</li><li>- careless</li></ul></li><li>- It would be _____ to turn on the light in the room where you are searching for a missing item.<ul style="list-style-type: none"><li>- helpful</li><li>- helpless</li></ul></li></ul> <p>Anticipated Responses:</p> <ul style="list-style-type: none"><li>- thoughtful</li><li>- useless</li><li>- careless</li><li>- helpful</li></ul> <p>Following the activity, ask students, “How did you know whether to choose the word that had -ful as the suffix or -less as the suffix?”</p> |
| <b>Student Application<br/>(3-5 minutes)</b> | Tell students, “Now it is your turn to practice using the suffixes -ful and -less by completing the maze. Start at the box in the top left corner. Answer the question by choosing one of the branches that correctly completes the sentence. Using a crayon, color in the correct box to finish the maze.”  |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-.</li><li>● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li></ul>  |

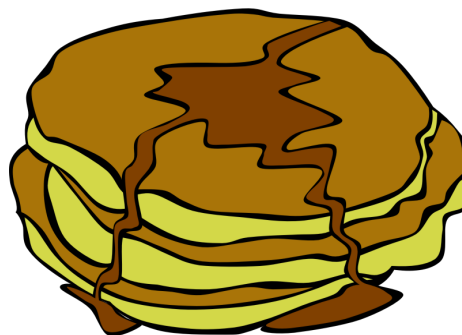
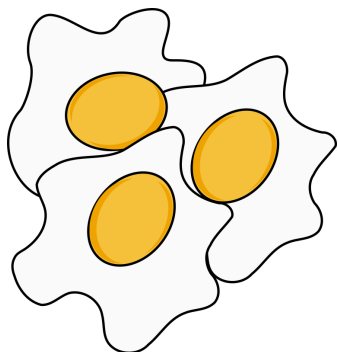




## LESSON 39

|                                    |   |
|------------------------------------|---|
| <b>Lesson Type</b>                 | Grammar   |
| <b>Overview of Skill/Concept</b>   | <p>A conjunction is a part of speech. Its function is to serve as a connector between two sentences, clauses, phrases, or words. Conjunctions are important in writing because they are often used to extend a sentence rather than starting a new sentence.</p> <p>Coordinating conjunctions connect two or more items of equal syntactic importance. Each coordinating conjunction has its own function when used in a sentence:</p> <ul style="list-style-type: none"> <li>- for - explains reason or purpose</li> <li>- and - adds one thing to another</li> <li>- nor - used to present an alternative negative idea to an existing stated negative idea</li> <li>- but - shows contrast</li> <li>- or - presents an alternative or a choice</li> <li>- yet - introduces a contrasting idea that follows the preceding idea logically</li> <li>- so - indicates effect, result, or consequence</li> </ul> <p>These conjunctions are often known as FANBOYS.</p> <p>A comma is used before a coordinating conjunction if it is joining two independent clauses.</p> |
| <b>Materials Needed</b>            | <ul style="list-style-type: none"> <li>● Picture of eggs and pancakes (teacher)</li> <li>● Premade conjunctions anchor chart with functions and sentences (teacher)</li> <li>● Prepared sentences with missing conjunctions (teacher)</li> <li>● Activity page (student)</li> </ul>   |
| <b>SWBAT statement</b>             | SWBAT correctly use coordinating conjunctions in sentences with appropriate punctuation.  |
| <b>Attention Getter (1 minute)</b> | <p>Tell students, “We have learned how to use and, but, or, for, and nor in sentences. Look at these two images and create a sentence using one of the coordinating conjunctions to describe these two images.”</p> <p>Project the following pictures for students:</p>   |





Sample sentence:

- I don't like eating eggs for breakfast nor do I like eating pancakes.

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

Tell students, "Conjunctions are words that are used as connectors between two sentences, clauses, phrases, or words. We will look at the final 2 of the 7 conjunctions today."

Display the premade anchor chart. Briefly review the coordinating conjunctions 'and,' 'but,' , 'or,' 'for,' and 'nor' that were taught in Lessons 35 and 37 as needed. Review each one aloud with students. In addition, present students with a sentence that contains the conjunction and discuss with students its function and the placement of punctuation. Following the line of questioning listed below.

- yet
  - Tell students, "The conjunction 'yet' shows conflict."
  - Show students the following sentence: The weather was frigid, yet the students enjoyed playing outside for recess.
  - Tell students, "Yet is used in this sentence because it shows a conflicting idea."
  - Tell students, "Notice how the comma is placed before the coordinating conjunction for. We use a comma before a coordinating conjunction if the conjunction is connecting two complete thoughts. To help you determine if a comma is needed before the coordinating conjunction, ask yourself if each clause in the sentence could function as a sentence on its own. If the answer is yes, then you use a comma; but if the answer is no, leave the comma off."



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|  | <ul style="list-style-type: none"><li>- Point out to students that the clause 'the weather was frigid' and the clause 'the students enjoyed playing outside for recess' are both thoughts that could stand alone as sentences. Therefore, a comma is used with the coordinating conjunction.</li><li>- so<ul style="list-style-type: none"><li>- Tell students, "The conjunction 'so' is used to give a reason or a result."</li><li>- Show students the following sentence: Aniyah's birthday is tomorrow, so we will buy cupcakes to celebrate.</li><li>- Tell students, "So is used in this sentence because it shows a reason to buy cupcakes."</li><li>- Tell students, "Notice how the comma is placed before the coordinating conjunction nor. We use a comma before a coordinating conjunction if the conjunction is connecting two complete thoughts. To help you determine if a comma is needed before the coordinating conjunction, ask yourself if each clause in the sentence could function as a sentence on its own. If the answer is yes, then you use a comma; but if the answer is no, leave the comma off."</li><li>- Point out to students that the clause 'Aniyah's birthday is tomorrow' and the clause 'we will buy cupcakes to celebrate' are both thoughts that could stand alone as sentences. Therefore, a comma is used with the coordinating conjunction.</li></ul></li></ul> |
| <b>Guided Practice<br/>(2 minutes)</b> | <p>Tell students, "Let's practice choosing the appropriate conjunction."</p> <p>The teacher will show students a sentence with a blank line for the conjunction. The class will determine what conjunction fits best in the blank line by analyzing what function the blank line is serving. The students will also decide whether or not a comma is needed before the coordinating conjunction.</p> <p>Display all coordinating conjunctions. Students will use all of these coordinating conjunctions to select from (not just the one's taught in this lesson).</p> <p>Use the following two examples:</p>  |





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|  | <ul style="list-style-type: none"><li>- Bryce wants to paint his room _____ he is having a hard time selecting which color he wants.<ul style="list-style-type: none"><li>- Ask students, “What function do we need the conjunction to serve in this sentence?”</li><li>- Elicit responses from students.</li><li>- Tell students, “This sentence is showing two opposite, contrasting ideas.”</li><li>- Ask students, “What conjunction should we use to show two opposite, contrasting ideas?”</li><li>- Students should use the conjunction ‘but’ in the blank line.</li><li>- Ask students, “Is a comma needed before the coordinating conjunction? Why or why not?”</li><li>- Elicit responses from students: A comma is needed because it is connecting two complete thoughts.</li></ul></li><li>- We are working on difficult math problems _____ I will use a pencil in case I make a mistake!<ul style="list-style-type: none"><li>- Ask students, “What function do we need the conjunction to serve in this sentence?”</li><li>- Elicit responses from students.</li><li>- Tell students, “This sentence is showing a reason why I need to use a pencil.”</li><li>- Ask students, “What conjunction should we use to show a reason why?”</li><li>- Students should use the conjunction ‘so’ in the blank line.</li><li>- Ask students, “Is a comma needed before the coordinating conjunction? Why or why not?”</li><li>- Elicit responses from students: A comma is needed because it is connecting two complete thoughts.</li></ul></li></ul> |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>Tell students, “Now it is your turn to try it on your own. On your activity page, there are sentences with missing coordinating conjunctions. Your job is to determine which coordinating conjunction will make the sentence correct. Write the letter of the coordinating conjunction on the line that will correctly complete the sentence. Then, you will also need to determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary.”</p> <p>Anticipated Responses:</p>  |





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|--------------------------------------|---|
|                                      | <ol style="list-style-type: none"><li>1. D</li><li>2. B</li><li>3. F</li><li>4. A</li><li>5. G</li><li>6. C</li><li>7. E</li></ol>        |
| <b>Guidance for Diverse Learners</b> | <ul style="list-style-type: none"><li>• On the activity page, tell students the function of the conjunction they should select.</li></ul> |



## LESSON 40

|   |   |
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| <b>Lesson Type</b>                        | Grammar   |
| <b>Overview of Skill/Concept</b>          | <p>Descriptive verbs are verbs that are more colorful versions of “plain” verbs. These descriptive verbs are more interesting and detailed. Descriptive adjectives are adjectives that provide more detail or specifics about a noun.</p> <p>Using more descriptive verbs and adjectives in writing allows the writer to give a clearer picture to the reader.</p>  |
| <b>Materials Needed</b>                   | <ul style="list-style-type: none"> <li>● Prepared sentences (teacher)</li> <li>● Whiteboard and dry erase markers (teacher and students)</li> <li>● Activity page (students)</li> </ul>   |
| <b>SWBAT statement</b>                    | SWBAT write sentences using specific, descriptive verbs and adjectives.   |
| <b>Attention Getter (1 minute)</b>        | <p>Project the following words for students:</p> <ul style="list-style-type: none"> <li>- cool</li> <li>- brisk</li> <li>- chilly</li> <li>- frigid</li> <li>- frosty</li> <li>- crisp</li> </ul> <p>Tell students, “All of these words describe a temperature. With your group, order these words from the least cold to the greatest cold.”</p> <p>Give students a few moments to order them, and then ask students, “What’s the difference between these words?”</p> |
| <b>Explicit Instruction (3-5 minutes)</b> | <p>Tell students, “When we are writing, we always want our audience to have the most descriptive details so that the reader can always picture our words precisely in their heads. One way we can do this is by writing using strong verbs. Let’s look at an example of a sentence that has a weak, or not as descriptive, verb and change it to be more detailed.”</p> <p>Project the following sentence for students: The baby cried.</p>                             |



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|   | <ul style="list-style-type: none"> <li>- Ask students, “What is the verb in this sentence?”</li> <li>- Elicit responses from students: cried</li> <li>- Tell students, “Cried is not very specific. A cry can be many different levels of intensity. For example, if a baby was softly crying, I may use the word whimpered.”</li> <li>- The teacher should write the word whimpered underneath cried.</li> <li>- Ask students, “What word could we use to describe an intense cry?”</li> <li>- Elicit responses from students: wailed, wept, sobbed, bawled, howled.</li> <li>- As students share, the teacher should record these verbs on the board.</li> </ul> <p>Tell students, “Just like we want to use strong verbs when writing sentences, we also want to use specific and descriptive adjectives. Remember that an adjective describes a noun. Using strong adjectives will help paint a clearer picture in the reader’s mind. Let’s look at an example of how we can do this by writing using specific and descriptive adjectives. Let’s look at an example of a sentence that has a weak, or not as descriptive, adjective and change it to be more detailed.”</p> <p>Project the following sentence for students: The very smart girl is in the science club.</p> <ul style="list-style-type: none"> <li>- Ask students, “What is the adjective in this sentence?”</li> <li>- Elicit responses from students: smart</li> <li>- Tell students, “Smart is not very specific. Instead of just saying smart, I could replace ‘very smart’ with the word ‘brilliant.’”</li> <li>- The teacher should write the word ‘brilliant’ underneath ‘cried.’</li> <li>- Ask students, “What are some other words that we could use instead of ‘very smart?’”</li> <li>- Elicit responses from students: clever, intelligent, bright, knowledgeable</li> <li>- As students share, the teacher should record these verbs on the board.</li> </ul> |
| <p><b>Guided Practice<br/>(2 minutes)</b></p> | <p>Tell students, “Now it is your turn to practice with a partner or group. I am going to assign each partner/group a weak verb or adjective. Your job is to brainstorm a list of strong verbs or adjectives that could replace the weak one. Then choose one of the strong verbs or</p>  |





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|  | <p>adjectives to use to write a sentence.”</p> <p>Provide groups/partners with one of the following verbs/adjectives. Have students write a list of stronger verbs or adjectives on their whiteboard. After about 90 seconds of students brainstorming, give them about 30 seconds to write a sentence using one of their brainstormed words.</p> <ul style="list-style-type: none"><li>- run</li><li>- tired</li><li>- fell</li><li>- big</li><li>- small</li><li>- hot</li><li>- walk</li></ul> <p>As partners/groups work together, the teacher should monitor students and provide scaffolds/assistance as needed.</p>   |
| <b>Student Application<br/>(3-5 minutes)</b> | <p>Tell students, “Now it is your turn to practice independently. On your activity page, there are sentences that have a blank line. Underneath that line is a verb or adjective. Your job is to replace that verb or adjective with one that is stronger and more descriptive and specific. After you complete that, there is a picture for you to write 2-3 sentences about. Make sure to use strong verbs and adjectives when writing your sentences.”</p> <ol style="list-style-type: none"><li>1. Elijah <u>broke</u> my pencil.</li><li>2. The <u>happy</u> child clapped along with the music.</li><li>3. My grandmother <u>said</u> that we needed to do our chores.</li></ol> |
| <b>Guidance for Diverse Learners</b>         | <ul style="list-style-type: none"><li>● Provide students with a thesaurus (print or digital) to locate more descriptive words.</li></ul>   |



## END-UNIT 2 CHECKPOINT

### WASTE-BASKETBALL

**Overview:** This checkpoint will review skills taught in this lesson through a game of “waste-basketball.” Students will be divided into two teams. One at a time, each student will be asked a question based on the skills that have been taught in Unit 2. If the student correctly answers the question, they earn a point for their team. They also earn the chance to gain an additional point for their team by “scoring a basket” in the waste-basket. The teacher will use a crumpled up piece of paper as a “waste-basketball” and students will shoot the crumpled piece of paper into the waste-basket. If they are able to “score a basket,” they win an additional point for their team. The team with the most points at the end of the game wins. The teacher can determine an appropriate distance from which the students must shoot the “waste-basketball.”

**Directions:** Divide the class into two teams. One at a time, students will be asked one of the questions included in this checkpoint. If the question is answered correctly, students earn a point and the opportunity to shoot the “waste-basketball” into the waste-basket. If they score a basket, they can earn another point for their team. If they answer incorrectly, the question is asked again until it is answered correctly. A student should be appointed score-keeper, and the score should be displayed so all can see. Depending on student need, this activity may be adapted to provide differentiated questions and/or partner support.

**Materials needed:** Crumpled sheet of paper, waste-basket, whiteboards/dry erase markers

#### Questions:

- 1) In the following sentence, which is the modal auxiliary verb?  
He may go to the movies if he finishes his homework. (may)
- 2) What is the correct spelling of the word “flavorful?”
- 3) Combine these two sentence using the appropriate conjunction:





Mary loves strawberries. She is allergic to them. (Mary loves strawberries, **but** she is allergic to them).

- 4) What is the correct spelling of the word "available?"
- 5) On your whiteboard, write the following sentence making sure you are using commas in the correct places.

Henry's favorite foods are pizza, tacos, and candy.

- 6) What is the correct form of the verb "to have" (have, has) in the following sentence?  
We \_\_\_\_\_ a party after school today.
- 7) What is the meaning of the word imperfect in the following sentence? Because the diamond was imperfect, we got it for a cheaper price.
- 8) Spell the multisyllabic word- misunderstood.
- 9) Turn the noun, snow, into an adjective by adding the suffix -y. Use the newly formed adjective in a sentence correctly.
- 10) If the subject of a sentence is "you," what is the correct "to be" verb? (am, is, or are)
- 11) On your whiteboard, write the following sentence: Mary is bringing these items to the party: cups, plates, and ice cream.
- 12) Complete the sentence correctly: I \_\_\_\_\_ a second degree black belt in Tae Kwon Do. (answer: am)
- 13) Listen to this sentence. Which word is the adjective? The baker was known for his delicious cupcakes.
- 14) Listen to this sentence. Which word is the adverb? Eleanor and Dani swam quickly.
- 15) Complete the sentence using the correct form of the verb "to be." Wesley and Riley \_\_\_\_\_ working on their science project.
- 16) Come up with a sentence that includes both an adverb and an adjective.
- 17) Tell me a word that uses the prefix "bio."
- 18) What is the best conjunction to complete the sentence, "Marina and Henry went to the beach, \_\_\_\_\_ it was closed."