



# FIRE

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



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



## LESSON 1

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>Suffixes are the word parts that we add to the end of base words to change their meaning. The suffix '-er' has two different meanings. First, a person or thing that does something. The second meaning of the suffix '-er' is more. The suffix '-or' means a person that does something. When these suffixes are added, the part of speech will usually be a noun. A noun is a person, place or thing.</p> <p>Students might need to be reminded that a base word is the simplest meaningful word unit possible, such as <i>clear</i>.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Suffix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix "-er and/or -or" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>The teacher says, "If you have ever been to a baseball game, you know they have many positions. There is a catcher, pitcher, and batter. These athletes are having to do something in the game. What do you hear at the end of the word? The suffix '-er' can not only mean more, but someone who does something. What do the catcher, pitcher, and batter do?"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, "A suffix is a word part that we add to the end of base words to change their meaning. The suffixes '-er' and '-or' mean a person who (or that) does something. For example, a baker is a person who bakes and an actor is a person who acts. When this meaning is applied to the words, the part of speech will always be a noun. The suffix '-er' can also mean more, as in <i>bigger</i>."</p> <p>Tell students, "When you are reading words, especially unfamiliar words, look at the base word and think about the meaning. Then, use your knowledge of the suffix to help you read the new word and determine its new meaning. For example, let's look at the word <i>teacher</i>. I know the base, <i>teach</i>, means to show or explain how to do something. Now, add the suffix, '-er' and I get <i>teacher</i>. I can use my</p>



	<p>knowledge of this suffix to understand that <i>teacher</i> is a person who shows or explains how to do something.”</p> <p>Tell students, “<i>Instruct</i> means to command something to be done or teach a skill. When we add the suffix ‘-or’ it makes the new word, <i>instructor</i>. <i>Instructor</i> is a person that teaches something.”</p> <p>Note: Teachers can refer back to the suffix anchor charts from the previous units and add on or create a new chart as a visual support. See below.</p> <table border="1" data-bbox="479 777 1494 1102"> <thead> <tr> <th>Suffix</th> <th>Meaning</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>-er</td> <td>person who or thing that does something</td> <td>baker, teacher</td> </tr> <tr> <td>-er</td> <td>more</td> <td>fuller</td> </tr> <tr> <td>-or</td> <td>person that does something</td> <td>actor</td> </tr> </tbody> </table>	Suffix	Meaning	Examples	-er	person who or thing that does something	baker, teacher	-er	more	fuller	-or	person that does something	actor
Suffix	Meaning	Examples											
-er	person who or thing that does something	baker, teacher											
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-or	person that does something	actor											
<p><b>Guided Practice (2 minutes)</b></p>	<p>Say to students, “Let’s look at a sentence and figure out if we can determine which word makes the most sense.” Display the following sentence: The tenants had to call the building _____ to get their leaky pipes in their apartment fixed. (investigator, inspector, announcer)</p> <p>The teacher will work with students to look at the base word and use their knowledge of the suffixes to determine which word is correct. Answer: inspector</p>												
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete the Activity Page 1 independently. Tell students, “Now it is your turn to practice using the suffixes ‘-er’ and ‘or’ in sentences. Read each sentence and choose a word from the word bank that will make sense to complete each sentence.”</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. ambassador</li> <li>2. supervisor</li> <li>3. publisher</li> </ol>												





	<p>4. announcer 5. investigators 6. fuller</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Words can be written on index cards for students with the suffix 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 suffixes.</li><li>• Use excerpts from grade appropriate texts that include the suffixes '-er' and '-or' for additional practice.</li></ul>





## LESSON 2

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>This a review of lessons previously taught in Units 1 and 2. Dialogue is a conversation or spoken words between two or more speakers. Dialogue contains tags, which informs the reader who is speaking. 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. Dialogue should also include correct capitalization.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chart paper/Board (teacher)</li><li>• Whiteboards and markers (student)</li></ul>
<b>SWBAT statement</b>	SWBAT use correct punctuation and capitalization when writing dialogue.
<b>Attention Getter (1 minute)</b>	<p>Display the sentences: i don't want to go home cried Pedro. I love swimming in the ocean and building sand castles”</p> <p>Ask students, “What do you notice about these sentences? What is missing? How can we correct these?”</p> <p>Corrections: “I don’t want to go home,” cried Pedro. “I love swimming in the ocean and building sand castles.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “Remember that dialogue is a conversation or spoken words between two or more people. Dialogue includes capitalization and punctuation. Punctuation also includes using 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. Correctly capitalizing and punctuating dialogue will help the reader better understand the text.”</p>



**Guided Practice  
(2 minutes)**

Display the picture and have students share what is happening. Together as a class, write dialogue to match the picture. The teacher should model including correct capitalization and dialogue. Responses will vary. Possible example: "Oh no!" Ricardo panicked. "I completely forgot what I was supposed to do to solve this problem."



If enough time permits, display another picture. This time, allow students to write the dialogue created by the class on their individual whiteboards. Possible example: "Hey everyone!" Aliza chirped. "Let me tell you about all of the fun activities we are going to do for the celebration this weekend."



Note: Teachers can use any pictures of their choosing.

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

Students should complete the Activity Page 2 independently. Tell students, "Now it is your turn to write your own dialogue based on what is happening in the pictures. Make sure to include correct capitalization and punctuation."

Answers will vary. The teacher should be monitoring for correct capitalization and punctuation in students' dialogue.

**Guidance for Diverse Learners**

- Place sentences missing punctuation and capitalization in a sheet protector. Using a dry erase marker, have students correct these sentences with the teacher and use it as an example when completing the Activity Page.
- 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. Teacher can add examples.



## LESSON 3

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Writers are able to include imagery to make sentences more engaging through the use of similes and metaphors. Similes and metaphors are a literary device used to compare two or more things.</p> <ul style="list-style-type: none"> <li>● Similes compare different things using <i>like</i> or <i>as</i>.</li> <li>● Metaphors compare different things without using <i>like</i> or <i>as</i>.</li> <li>● Metaphors compare things by saying one thing is another.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Excerpt from “Casey at the Bat” (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify similes and metaphors in a text and write similes and metaphors.
<b>Attention Getter (1 minute)</b>	<p>Show the picture:</p> <div style="text-align: center;"> <p><b>Life is Like a Box of Chocolates</b></p>  </div> <p>Say to students, “Life is like a box of chocolates.”          Ask students, “What do you think this sentence means? What is life being compared to? We have heard of similes and metaphors. Do you think this sentence is a simile or a metaphor? Why?”</p> <p>Possible responses: Life is full of surprises. You never know what will happen next. Life is being compared to a box of chocolates and there are always different kinds of chocolates. Different things happen in life, etc.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “Writers often include figurative language to make writings more engaging and create imagery. Today, we will focus on similes and metaphors. A simile compares two or more things using <i>like</i> or <i>as</i>. Look at the sentence:</p> <ul style="list-style-type: none"> <li>● Chet is as busy as a bee trying to get his last minute Christmas</li> </ul>





	<p>gifts from the mall.</p> <ul style="list-style-type: none"><li>○ Point out <i>as</i>.</li><li>○ Lead students in a discussion on how it is comparing Chet being busy, unable to stop until gifts are bought, to a bee who works hard all day.”</li></ul> <p>Tell students, “A metaphor compares two or more things by saying one thing is another. Tell students it does not use like or as. Look at the sentence:</p> <ul style="list-style-type: none"><li>● My family had to stay in a hotel because the house was an oven.<ul style="list-style-type: none"><li>○ Can a house really be an oven?</li><li>○ What do you know about an oven?</li><li>○ What does that tell us about the house and how it feels inside?”</li></ul></li></ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, “You are going to read a stanza from “Casey at the Bat” and identify a simile and/or metaphor. This poem is about a baseball player, named Casey, whose team is losing. The Mudville players and fans believe they can win if Casey gets a chance to bat.”</p> <p>Display the following stanza:</p> <p style="padding-left: 40px;">Oh, somewhere in this favoured land the sun is shining bright, The band is playing somewhere, and somewhere <u>hearts are light</u>; And somewhere men are laughing, and somewhere children shout, But there is no joy in Mudville—mighty Casey has struck out.</p> <p>The teacher will lead the class in a discussion identifying “hearts are light” as metaphor. Possible responses might discuss hearts are light meaning that people are feeling happy.</p> <p>Tell students, “I will give you topics and you will create a simile and/or a metaphor.” This will be helpful to students for the Student Application.</p> <p>Display: brave, lion; apple, eye</p> <p>Possible responses:</p> <p>brave, lion → When I had to go for my shots, the doctor said I was brave like a lion.</p> <p>apple, eye → My mom tells me I am the apple of her eye.</p>



	Note: The teacher can use other words for examples.
<b>Student Application (3-5 minutes)</b>	<p>Students should complete Activity Page 3 independently. Tell students, "Now it is your turn to practice writing similes and metaphors. Write your own similes and metaphors with the words below. Make sure to capitalize and punctuate your sentences."</p> <p>Anticipated responses: 1-3. Responses will vary.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide pictures with phrases.</li><li>● Provide additional metaphors (with pictures).</li><li>● Possibly provide examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</li></ul>





## LESSON 4

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a base or root word and changes the meaning of that word. A root word is a word or word part that carries the primary meaning of a word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefix “de-” means away from, out of, or remove.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Prefix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix de- to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “You will have about 45 seconds to list as many words as you can think of that start with the prefix de-. Ready? Go!”</p> <p>Have students share a word from their list if time allows.</p>
<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. We use prefixes to help us determine the meaning of unfamiliar words when we are reading. Today we will focus on the prefix de-, which means away from or remove.”</p> <p>Display the word, <i>frost</i>. “The word <i>frost</i> means when something is covered in ice crystals or to freeze. Listen to this sentence: Because of the drop in temperature, my car windows were frosted when I walked outside this morning.</p> <p>Let’s add de- in front of the word <i>frost</i> to make <i>defrost</i>. Now listen to this sentence: I had to defrost my car windows this morning so I could see to drive to work.</p> <p>Adding the prefix de- changed the meaning to <i>remove</i>. Defrost means to remove the ice crystals.”</p> <p>Display the word, <i>caffeinated</i>. “The word <i>caffeinated</i> means containing caffeine. Listen to this sentence: Every morning my</p>



	<p>parents drink caffeinated coffee to help wake up and get energy for the day.          Let's add de- in front of the word <i>caffeinated</i> to make <i>decaffeinated</i>. Now listen to this sentence: My parents had decaffeinated coffee with the dessert, so they wouldn't be wide awake all night long. Adding the prefix de- changed the meaning to <i>remove</i>. Decaffeinated means to remove all or most of the caffeine."</p> <p>Note: Teachers can refer back to the prefix anchor charts from the previous units and add on or create a new chart as a visual support. See below.</p> <table border="1" data-bbox="479 814 1502 982"> <thead> <tr> <th data-bbox="479 814 820 877">Prefix</th> <th data-bbox="820 814 1161 877">Meaning</th> <th data-bbox="1161 814 1502 877">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 877 820 982">de-</td> <td data-bbox="820 877 1161 982">away from, remove</td> <td data-bbox="1161 877 1502 982">defrost, decaffeinated</td> </tr> </tbody> </table>	Prefix	Meaning	Examples	de-	away from, remove	defrost, decaffeinated
Prefix	Meaning	Examples					
de-	away from, remove	defrost, decaffeinated					
<p><b>Guided Practice (2 minutes)</b></p>	<p>Say to students, "Let's look at a sentence and figure out if we can determine which word makes the most sense." Display the following sentence: The owners of the land _____ many acres of trees for lumber. (devalued, deforested, deflated)</p> <p>The teacher will work with students to look at the base word and use their knowledge of the prefix de- to determine which word is correct. For example, the teacher can say, "If I know that forest means covered with trees, then deforest must mean to clear or remove the trees."          Answer: deforested</p>						
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 4 independently. Tell students, "Now it is your turn to practice using reading and interpreting unfamiliar words with the prefix 'de-.' Read each sentence. Break apart the underlined word. Write the meaning of the underlined word."</p> <p>Anticipated responses:          1. prefix: de             base/root: claw             Declaw means to remove claws.          2. prefix: de</p>						





	<p>base/root: classified Declassified means to remove the security from a document and to make it public.</p>
<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, as needed.</li><li>● Write words on an index card, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>● Provide pictures of the words for visual learners.</li><li>● Consider a word wall/anchor chart for prefixes.</li><li>● Use excerpts from grade appropriate texts that include the prefix 'de-' for additional practice.</li></ul>



## LESSON 5

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>Suffixes are the word parts that we add to the end of base words to change their meaning. The suffixes ‘-al’ and ‘-ial’ means act or process of. When the suffix ‘-al’ is added to the end of a verb, it will change the part of speech to a noun. A verb shows an action. A noun is a person, place or thing.</p> <p>Students might need to be reminded that a base word is the simplest meaningful word-unit possible, such as clear.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Suffix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffixes "-al and/or -ial" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Ask students, “What is the difference between <i>arrive</i> and <i>arrival</i>?”</p> <p>Possible responses: <i>Arrive</i> means to reach the destination. <i>Arrival</i> means the act of arriving.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “A suffix is a word part that we add to the end of base words to change their meaning. The suffixes ‘-al’ and ‘-ial’ mean the act of or process of. When this meaning is applied to words that are verbs, the part of speech will then become a noun.”</p> <p>Tell students, “When you are reading words, especially unfamiliar words, look at the base word and think about the meaning. Then, use your knowledge of the suffix to help you read the new word and determine its new meaning.</p> <p>For example, let’s look deeper at the word <i>approval</i>. I know the base, <i>approve</i>, means to agree or accept. Now, add the suffix, ‘-al.’ (Model how to drop the -e and add -al.) Now I have the new word, <i>approval</i>. I can use my knowledge of this suffix to understand that <i>approval</i> is the act of approving something. The class gave its approval for an</p>





extra recess. This means that the class showed the act of approving going outside for another recess.”

Tell students, “Let’s look at the word *denial*. I know the base, *deny*, means to refuse to give, admit, or grant something. Now, add the suffix, ‘-ial.’ (Model how to drop the -y and add -ial.) Now I have the new word, *denial*. I can use my knowledge of this suffix to understand that denial is the act of refusing something or declaring something to be untrue. The teacher shook his head in denial.”

Note: Teachers can refer back to the suffix anchor charts from the previous lessons/units and add on or create a new chart as a visual support. See below.

Suffix	Meaning	Examples
-al, -ial	act or process of	approval, denial

**Guided Practice  
(2 minutes)**

Say to students, “Let’s look at a sentence and figure out if we can determine which word makes the most sense.” Display the following sentence: My brother’s \_\_\_\_\_ to fix the gate meant the dog was able to easily escape from the backyard. (proposal, dismissal, refusal)

The teacher will work with students to look at the base word and use their knowledge of the suffixes to determine which word is correct. Answer: refusal

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

Students should complete the Activity Page 5 independently. Tell students, “Now it is your turn to practice using the suffixes ‘-al’ and ‘-ial’ in sentences. Read each sentence and choose a word from the word bank that will make sense to complete each sentence.”

- Anticipated responses:
1. reversal
  2. renewal
  3. signal
  4. burial



**Guidance for Diverse Learners**

- Provide students with two answer choices per number on the activity page, instead of a word bank.
- Words can be written on index cards for students with the suffix highlighted.
- Provide pictures of the words for visual learners.
- Define the base words on the activity page for independent practice as needed.
- Consider a word wall/anchor charts for suffixes.
- Use excerpts from grade appropriate texts that include the suffixes '-al' and '-ial' for additional practice.





## LESSON 6

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>These suffixes are previously introduced in Lesson 1. Suffixes are the word parts that we add to the end of base words to change their meaning. The suffix '-er' has two different meanings. First, a person or thing that does something. The second meaning of the suffix '-er' is more. The suffix '-or' means a person that does something. When these suffixes are added, the part of speech will usually be a noun. A noun is a person, place or thing.</p> <p>Students might need to be reminded that a base word is the simplest meaningful word-unit possible, such as <i>clear</i>.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Suffix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix "-er and/or -or" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Remind students, "We have learned about the suffixes '-er' and 'or.' Come up with as many words as you can with those suffixes in 45 seconds."</p> <p>The teacher can have students share out and jot down the words. The teacher can have students work in pairs to create their own lists.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, "A suffix is a word part that we add to the end of base words to change their meaning. The suffixes '-er' and '-or' mean a person who (or that) does something. When this meaning is applied to the words, the part of speech will always be a noun. The suffix '-er' can also mean more, as in bigger. When you are reading words, especially unfamiliar words, look at the base word and think about the meaning. Then, use your knowledge of the suffix to help you read the new word and determine its new meaning."</p> <p>Note: Teachers can refer back to the suffix anchor chart as a visual support. See below.</p>



	<b>Suffix</b>	<b>Meaning</b>	<b>Examples</b>
	-er	person who or thing that does something	baker, teacher
	-er	more	fuller
	-or	person that does something	actor
<b>Guided Practice (2 minutes)</b>	<p>Display words on board and tell students, “Look at the following words: climber, competitor, administrator, director, programmer, choreographer, and bitter. We will determine the meaning of these words using our knowledge about the suffixes in each. Then, we will create sentences for each word.”</p> <p>Note: The teacher does not have to use all words. 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>		
<b>Student Application (3-5 minutes)</b>	<p>Students should complete Activity Page 6 independently. Tell students, “Now it is your turn to determine the meaning of words and create sentences.”</p>		
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"> <li>• Words can be written on index cards for students with the suffix 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 suffixes.</li> <li>• Use excerpts from grade appropriate texts that include the suffixes ‘-er’ and ‘-or’ for additional practice.</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. When more than one adjective is used, the adjectives usually go in a certain order: Article, opinion, size, shape, age, color, origin, material, purpose or qualifier, and noun. 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>• Whiteboard/markers (students)</li> <li>• Adjective General to Specific anchor chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT order adjectives within sentences according to conventional patterns.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “I will give you a noun and with a partner, come up with two adjectives to describe the noun in a complete sentence.”</p> <p>Possible nouns and sentences:</p> <ul style="list-style-type: none"> <li>• tree (The <i>tall brown</i> tree swayed in the wind.)</li> <li>• bag (My sister’s strap on her <i>small red</i> bag ripped)</li> <li>• fire truck (The <i>bright red</i> fire truck was being washed tomorrow.)</li> </ul> <p>Note: Teachers can provide additional nouns.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Note: Teacher should have created an Adjectives (general to specific) anchor chart in Unit 2. If so, post for students to use as a reference.</p> <p>Tell students, “Adjectives are the part of speech that describe a noun. For example, I can use the adjectives sharp and yellow to describe a pencil. When you use more than one adjective to describe something, there is a certain order. Listen to these two sentences. Which makes more sense to you?”</p> <ul style="list-style-type: none"> <li>• My friend left her <i>red small</i> bag in the theater.</li> <li>• My friend left her <i>small red</i> bag in the theater.</li> </ul>



The second sentence makes more sense. We want to make sure our adjectives are used in the correct order from general to specific.”

The teacher can review the anchor chart to remind students of different types of adjectives and the correct sequence.

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

\*Shape and Age can sometimes be switched around.  
\*These are just some examples. Change or add additional adjectives, when needed.

**Guided Practice  
(2 minutes)**

Tell students, “I am going to read some sentences and we will determine the correct order of the adjectives.” The teacher can have students respond as a whole group, with a partner, or write the correct order of the adjectives on their personal whiteboard.

- My grandfather sits in his \_\_\_\_\_ chair every evening.
  - Give students the adjectives: leather, comfy and have them determine the correct order.
  - Ask students, “Why is the correct order: comfy, leather?”
  - Sitting on this \_\_\_\_\_ bench is causing me back pain.
    - Give students the adjectives: metal, uncomfortable and have them determine the correct order.
    - Ask students, “Why is the correct order uncomfortable, metal?”





	<ul style="list-style-type: none"><li>○ The chef just bought an _____ _____ _____ pizza oven for the restaurant.<ul style="list-style-type: none"><li>■ Give students the adjectives: expensive, brick, new and have them determine the correct order.</li><li>■ Ask students, "Why is the correct order expensive, new, brick?"</li></ul></li></ul>
<b>Student Application (3-5 minutes)</b>	<p>Students should complete Activity Page 7 independently. Tell students, "Read each sentence and identify the adjectives. Then, determine if the adjectives are in the correct order by circling yes or no. Afterwards, you will read some more sentences and write the given adjectives in the correct order."</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"><li>1. NO</li><li>2. YES</li><li>3. NO</li><li>4. red, cotton</li><li>5. antique, wooden</li><li>6. thick, fleece</li></ol>
<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 order.</li><li>● Teacher 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>	Grammar
<b>Overview of Skill/Concept</b>	<p>Writers are able to include imagery to make sentences more engaging through the use of similes and metaphors. Similes and metaphors are a literary device used to compare two or more things.</p> <ul style="list-style-type: none"> <li>• Similes compare different things using <i>like</i> or <i>as</i>.</li> <li>• Metaphors compare different things without using <i>like</i> or <i>as</i>.</li> <li>• Metaphors compare things by saying one thing is another.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Guided Practice Passages (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain the meaning of simple similes and metaphors in context.
<b>Attention Getter (1 minute)</b>	<p>Stand Up/Sit Down Tell students, "I will read some phrases/sentences. Stand up if the phrase/sentence is a simile. Sit down if the phrase/sentence is a metaphor."</p> <p>Possible phrases/sentences:</p> <ul style="list-style-type: none"> <li>• as sweet as honey (stand up)</li> <li>• Time is money. (sit down)</li> <li>• Life is a rollercoaster. (sit down)</li> <li>• as pretty as a picture (stand up)</li> <li>• heart of stone (sit down)</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, "Writers often include figurative language to make writings more engaging and create imagery. Two types are similes and metaphors. A simile compares two or more things using <i>like</i> or <i>as</i>." Guide students through a discussion to explain the meaning of the simile. Look at the sentence:</p> <ul style="list-style-type: none"> <li>• The prank scared my cousin so much, he <i>ran like lightning</i> to his parents before I could apologize. <ul style="list-style-type: none"> <li>○ Point out <i>like</i>.</li> <li>○ Lead students in a discussion on how it is comparing the cousin running quickly to lightning, which happens in a flash.</li> <li>○ Tell students, "A metaphor compares two or more things</li> </ul> </li> </ul>





	<p>by saying one thing is another.” Tell students it does not use like or as. Guide students through a discussion to explain the meaning of the metaphor. Look at the sentence:</p> <ul style="list-style-type: none"><li>● My family and I like to joke that my brother’s <i>stomach is a bottomless pit</i>.<ul style="list-style-type: none"><li>○ What is the brother’s stomach being compared to?</li><li>○ Discuss what you know about a bottomless pit.</li><li>○ Why is the brother’s stomach being compared to a bottomless pit?</li><li>○ What does that tell us about the brother’s eating ability?</li></ul></li></ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, “Let’s look at this passage and explain the meaning of the simile.”</p> <ul style="list-style-type: none"><li>● My parents finally allowed me to host my first ever sleepover! The deal was that I had to clean up after the sleepover the next day. My friends and I had a blast playing games, singing karaoke, and making forts. After I walked my last friend out the next morning, I froze in place. <i>It looked like a tornado had hit my living room</i>. I knew I was in for a long day of cleaning.<p>Possible response: The room was very messy and all over the place.</p><p>Tell students, “Let’s look at this passage and explain the meaning of the metaphor.”</p><ul style="list-style-type: none"><li>● All summer long, I only had two kids to babysit. I knew I needed more children to watch if I wanted to buy those new shoes for school. One day, the parents I babysat for offered to share my name with other parents in the neighborhood. Before I knew it, <i>there was a tidal wave of babysitting gigs</i>. I didn’t have a single weekend off before school started back.<p>Possible response: There was an abundance or large amount of babysitting jobs coming in.</p><p>Note: The teacher will guide students in a conversation to explain the meaning of the simile and metaphor in the above examples. Have students share what they used from the text to help them determine and explain the meaning of the simile/metaphor. This can be done whole group or through partner discussions.</p></li></ul></li></ul>



<b>Student Application (3-5 minutes)</b>	<p>Students should complete Activity Page 8 independently. Tell students, “Now it is your turn to practice reading short passages and explain the meaning of the simile or metaphor used. Read each passage. Circle if the underline sentence is a simile or a metaphor. Explain the meaning of the simile or metaphor on the lines provided.”</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"><li>1. metaphor Explanation: Answers will vary, but should mention that it was wild and a mess.</li><li>2. simile Explanation: Answers will vary, but should mention that it was extremely quiet and no one was making any noise.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide pictures with phrases.</li><li>● Provide additional similes/metaphors (with pictures).</li><li>● Have similes/metaphors already underlined.</li><li>● Possibly provide examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</li></ul>





## LESSON 9

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a base or root word and changes the meaning of that word. A root word is a word or word part that carries the primary meaning of a word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefix “de-” means away from, out of, or remove.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Prefix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix de- to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “I will give you a word and you will repeat the word back adding the prefix de- to the beginning. Wait for my signal. Ready? Go!”</p> <p>Possible Words:          -value (devalue)          -tangle (detangle)          -construct (deconstruct)          -compose (decompose)</p> <p>Ask students, “Are there any words you are familiar with?” Allow students to share out.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “A prefix changes the meaning of a word, by adding a group of letters to the beginning of a word. When adding a prefix, it does not change the spelling of the root word. Understanding prefixes better helps us determine the meaning of unfamiliar words when we are reading. Remember, the prefix de-means away from or remove.”</p> <p>Display the word, clutter. “The word clutter means things lying about in an untidy way. Watch as I add de- to the beginning of the word. De+clutter now becomes declutter. Declutter means to remove unnecessary items from an untidy area.</p>



	<p>Listen to this sentence: My parents said I was not allowed to go to the movies until I decluttered my bedroom. In this sentence, decluttered means to remove unnecessary items from my bedroom to make it clean and organized.”</p> <p>Note: Teachers can refer back to the prefix anchor charts from Lesson 4. See below.</p> <table border="1" data-bbox="467 646 1487 814"> <thead> <tr> <th data-bbox="467 646 808 709">Prefix</th> <th data-bbox="808 646 1149 709">Meaning</th> <th data-bbox="1149 646 1487 709">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 709 808 814">de-</td> <td data-bbox="808 709 1149 814">away from, remove</td> <td data-bbox="1149 709 1487 814">defrost, decaffeinated</td> </tr> </tbody> </table>	Prefix	Meaning	Examples	de-	away from, remove	defrost, decaffeinated
Prefix	Meaning	Examples					
de-	away from, remove	defrost, decaffeinated					
<p><b>Guided Practice (2 minutes)</b></p>	<p>Display the following words and have students discuss the meaning of the word. Discuss how the prefix helps the students to interpret the meaning of the word. Have students create sentences.</p> <p><i>detach</i> prefix: de meaning: to separate or remove something or someone possible sentence: I can <i>detach</i> my hood from my jacket when it is not raining. Accept reasonable sentences.</p> <p><i>derail</i> prefix: de meaning: move away from or fall downward possible sentence: The captain came over the speaker to announce that the plane was about to <i>descend</i>. Accept reasonable sentences.</p>						
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 9 independently. Tell students, “Now it is your turn to practice reading and interpreting unfamiliar words with the prefix ‘de-.’ Read each word and write the meaning of the words. Then, create a sentence using the words on your activity page.”</p> <p>Anticipated responses: 1. detangle Detangle means to remove tangles from something. Sentence: Accept reasonable responses.</p>						





	<p>2. deconstruct Deconstruct means to remove or break something down. Sentence: Accept reasonable responses.</p> <p>3. devalue Devalue means to remove the importance of something or make something less important. Sentence: Accept reasonable responses.</p>
<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, as needed.</li><li>• Write words on an index card, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>• Provide pictures of the words for visual learners.</li><li>• Consider a word wall/anchor chart for prefixes.</li><li>• Use excerpts from grade appropriate texts that include the prefix 'de-' for additional practice.</li></ul>



## LESSON 10

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<ul style="list-style-type: none"> <li>• Idioms are words, phrases, or expressions which mean something different from its literal meaning. Idioms are used to express things in a creative and memorable way.</li> <li>• Adages are well-known, interesting sayings that have been used for a long time. Adages contain wisdom using familiar sayings and are believed to be true by most people.</li> <li>• Proverbs are well-known sayings that express practical wisdom/advice in a simple way. Proverbs are usually deeper in meaning than an adage, express some truth, and reflect common sense.</li> <li>• Proverbs and adages are usually used interchangeably.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Idioms/Adages/Proverbs anchor chart (teacher - optional)</li> <li>• Whiteboard/markers (students - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT recognize and explain the meaning of common idioms, adages, and proverbs.
<b>Attention Getter (1 minute)</b>	<p>Ask students, “What do you think it means when someone says, ‘Break a leg!’ or “Don’t let the cat out of the bag?” “Why do you think that?” “Are there any other phrases you know that mean something different from the literal words?”</p> <p>Lead discussion in understanding that “break a leg” means to wish someone good luck and “don’t let the cat out of the bag” means to keep a secret.</p>
<b>Explicit Instruction (3-5 minutes)</b>	Tell students, “Idioms are words, phrases, or expressions which mean something different from its actual, literal meaning. Idioms can be used to express things in a creative and memorable way. For example, have you ever heard the saying, ‘spill the beans!’ That is an idiom. It does not actually mean to go and dump beans out. It means to tell what you know about something.”





Tell students, “Adages are old, well-known interesting sayings that contain wisdom and/or advice. For example, have you ever heard the saying, ‘two heads are better than one!’ That is an adage. It does not actually mean that someone with two heads is going to be better than someone with one. It means that two people working together can accomplish more than just one person by themselves.”

Tell students, “Proverbs are statements that express basic, practical wisdom in a simple way. Proverbs are usually deeper in meaning than an adage and can sometimes be longer. For example, have you ever heard the statement, ‘The early bird catches the worm!’ That is a proverb. It means that those who get into action, are first, or quick, get the opportunities.”

Note: Teachers can create an anchor chart for students to use as a reference. See below. Teachers can have students add on to it throughout the year using sticky notes.

Type	Definition	Example
<i>Idioms</i>	words, phrases, or expressions which mean something different from its literal meaning	“spill the beans”
<i>Adages</i>	well-known interesting sayings that contain wisdom and/or advice and have been around for a long time	“two heads are better than one”
<i>Proverbs</i>	statements that express basic, practical wisdom in a simple way and are deep in meaning	The early bird catches the worm.

**Guided Practice  
(2 minutes)**

Say to students, “Let’s look at some examples of idioms, proverbs, and adages. We will work together to determine and explain the meaning of each.”



	<p>The teacher will lead students in discussions to explain the meaning of each saying below. Students can respond as a whole group, with a partner, and/or explain their thinking on their personal whiteboard. The teachers can have students work in groups to explain a different saying and share out afterwards.</p> <p><i>Possible Sayings and Explanations (Accept reasonable explanations):</i></p> <p>Example: Better late than never! Meaning: It is better for someone to arrive late or do something later than to never do it or show up at all.</p> <p>Example: piece of cake Meaning: easy to accomplish; really easy</p> <p>Example: food for thought Meaning: something to seriously think about</p> <p>Example: There's no use crying over spilled milk. Meaning: No point in getting upset about things that cannot be changed.</p> <p>Example: cut to the chase Meaning: get to the important part</p> <p>Example: Don't count your chickens before they hatch. Meaning: You should not depend on something before it actually happens.</p> <p>Note: Teachers can bring in their own idioms, adages, and proverbs.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete the Activity Page 10 independently. Tell students, "Now it is your turn to practice reading and explaining idioms, adages, and proverbs. Then, you will choose two sayings from the page and use them in complete sentences."</p> <p>Anticipated responses (Accept reasonable explanations):</p> <ol style="list-style-type: none"><li>1. Don't judge someone or something simply based on what you see. You need to look deeper and learn more about the person or situation.</li><li>2. The way people act tells you more about their character than what they say.</li></ol>





	<p>3. You need to stop, calm down, and/or wait.</p> <p>4. It is not okay to do something wrong just because someone has done something wrong.</p> <p>5. Accept reasonable sentences.</p> <p>6. Accept reasonable sentences.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide pictures of idioms, adages, and/or proverbs for visual learners.</li><li>● Use examples from grade appropriate texts that include the idioms, adages, and/or proverbs for additional practice.</li></ul>



## LESSON 11

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>These suffixes are previously introduced and reviewed in Lessons 1 and 6.</p> <p>Suffixes are the word parts that we add to the end of base words to change their meaning. The suffix '-er' has two different meanings. First, a person or thing that does something. The second meaning of the suffix '-er' is more. The suffix '-or' means a person that does something. When these suffixes are added, the part of speech will usually be a noun. A noun is a person, place or thing.</p> <p>Students might need to be reminded that a base word is the simplest meaningful word-unit possible, such as clear.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix "-er and/or -or" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Stand Up/Sit Down</p> <p>Tell students, "I will read some words. Stand up if they have the '-er' suffix or sit down if they have the '-or' suffix."</p> <p>Possible words:</p> <ul style="list-style-type: none"> <li>• manager (stand up)</li> <li>• prosecutor (sit down)</li> <li>• demonstrator (sit down)</li> <li>• boxer (stand up)</li> <li>• communicator (sit down)</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	Remind students, "A suffix is a word part that we add to the end of base words to change their meaning. The suffixes '-er' and '-or' mean a person who (or that) does something. When this meaning is applied to the words, the part of speech will always be a noun. The suffix '-er' can also mean more, as in bigger. When you are reading words, especially unfamiliar words, look at the base word and think about the meaning. Then, use your knowledge of the suffix to help you read the new word and determine its new meaning."





Note: Teachers can refer back to the suffix anchor chart as a visual support. See below.

Suffix	Meaning	Examples
-er	person who or thing that does something	baker, teacher
-er	more	fuller
-or	person that does something	actor

**Guided Practice  
(2 minutes)**

Display the new words only on board when necessary. Tell students, “Listen as I read these words: demonstrate, procrastinate, lead, and communicate. When I add a suffix to the ending the words become: demonstrator, procrastinator, leader, and communicator. Listen to the following sentences and then we will determine the meaning of these words using our knowledge about the suffixes in each.”

Possible sentences:

- The demonstrator modeled the expectations very thoroughly.
- The procrastinator had to work all night in order to finish the project for school tomorrow.
- Our group leader makes sure we are completing each part of our class project.
- Iris is a strong and confident communicator.

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

Students should complete Activity Page 11 independently. Tell students, “Now it is your turn to determine the meaning of unfamiliar words in sentences.” Students will read each sentence, determine the meaning of the underlined word, and write it on the lines provided.

Anticipated Responses:

1. distributor - a person that supplies goods and items
2. interpreter - a person who translates
3. commentators - people that comment on an event, game, or performance
4. messenger - person who delivers important messages



**Guidance for Diverse Learners**

- Words can be written on index cards for students with the suffix highlighted.
- Provide pictures of the words for visual learners.
- Define the base words on the activity page for independent practice as needed.
- Consider a word wall/anchor charts for suffixes.
- Use excerpts from grade appropriate texts that include the suffixes '-er' and '-or' for additional practice.





## LESSON 12

<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. When more than one adjective is used, the adjectives usually go in a certain order: Article, opinion, size, shape, age, color, origin, material, purpose or qualifier, and noun. 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>• Whiteboard/markers (students)</li> <li>• Adjective General to Specific anchor chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT order adjectives within sentences according to conventional patterns.
<b>Attention Getter (1 minute)</b>	<p>Display the sentence: I bought my brother a pair of leather, boxing, black gloves for his birthday.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> <li>• What are the adjectives? (leather, boxing, red)</li> <li>• Are they in the correct order? (No)</li> <li>• What is the correct order? (black, leather, boxing)</li> <li>• Why is the order of adjectives important? (Accept reasonable responses.)</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Note: Teacher should have created an Adjectives (general to specific) anchor chart in Unit 2. If so, post for students to use as a reference.</p> <p>Remind students, “Adjectives are the part of speech that describe a noun. When you use more than one adjective to describe something, there is a certain order. We want to make sure our adjectives are used in the correct order from general to specific. When more than one adjective is used, the adjectives usually go in a certain order: Article, opinion, size, shape, age, color, origin, material, purpose or qualifier, and noun.”</p>



The teacher should review the anchor chart to remind students of different types of adjectives and the correct sequence.

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

\*Shape and age can sometimes be switched around.

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

**Guided Practice  
(2 minutes)**

Note: The teacher can have students respond as a whole group, with a partner, or write the correct order of the adjectives on their personal whiteboard.

Tell students, "I am going to read a sentence and we will determine the correct order of the adjectives."

- \_\_\_\_\_ kittens climb and nibble on everything in the apartment.
  - Give students the adjectives: playful, seven and have them determine the correct order.
  - Ask students, "Why is the correct order: seven, playful?"

Tell students, "I am going to give you adjectives. First, we will put them in the correct order 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 order.)

- Adjectives:
- round
  - giant
  - black







	<p>Correct Sequence:</p> <ul style="list-style-type: none"> <li>giant, round, black</li> </ul> <p>Noun:</p> <ul style="list-style-type: none"> <li>trampoline</li> </ul> <p>Possible Sentence:</p> <ul style="list-style-type: none"> <li>I broke my arm when I fell off of my giant, round, black trampoline.</li> </ul> <p>*Allow students to create their own and have them re-identify the adjectives they used.</p> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>glass</li> <li>antique</li> </ul> <p>Correct Sequence:</p> <ul style="list-style-type: none"> <li>antique, glass</li> </ul> <p>Noun:</p> <ul style="list-style-type: none"> <li>lamp</li> </ul> <p>Possible Sentence:</p> <ul style="list-style-type: none"> <li>Mom was upset when we broke the antique glass lamp while running in the house.</li> </ul> <p>Allow students to create their own and have them re-identify the adjectives they used.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 12 independently. Tell students, "Read each sentence and identify the adjectives. Then, determine if the adjectives are in the correct order by circling yes or no. Afterwards, you will read some more sentences and write the given adjectives in the correct order."</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>ancient Greek</li> <li>The <i>slimy, green</i> toad jumped right on top of the food at the picnic.</li> <li>Underline enormous and plastic; Correct</li> <li>The <i>delicious, curly</i> fries from Arby's are my favorite after school snack.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>Adjectives can be written on index cards for students to manipulate and rearrange in the correct order.</li> <li>Teacher can have pictures of specific nouns and have students identify adjectives from what they see in the pictures.</li> </ul>





## LESSON 13

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Writers are able to include imagery to make sentences more engaging through the use of similes and metaphors. Similes and metaphors are a literary device used to compare two or more things.</p> <ul style="list-style-type: none"><li>• Similes compare different things using <i>like</i> or <i>as</i>.</li><li>• Metaphors compare different things without using <i>like</i> or <i>as</i>.</li><li>• Metaphors compare things by saying one thing is another.</li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Chart paper/board (teacher)</li><li>• Guided Practice Passage (teacher)</li></ul>
<b>SWBAT statement</b>	SWBAT explain the meaning of simple similes and metaphors in context.
<b>Attention Getter (1 minute)</b>	<p>Tell students, "Look at the pictures. Can you think of any similes or metaphors based on what you see? Be ready to explain the meaning of your example."</p> <div style="text-align: center;"></div> <p>Possible examples: _____ is as cool as a cucumber. The baby's fingers were ice cubes.</p> <p>Note: The teacher can use different images.</p>



<p><b>Explicit Instruction</b> <b>(3-5 minutes)</b></p>	<p>Remind students, “Writers often include figurative language to make writings more engaging and create imagery. A simile compares two or more things using <i>like</i> or <i>as</i>.” Guide students through a discussion to explain the meaning of the simile. Look at the sentence:</p> <ul style="list-style-type: none"><li>● My little brother thought he was <i>as sly as a fox</i> when he put a whoopie cushion under my seat while I was getting snacks.<ul style="list-style-type: none"><li>○ Point out <i>as</i>.</li><li>○ Lead students in a discussion on how it is comparing the brother’s sneakiness to being tricky or clever like a fox.</li></ul></li></ul> <p>Tell students, “A metaphor compares two or more things by saying one thing is another.” Tell students it does not use <i>like</i> or <i>as</i>. Guide students through a discussion to explain the meaning of the metaphor. Look at the sentence:</p> <ul style="list-style-type: none"><li>● My teacher is so impressed with my vocabulary, she says I am a <i>walking dictionary</i>.<ul style="list-style-type: none"><li>○ What is the author being compared to?</li><li>○ Discuss what you know about a dictionary.</li><li>○ Why is the author being compared to a dictionary?</li><li>○ Why do you think the teacher said a walking dictionary and not just a dictionary?</li><li>○ What does that tell us about the author?</li></ul></li></ul>
<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Tell students, “Let’s look at this passage. We will determine if it includes a simile or metaphor and then explain the meaning.”</p> <ul style="list-style-type: none"><li>● Today was the day! I had finally saved enough money to go to the candy store and buy whatever I wanted. I spent about 20 minutes just looking around trying to make decisions. There were so many choices. Finally, I decided to just get a little of everything. When I got home, I ended up eating a little bit of everything all at once. <i>There was an explosion of flavors dancing on my tongue.</i></li></ul> <p>Note: The teacher will guide students in a conversation to determine that it is a metaphor. Have students share what they used from the text to help them determine and explain the meaning of the metaphor. This can be done whole group or through partner discussions.</p> <p>If time permits, the teacher can provide a simile or metaphor and</p>



	allow students to create their own scenario.
<b>Student Application (3-5 minutes)</b>	<p>Students should complete Activity Page 13 independently. Tell students, "Now it is your turn to practice. Read the passage. Circle if the underlined phrase is a simile or a metaphor. Explain the meaning of the simile or metaphor on the lines provided. Then, create your own passage including a simile or metaphor."</p> <p>Anticipated responses:</p> <p>Part One</p> <ul style="list-style-type: none"><li>● simile</li><li>● Explanation: Answers will vary, but should mention that it means the opposite.</li></ul> <p>Part Two</p> <ul style="list-style-type: none"><li>● Responses will vary.</li></ul>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide additional similes/metaphors for students to use during the Student Application.</li><li>● Provide images of similes/metaphors to better support students' understanding.</li><li>● Possibly provide examples from the mentor texts that have been used in the guidebook lessons or fluency tasks that include these examples as additional practice for students.</li></ul>





## LESSON 14

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>Suffixes are the word parts that we add to the end of base words to change their meaning. The suffixes ‘-al’ and ‘-ial’ means act or process of. When the suffix ‘-al’ is added to the end of a verb, it will change the part of speech to a noun. A verb shows an action. A noun is a person, place or thing.</p> <p>Students might need to be reminded that a base word is the simplest meaningful word-unit possible, such as clear.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Suffix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffixes "-al and/or -ial" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “You will have about 45 seconds to list as many words as you can think of that start with the suffix -al and/or -ial . Ready? Go!”</p> <p>Students can refer to the anchor chart, if needed. Have students share a word from their list if time allows.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “A suffix is a word part that we add to the end of base words to change their meaning. The suffixes ‘-al’ and ‘-ial’ mean the act of or process of. When this meaning is applied to words that are verbs, the part of speech will then become a noun. Using your knowledge of these suffixes can help you read new or unfamiliar words and determine their meaning.”</p> <p>Display the sentence: My buddy had a set of <i>proposals</i> for his meeting with the principal later this afternoon on new clubs we could add to the school. The word propose means to make an offer or put forward an idea. Watch as I add -al to the ending of the word. Propose + al now becomes proposal. (Model how to drop the -e and add -al.) Proposal means the process of suggestions or plans being put forward for discussion.”</p>



	<p>Note: Teachers can refer back to the prefix anchor charts from Lesson 5. See below.</p> <table border="1" data-bbox="467 506 1490 636"> <thead> <tr> <th data-bbox="467 506 808 569">Suffix</th> <th data-bbox="808 506 1149 569">Meaning</th> <th data-bbox="1149 506 1490 569">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 569 808 636">-al, -ial</td> <td data-bbox="808 569 1149 636">act or process of</td> <td data-bbox="1149 569 1490 636">approval, denial</td> </tr> </tbody> </table>	Suffix	Meaning	Examples	-al, -ial	act or process of	approval, denial
Suffix	Meaning	Examples					
-al, -ial	act or process of	approval, denial					
<p><b>Guided Practice (2 minutes)</b></p>	<p>Say to students, “Let’s look at a sentence and figure out if we can determine the meaning of the underlined word.” Display the following sentence: The <i>betrayal</i> by the neighboring kingdom resulted in a war that lasted for nine months and required a peace treaty.</p> <p>The teacher will work with students to look at the base word and use their knowledge of the suffixes to determine the meaning of betrayal. Students should understand that the -al at the end of betrayal changes the meaning to become the act of betraying someone/something.</p>						
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete the Activity Page 14 independently. Tell students, “Now it is your turn to practice reading and interpreting words with the suffixes ‘-al’ and/or ‘-ial’ in sentences. Read each sentence and determine the meaning of the underlined word. Write the meaning of the word on the line provided.”</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. act or process of throwing away or getting rid of something</li> <li>2. process of taking away the car</li> <li>3. act of referring to the orthodontist for further action</li> <li>4. act of ordering people out of the competition</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 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 suffixes.</li> <li>• Use excerpts from grade appropriate texts that include the suffixes ‘-al’ and ‘-ial’ for additional practice.</li> </ul>						





## LESSON 15

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a base or root word and changes the meaning of that word. A root word is a word or word part that carries the primary meaning of a word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefix “de-” means away from, out of, or remove.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Prefix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix de- to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “Turn and talk with your partner what you know about the prefix de-.”</p> <p>Students should discuss that the prefix de- means to remove or take away from something. Allow students to share any words or examples they discussed.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “A prefix changes the meaning of a word, by adding a group of letters to the beginning of a word. When adding a prefix, it does not change the spelling of the root word. Understanding prefixes better helps us determine the meaning of unfamiliar words when we are reading. Remember, the prefix de-means away from or remove.”</p> <p>Display the word, deduct. “If the prefix de- means to remove, then deduct must mean to remove or take away from a total. Listen to this sentence: After we deducted our expenses for our vacation, I only had \$20 left for spending money.”</p> <p>Note: Teachers can refer back to the prefix anchor charts from Lessons 4 and 9. See below.</p>





	Prefix	Meaning	Examples
<p><b>Guided Practice (2 minutes)</b></p>	de-	away from, remove	defrost, decaffeinated
<p><b>Student Application (3-5 minutes)</b></p>	<p>Say to students, "Let's look at a sentence and figure out if we can determine which word makes the most sense." Display the following sentence: My brother was _____ from team captain during our family football game because of his negative attitude. (devalued, declined, demoted)</p> <p>The teacher will work with students to use their knowledge of the prefix de- to determine which word is correct.</p> <p>For example, the teacher can say, "I already know that promoted means to be moved up. If de- means to remove or take away from, then demoted in this sentence must mean to be removed from a higher position, like team captain."</p> <p>Answer: demoted</p>		
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Provide students with two answer choices per number on the activity page, instead of a word bank.</li> <li>• Define base words for students who struggle with coming up with meaning, as needed.</li> <li>• Write words on an index card, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li> </ul>		



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Provide pictures of the words for visual learners.</li><li>• Consider a word wall/anchor chart for prefixes.</li><li>• Use excerpts from grade appropriate texts that include the prefix 'de-' for additional practice.</li></ul> |
|--|---|



## LESSON 16

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	A syllable is an uninterrupted unit of sound that can be made when the mouth opens to form a vowel sound. A closed syllable is when the short vowel sound is being made in a word. Closed syllable words are CVC, VC, CCVCC. Some examples are mad, pod, pic-nic, and un-til. Multisyllabic means having two or more syllables in a word.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain what a closed syllable is and identify closed syllables in multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>List words and have students repeat the words while clapping them out. Afterwards, lead students in a discussion about what they noticed in each word. Some students might notice the sounds the vowels make, other students might notice the number of syllables in each word. Accept reasonable responses.</p> <p>Note: The teacher can use additional words from their own curriculum.</p> <p>Possible words: mop, winter, October, investigation, under, bid</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “Words are made up of letters and have parts that go together called a syllable. A syllable is a part of a word that can be pushed out in one breath. It is an uninterrupted unit of sound that forms a vowel sound. There are many different types of syllables. Today, we will focus on closed syllables.”</p> <p>Tell students, “A closed syllable is when the syllable makes the short vowel sound, such as /a/ /e/ /i/ /o/ /u/. Repeat after me. In younger grades, you learned that in a one syllable word, if two consonants are on either side of a vowel, it will often make the short vowel sound like in the word, ‘map’. You also learned that if a word contains only a vowel and consonant, like ‘in’ or ‘at’, it will make the short vowel sound because the vowel has a consonant after it, making it a closed syllable. Today, we will look at multisyllabic words and practice</p>





identifying the closed sound in it. This means words with two or more syllables. Remember, it is a closed syllable if a consonant comes after a vowel in the same syllable.

Teacher will write the word 'picnic' on the board. Ask students, "How many syllables do you think are in the word 'picnic'? Right, two syllables. Each syllable has a vowel. There are many ways to determine the syllables in a word. You can clap, snap, or stomp each word part or syllable sound. You can also place your hand below your chin and see how many times your chin touches your hand. Let's try with the word contracted." Invite students to determine the number of syllables in this word. (3 syllables)

Tell students, "When identifying closed syllables, you want to look at each syllable individually. Let's look at 'picnic'. We know it has two syllables, pic-nic. Look at the first syllable, there is a consonant after the vowel i. Same thing in the second syllable, there is a consonant behind the second i. When the vowel is closed off by a consonant at the end of a syllable, it makes the vowel a short vowel and we call this a closed syllable."

Tell students, "We know that words can have closed syllables even if they have more than one syllable. For example, the word 'contracted' has three syllables. Let's clap 'contracted' out into each syllable: 'con-tract-ed'. The vowels are closed off by consonants. Did you notice the vowel sounds are short? Using this strategy can help you read and decode unfamiliar words. Remember, when the words are closed syllables, meaning the vowel is followed by a consonant, it will often make the vowel make a short vowel sound."

Note: Teachers can choose to model this process on chart paper or a white board.

**Guided Practice  
(2 minutes)**

The teacher will write the words below on the board. The teacher will then have the students clap each word out to determine the number of syllables and where they should draw a line between each syllable to help them better decode the word. Then, the teacher will ask students what they notice about the closed syllables and underline them (a consonant comes after the vowel).

Note: The teacher can use additional words from their own curriculum.



	<p>Possible words:</p> <p><i>fantastic</i> 3 syllables <u>fan</u>·<u>tas</u>·<u>tic</u></p> <p><i>disgusting</i> 3 syllables <u>dis</u>·<u>gust</u>·<u>ing</u></p> <p><i>satisfactory</i> 5 syllables <u>sat</u>·<u>is</u>·<u>fac</u>·<u>to</u>·<u>ry</u></p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 16 independently. Tell students, “Now it is your turn to practice identifying closed syllables in multisyllabic words. Read each word and draw a line to separate the syllables. Then, underline the syllable(s) that are closed syllables.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. <u>Sat</u>·ur·day</li> <li>2. <u>bas</u>·<u>ket</u>·ball</li> <li>3. <u>pun</u>·<u>ish</u>·ing</li> <li>4. <u>sol</u>·<u>id</u></li> <li>5. <u>dis</u>·<u>tress</u></li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short. For this lesson, we will mostly be looking at short vowels.</li> <li>● Remind students what a consonant is.</li> <li>● Review each sound the short vowels make.</li> <li>● Create an anchor chart listing what a closed syllable is to refer back to for future lessons.</li> <li>● Show pictures of the words for additional support.</li> <li>● Find additional words for practice using their current ELA Guidebook student texts.</li> </ul>





## LESSON 17

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	A syllable is an uninterrupted unit of sound that can be made when the mouth opens to form a vowel sound. An open syllable is when the long vowel sound is being made in a word. Open syllable words are V or VC. Some examples are me, so, fi·nal, and com·pre·hend. Multisyllabic means having two or more syllables in a word.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain what a closed syllable is and identify open syllables in multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>List words and have students repeat the words while clapping them out. Afterwards, lead students in a discussion about what they noticed in each word. Some students might notice the sounds the vowels make, other students might notice the number of syllables in each word. Accept reasonable responses.</p> <p>Note: The teacher can use additional words from their own curriculum.</p> <p>Possible words: apron, October, hi, go, violin</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “Words are made up of letters and have parts that go together called a syllable. A syllable is a part of a word that can be pushed out in one breath. It is an uninterrupted unit of sound that forms a vowel sound. There are many different types of syllables. Today, we will focus on open syllables.”</p> <p>Tell students, “An open syllable is when the syllable makes the long vowel sound, such as /ae/ /ee/ /ie/ /oe/ /ue/. Repeat after me. In younger grades, you learned that in a one syllable word, if the vowel comes after the consonant or by itself, it will often make the long vowel sound like in the words hi or a. You also learned that if it comes at the end of a part (or syllable) it will often make the long vowel sound like in apron. When a vowel is by itself or comes after the consonant in a syllable, we call this an open syllable. Today, we will</p>





look at multisyllabic words and practice identifying the open syllables in each word. Remember, this means words with two or more syllables.

Teacher will write the word 'final' on the board. Ask students, "How many syllables do you think are in the word 'final'? Right, two syllables. Each syllable has a vowel. There are many ways to determine the syllables in a word. You can clap, snap, or stomp each word part or syllable sound. You can also place your hand below your chin and see how many times your chin touches your hand. Let's try with the word 'reunited'." Invite students to determine the number of syllables in this word. (4 syllables)

Tell students, "When identifying open syllables, you want to look at each syllable individually. Let's look at 'final'. We know it has two syllables, 'fi-nal'. Look at the first syllable, there is a consonant before the vowel i, but nothing after. However, in the second syllable, there is a consonant after the letter a. That tells me that the first syllable is an open syllable because the letter i is saying its name, the long vowel sound. Remember, when a vowel is by itself or comes after the consonant in a syllable, we call this an open syllable."

Tell students, "Let's look at the multisyllabic word 'reunited'. This word has four syllables. Let's clap 'reunited' out into each syllable: 're-u-ni-ted'. Most of the vowels come at the end of each syllable. This means that the e, u, and i will make the long vowel sounds. Using this strategy can help you read and decode unfamiliar words. Remember, when the words are open syllables, meaning the vowel is by itself or at the end of a syllable, it will often make the vowel make a long vowel sound."

Note: Teachers can choose to model this process on chart paper or a white board.

**Guided Practice  
(2 minutes)**

The teacher will write the words below on the board. The teacher will then have the students clap each word out to determine the number of syllables and where they should draw a line between each syllable to help them better decode the word. Then, the teacher will ask students what they notice about the open syllables and underline them (the vowel comes after the consonant or by itself in a syllable). Note: The teacher can use additional words from their own



	<p>curriculum.</p> <p>Possible words:  <i>hemoglobin</i>          4 syllables  <u>he</u>·<u>mo</u>·<u>glo</u>·bin</p> <p><i>coconut</i>          3 syllables  <u>co</u>·<u>co</u>·nut</p> <p><i>locomotive</i>          4 syllables  <u>lo</u>·<u>co</u>·<u>mo</u>·tive</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 17 independently. Tell students, “Now it is your turn to practice identifying open syllables in multisyllabic words. Read each word and draw a line to separate the syllables. Then, circle the syllable(s) that are open syllables.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. ed·<u>u</u>·<u>ca</u>·tion</li> <li>2. civ·i·li·<u>za</u>·tion</li> <li>3. <u>si</u>·ren</li> <li>4. <u>pho</u>·<u>to</u>·graphs</li> <li>5. im·ag·i·<u>na</u>·tion</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short. For this lesson, we will mostly be looking at long vowels: /ae/, /ee/, /ie/, /oe/, /ue/. Review the sounds.</li> <li>● Remind students what a consonant is.</li> <li>● Create an anchor chart listing what a closed syllable is to refer back to for future lessons.</li> <li>● Show pictures of the words for additional support.</li> <li>● Find additional words for practice using their current ELA Guidebook student texts.</li> </ul>





## LESSON 18

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>Review of Lesson 16.</p> <p>A syllable is an uninterrupted unit of sound that can be made when the mouth opens to form a vowel sound. A closed syllable is when the short vowel sound is being made in a word. Closed syllable words are CVC, VC, CCVCC. Some examples are mad, pod, pic-nic, and un·til. Multisyllabic means having two or more syllables in a word.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Whiteboard/markers/looseleaf (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain what a closed syllable is and identify closed syllables in multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “With a partner, write down as many words as you can think of that contain closed syllables. You will have 45 seconds. Be ready to share out. Ready, go!”</p> <p>The teacher should monitor around the room and have students share out words that contain closed syllables. The teacher can ask the class which syllable(s) in the word makes the short vowel sound.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “A syllable is an uninterrupted unit of sound in part of a word that can be pushed out in one breath. A closed syllable is when the syllable makes the short vowel sound, such as /a/ /e/ /i/ /o/ /u/. Multisyllabic words means that the words have two or more syllables.”</p> <p>Tell students, “Let’s look at ‘establishment’. Say the word after me. Now let’s clap out the word to see how many syllables ‘establishment’ has. (4 syllables) Watch as I break up the word on the board: es·tab·lish·ment. What do you notice about the closed syllables in this word? (Students should identify that there are 4.) Let’s look at each syllable, what is coming after the vowel in each part? (a consonant). Remember, when a consonant follows a vowel in a syllable it will often make the vowel make the short vowel sound, making it a closed syllable. Knowing this rule can help you read and decode unfamiliar</p>





	<p>words.”</p> <p>Note: Teachers can choose to model this process on chart paper or a white board.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will repeat the same process from previous lessons. The teacher will write the words below on the board. The teacher will then have the students clap each word out to determine the number of syllables and where they should draw a line between each syllable to help them better decode the word. Then, the teacher will ask students what they notice about the closed syllables and underline them (a consonant comes after the vowel). The teacher should have students try to use the words in complete sentences.</p> <p>Note: The teacher can use additional words from their own curriculum.</p> <p>Possible words:  <i>disagreement</i>          4 syllables  <u>dis</u>·a·gree·<u>ment</u></p> <p>Possible sentence: The two best friends got into a disagreement over which movie to see.</p> <p><i>elementary</i>          5 syllables  <u>el</u>·e·<u>men</u>·ta·ry          My elementary school goes up to 5<sup>th</sup> grade.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 18 independently. Tell students, “Now it is your turn to practice identifying closed syllables in multisyllabic words. Read each word and place it in the correct sentence. Then, underline the closed syllable(s) in each word.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. The <u>il</u>·<u>lus</u>·tra·tions helped me to better understand what the author was describing,</li> <li>2. My local <u>news</u>·pa·per wrote an inspiring article on recycling.</li> <li>3. My big sister said it is important to seek <u>em</u>·<u>ploy</u>·<u>ment</u> in the area you are hoping to have a career in.</li> <li>4. My teacher was impressed that I successfully solved the problem in an <u>un</u>·<u>con</u>·<u>ven</u>·tion·al way.</li> </ol>



	5. My little brother is always trying to take my <u>prop</u> ·er·ty without asking.
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short. For this lesson, we will mostly be looking at short vowels.</li><li>● Remind students what a consonant is.</li><li>● Review each sound the short vowels make.</li><li>● Create an anchor chart listing what a closed syllable is to refer back to for future lessons.</li><li>● Show pictures of the words for additional support.</li><li>● Find additional words for practice using their current ELA Guidebook student texts.</li></ul>



## LESSON 19

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	<p>Review of Lesson 17.</p> <p>A syllable is an uninterrupted unit of sound that can be made when the mouth opens to form a vowel sound. An open syllable is when the long vowel sound is being made in a word. Open syllable words are V or VC. Some examples are me, so, fi·nal, and com·pre·hend. Multisyllabic means having two or more syllables in a word.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Chart paper/board (teacher)</li> <li>• Whiteboard/markers/looseleaf (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain what a closed syllable is and identify open syllables in multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “With a partner, write down as many words as you can think of that contain open syllables. You will have 45 seconds. Be ready to share out. Ready, go!”</p> <p>The teacher should monitor around the room and have students share out words that contain open syllables. The teacher can ask the class which syllable(s) in the word makes the long vowel sound.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Remind students, “A syllable is an uninterrupted unit of sound in part of a word that can be pushed out in one breath. An open syllable is when the syllable makes the long vowel sound, such as /ae/ /ee/ /ie/ /oe/ /ue/. Multisyllabic words means that the words have two or more syllables.”</p> <p>Tell students, “Let’s look at ‘microcosmic’. Say the word after me. Now let’s clap out the word to see how many syllables ‘microcosmic’ has. (4 syllables) Watch as I break up the word on the board: mi·cro·cos·mic. What do you notice about the open syllables in this word? (Students should identify that there are 2 and come at the end of the syllable.) Let’s look at the first two syllables, what is coming after vowel in each part? (nothing). Remember, when a vowel is by itself or comes at the end of the syllable, it will often make the long vowel sound. We call this an open syllable. Knowing this rule can help you read and decode</p>






	<p>unfamiliar words.”</p> <p>Note: Teachers can choose to model this process on chart paper or a white board.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will repeat the same process from the previous lessons. The teacher will write the words below on the board. The teacher will then have the students clap each word out to determine the number of syllables and where they should draw a line between each syllable to help them better decode the word. Then, the teacher will ask students what they notice about the open syllables and underline them (the vowel comes after the consonant or by itself in a syllable). The teacher should have students try to use the words in complete sentences.</p> <p>Note: The teacher can use additional words from their own curriculum.</p> <p>Possible words:  <i>veto</i>          2 syllables  <u>ve</u>·<u>to</u>          Possible sentence: Since it was my birthday, I decided to veto having a cake.</p> <p><i>melody</i>          3 syllables          mel·<u>o</u>·<u>dy</u>          The beautiful melody of the music helped me to fall asleep quicker.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Students should complete Activity Page 19 independently. Tell students, “Now it is your turn to practice identifying open syllables in multisyllabic words. Read each word and place it in the correct sentence. Then, underline the open syllable(s) in each word.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> <li>1. I finally got my favorite <u>b</u>icycle for Christmas and cannot wait to go riding around the neighborhood with my friends.</li> <li>2. My teacher <u>circ</u>ulates around the classroom every time she gives a test to make sure we are persevering.</li> <li>3. We have been waiting for the <u>re</u>sults all week to find out who will be our new class president!</li> </ol>



	<p>4. When I do my math homework, I always double check using a <u>calculator</u>.</p> <p>5. Did you know that a hippopotamus can weigh anywhere from 2,900 lbs to 4, 00 lbs?</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short. For this lesson, we will mostly be looking at long vowels: /ae/, /ee/, /ie/, /oe/, /ue/. Review the sounds.</li><li>• Remind students what a consonant is.</li><li>• Create an anchor chart listing what a closed syllable is to refer back to for future lessons.</li><li>• Show pictures of the words for additional support.</li><li>• Find additional words for practice using their current ELA Guidebook student texts.</li></ul>



## LESSON 20

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a base or root word and changes the meaning of that word. A root word is a word or word part that carries the primary meaning of a word. Prefixes can be used to help determine the meaning of unfamiliar words. The prefix 'inter-' means between or among.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Chart paper/board (teacher)</li> <li>● Prefix anchor chart (teacher - optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the prefix 'inter-' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Display the picture and tell students the sentence, "I am so excited to fly internationally!"</p> <div style="text-align: center;">  </div> <p>The teacher will hold a brief discussion on what the sentence and word internationally means. Students should determine that internationally means different nations and to travel internationally means to travel between different nations.</p> <p>Possible questions to ask:          -What do you think this sentence means?          -What does the word international or internationally mean?          -Is there any part of internationally that helps you better understand the word?</p>
<b>Explicit Instruction (3-5 minutes)</b>	Remind students, "A prefix changes the meaning of a word, by adding a group of letters to the beginning of a word. We can use our knowledge of prefixes to help us interpret the meaning of new and unfamiliar words when we are reading. Today we will focus on the





prefix inter-, which means between or among.”

Tell students, “Let’s look at a sentence and figure out if we can determine the meaning of the underlined word.” Display the following sentence: My teacher is always so swift when she *intercepts* notes being passed between students in my class. Say to students, “I know that inter- means between. Notes being passed between students are not allowed. If the teacher intercepts the notes, that must mean she takes or seizes the notes and stops them from being completely passed. “

Note: Teachers can refer back to the suffix anchor charts from the previous lessons/units and add on or create a new chart as a visual support. See below.

Prefix	Meaning	Examples
inter-	between, among	intercept

**Guided Practice  
(2 minutes)**

Say to students, “Let’s look at a sentence and figure out if we can determine which word makes the most sense.” Display the following sentence: Elbert sat nervously among the three main bosses during an \_\_\_\_\_ for a manager position.  
(interaction, interlude, interview)

The teacher will work with students to use their knowledge of the prefix ‘inter-’ to determine which word is best. Interview means a meeting among or between people to get information.  
Answer: interview

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

Students should complete Activity Page 20 independently. Tell students, “Now it is your turn to practice using the prefix ‘inter-.’ Read the phrases and complete the crossword puzzle by using words with the prefix inter-.”

Anticipated Responses:  
Across:  
1. intermission  
3. interpreter



	<p>5. interstate 6. interstellar 7. intercity</p> <p>Down:</p> <p>2. interpersonal 4. international 6. interrupt</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide a word bank for the activity page.</li><li>● Define base words for students who struggle with coming up with meaning, as needed.</li><li>● Write words on an index card, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>● Provide pictures of the words for visual learners.</li><li>● Consider a word wall/anchor chart for prefixes.</li><li>● Use excerpts from grade appropriate texts that include the prefix 'inter-' for additional practice.</li></ul>



## LESSONS 1-20

### UNIT 3 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: <i>rupt, graph, and port</i>	Capitalization and punctuation in dialogue
Prefixes: <i>de-</i> <i>inter-</i>	Ordering multiple adjectives
Suffixes: <i>-er</i> and <i>-or</i> <i>-al</i> and <i>-ial</i>	Similes and metaphors
Spelling and decoding multisyllabic words <i>-open syllables</i> <i>-closed syllables</i>	Idioms, adages, and proverbs
	Subject- <i>to be</i> verbs in present tense





## LESSON 21

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the suffix '-ment' to read and interpret unfamiliar words. The suffix '-ment' means "the result, action, or condition of." They will need to understand that when the suffix '-ment' is added to a root/base word, it changes the word to a noun. Students may need to be reminded what a suffix (word part added to the end of a root/base word that changes the meaning of the word) is before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix '-ment' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>"In this lesson, you will learn what the suffix '-ment' means and how it can be added to a word to change its meaning. This will help you figure out new words and what they mean when you are reading and working with words every day."</p> <p>"Let's think about a base or root word first. Just like the tree needs that root or trunk, and it holds the tree up, a word needs the root or base word. The root or base word holds meaning by itself. For the most part, suffixes cannot be words by themselves. They must be attached to the root or base word. I think of a suffix as a leaf on the tree. The leaf, or suffix, does not have to be there, but it can be there; and when it is there, it can only go with the root or base (after it)."</p> <p>Teacher can draw a tree while explaining this example to make it more clear to students.</p>
<b>Explicit Instruction (3-5 minutes)</b>	"A suffix is a word part added to the end of a base or a root word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Today we are going to focus on the suffix '-ment.' The suffix '-ment' means "the result, action, or condition of." When you add the suffix '-ment' to a verb (the action), the new word becomes a noun (person, place, or



	<p>thing).”</p> <p>The teacher will create an anchor chart of this suffix and reference it again in future lessons.</p> <table border="1" data-bbox="479 577 1494 703"> <thead> <tr> <th data-bbox="479 577 987 640">Suffix</th> <th data-bbox="987 577 1494 640">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 640 987 703">-ment</td> <td data-bbox="987 640 1494 703">the result, action, or condition of</td> </tr> </tbody> </table>	Suffix	Meaning	-ment	the result, action, or condition of
Suffix	Meaning				
-ment	the result, action, or condition of				
<p><b>Guided Practice (2 minutes)</b></p>	<p>“When you add the suffix ‘-ment’ to a verb, the new word becomes a noun.”</p> <p>Teacher will write the word ‘agree’ on the board. “Let’s look at the word ‘agree.’ The word ‘agree’ is a verb and it means when people think or feel the same way about something. If you add the suffix ‘-ment’ to the word ‘agree’ it changes the word to ‘agreement’ which is a noun and means the result of two people thinking the same way or the act of coming to a common understanding or agreeing. How could we use the word ‘agreement’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: The two friends came to an agreement about how they would spend their Saturday. “The word ‘agreement’ is being used as a noun and shows us that the two friends came to a result that pleased both of them on how they would use their Saturday. Let’s try another word.”</p> <p>Teacher will write the word ‘postpone’ on the board. “What does the word postpone mean?” Teacher will elicit student responses. “The verb postpone means to delay something. What does the word mean if I were to add the suffix ‘-ment’ to it?” Teacher will elicit student responses. “The word changes to ‘postponement’ and is a noun. Postponement is the result of having to delay something.”</p> <p>Teacher may need to guide students to the meaning of the words</p>				





	using the suffix chart and defining words the students may not know in order to guide them to the correct answer.
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete Activity Page 21 using the skills we just practiced. Think about the meaning of the suffix ‘-ment’ we just learned. You are going to read the following sentences and choose the correct word with the suffix ‘-ment’.”</p> <p>Entertain means to amuse or keep interested. The noun entertainment is the act or process of providing pleasure or amusement. An example would be ‘The clowns provided entertainment at the circus.’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1. payment</li><li>2. achievement</li><li>3. punishment</li><li>4. advertisement</li><li>5. nourishment</li><li>6. government</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Consider a word wall for prefixes, suffixes, and root words.</li><li>● Pictures of the meanings of the words and examples introduced with the suffix ‘-ment’ and how it changes the meaning of the word from a verb to a noun can be posted.</li><li>● Excerpts from grade appropriate texts can be used that include the suffix ‘-ment’ for additional practice.</li></ul>





## LESSON 22

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to review closed and open syllable types. They will also discuss how knowing this information can be helpful in decoding multisyllabic words. Students may need to be reminded what a syllable is as well as the types of syllables (open and closed). The teacher may also want to review and reference consonants and vowels.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Consonant &amp; Vowel Anchor Chart (teacher)</li> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT review closed and open syllable types, and discuss how this information can be helpful in decoding multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>"The alphabet has two types of letters. They are called consonants and vowels. When you say a vowel sound, your mouth stays open." Teacher will create a consonant &amp; vowel chart for students to reference.</p> <p>"Words are made up of letters and have parts that go together called a syllable. A syllable is a part of a word that can be pushed out in one breath. All of these words have one syllable: cat, chin, rap, pick. When you say these words you open your mouth only once." Teacher will write these or other one syllable words on the board. "Do you know any one syllable words?" Elicit student responses. "Great! Now we will learn a strategy on how to pronounce multisyllabic words."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Remember there are two types of syllables. They can be opened or closed. In order to know if a syllable is open or closed, we have to look at the vowels. (Teacher will point to Consonant &amp; Vowel Chart). It's important to know if syllables are open or closed because they give you clues for reading unfamiliar words."</p> <p>Teacher will write the word 'banana' on the board. How many syllables do you think are in the word 'banana'?" Elicit student responses then teacher will draw a line after each syllable 'ba-na-na.' "The answer is three. Banana has three syllables. Each syllable has a</p>



	<p>vowel. There are many ways to determine the syllables in a word. You can clap, snap, or stomp each word part or syllable sound. You can also place your hand below your chin and see how many times your chin touches your hand.” Model doing this with the word banana. “My chin touched my hand 3 times. Which means that the word is broken up into three syllables.” Invite students to try this with you.</p> <p>“Syllables can be open or closed. It’s important to know if syllables are open or closed because they give you clues for reading unfamiliar words. For example, the word spider has two syllables ‘spi-der.’ Did you notice that the line in ‘spider’ happens after the first vowel?” Elicit student response. “When the vowel is by itself and not attached to a consonant, when we break the word into syllables, it is called an open syllable. The vowel sound is also a long vowel sound when they are open syllables. These are all open syllables because the first vowel is left open when it’s broken into syllable parts. There is no consonant attached to it.”</p> <p>“Now let’s look at the word ‘fog’. Teacher will write the word fog on the board/chart paper. The vowel ‘o’ is in between two consonants. It is closed off by the final consonant when sounding out the syllable. That’s why it’s called a closed syllable. This vowel makes the short vowel sound.</p>
<b>Guided Practice (2 minutes)</b>	<p>“Words can have closed syllables even if they have more than one syllable sound. For example, the word ‘rabbit’ has two syllables ‘rab-bit’. The two vowels are closed off by consonants. Did you notice the vowel sounds are short? This can help you read or decode unfamiliar words. When the words are closed syllables or when the vowel is closed off by a consonant the vowel makes a short vowel sound. Let’s look at some more words.”</p> <p>Teacher will write the word napkin on the board. “Does the word napkin have open or closed syllables?” Elicit student responses. “The word napkin is a two syllable word. When broken up into syllables, the vowel ‘a’ is closed off by the consonant ‘p’ and the vowel ‘i’ is closed off by the consonant ‘n.’ Both of these vowels have short vowel sounds and are closed syllables. Let’s look at another word.”</p> <p>Teacher will write the word robot on the board. “Does the word robot have open or closed syllables?” Elicit student responses. “The word</p>





	<p>robot is a two syllable word. This is an open syllable word because the first vowel is left open when it's broken into syllable parts, there is no consonant attached to it. What sound does the open vowel make? The long vowel sound."</p>
<b>Student Application (3-5 minutes)</b>	<p>"This information can be helpful when decoding multisyllabic words. When reading, if you are unsure of the sound a vowel makes, just split the word into syllables and check if they are open or closed syllables. Remember that open syllables make the long vowel sound and closed syllables make the short vowel sound. Now you'll complete Activity Page 22 and determine the syllables of a word and if they are open or closed."</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1) 2 syllables, open</li><li>2) 2 syllables, closed</li><li>3) 3 syllables, open</li><li>4) 4 syllables, open</li><li>5) 2 syllables, closed</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short.</li><li>● Review each sound the vowels make and explain that long vowels say their own name.</li><li>● Create an anchor chart listing what an open and closed syllable is to refer back to for future lessons.</li><li>● Find additional words for practice using their current ELA Guidebook student texts.</li></ul>





## LESSON 23

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>The focus of today’s lesson is for students to understand how to order adjectives within sentences according to conventional patterns. 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. When more than one adjective is used, the adjectives usually go in a certain order: Article, opinion, size, shape, age, color, origin, material, purpose or qualifier, and noun. A noun is a person, place, or thing. A noun functions as the subject or object in a sentence.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> <li>● Adjective General to Specific anchor chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag.)
<b>Attention Getter (1 minute)</b>	<p>“Today we are going to play a game. I am going to read a phrase and when I do, you will need to decide if the adjectives are in the correct order. It is important to put adjectives in the correct order so that our reader understands. If you think the adjectives are in the correct order, you will give a thumbs up. If you think the adjectives are not in the correct order, you will give a thumbs down. My turn first.”</p> <p>Teacher will read the phrase ‘a red round ball’ and give a thumbs down. “The phrase ‘a red round ball’ is not in the correct order because the size should come before the color and the phrase should be ‘a round red ball’. Now it’s your turn. Listen to the following phrases and decide whether or not the adjectives are in the correct order or not by giving me a thumbs up or thumbs down.”</p> <p>The teacher will read the following phrases and check that students are using the correct motion of a thumbs up or down.</p> <ul style="list-style-type: none"> <li>● old ugly tie (thumbs down) ugly old tie</li> <li>● dirty gardening gloves (thumbs up)</li> </ul>



	<ul style="list-style-type: none"> <li>● green tiny frog (thumbs down) tiny green frog</li> <li>● yellow brick road (thumbs up)</li> </ul>																																
<p><b>Explicit Instruction (3-5 minutes)</b></p>	<p>“Adjectives are the part of speech that describe a noun. It tells how many, what kind of, color, shape, size, material, temperature, and so much more. For example, I can use the adjectives big and red to describe a bicycle. Listen to the following sentences and decide which one sounds like it makes more sense.” Elicit student responses.</p> <ul style="list-style-type: none"> <li>● Julie has a big red bicycle that she rides on the sidewalk.</li> <li>● Julie has a red big bicycle that she rides on the sidewalk.</li> </ul> <p>“The first sentence I read makes more sense because adjectives should be used in the correct order from general to specific. The English language says that adjectives should be ordered in a specific way. Let’s refer to our anchor chart from previous lessons to review.”</p> <p>The teacher will refer to the anchor chart created in a previous lesson with the different types of adjectives and the correct sequence. Teacher can change or add adjectives to the chart as needed.</p> <table border="1" data-bbox="479 1029 1494 1522"> <thead> <tr> <th colspan="8">Adjectives</th> </tr> <tr> <td colspan="4">General</td> <td colspan="4">Specific</td> </tr> <tr> <th>Opinion</th> <th>Size</th> <th>Shape</th> <th>Age</th> <th>Color</th> <th>Material</th> <th>Origin</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>beautiful delicious amazing friendly fun terrible exciting good</td> <td>big small short tall tiny giant thin thick</td> <td>round flat square rectangular triangular</td> <td>young old new antique modern ancient</td> <td>blue orange purple green brown yellow</td> <td>cotton brick silver silk wood plastic paper leather metal</td> <td>American British Mexican Italian Asian German</td> <td>cleaning cooking hunting writing rocking sleeping running</td> </tr> </tbody> </table>	Adjectives								General				Specific				Opinion	Size	Shape	Age	Color	Material	Origin	Purpose	beautiful delicious amazing friendly fun terrible exciting good	big small short tall tiny giant thin thick	round flat square rectangular triangular	young old new antique modern ancient	blue orange purple green brown yellow	cotton brick silver silk wood plastic paper leather metal	American British Mexican Italian Asian German	cleaning cooking hunting writing rocking sleeping running
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<p><b>Guided Practice (2 minutes)</b></p>	<p>Teacher will write the following sentences on the board:</p> <ul style="list-style-type: none"> <li>● The farmer sold me a ____ ____ ____ pumpkin from his patch.</li> <li>● Mom bought me a ____ ____ ____ dress to wear for my birthday.</li> <li>● My sister lost her ____ ____ diamond earring in the ocean.</li> </ul> <p>“If I wanted to use the adjectives large, orange and round. Which order would I use them in this sentence? Write the answer on your</p>																																





	<p>whiteboard.”</p> <p>“The answer would be, ‘The farmer sold me a large round orange pumpkin from his patch. When choosing the order of adjectives in this sentence, the size and shape would need to come before the color so the answer is large, round and orange. Let’s look at another example.”</p> <p>“The adjectives are silk, beautiful, pink. Which order would I use these adjectives in a sentence? Write the answer on your whiteboard.”</p> <p>“The answer would be, “Mom bought me a beautiful pink silk dress to wear for my birthday. The order of the adjectives for this sentence should be beautiful, pink, silk because the order goes from general to specific. They are opinion, color, and material.”</p> <p>“The adjectives for this sentence are small, antique and square. Which order would I use these adjectives in a sentence? Write your answer on your whiteboard.” “The answer would be, ‘My sister lost her small square antique diamond earring in the ocean. The order of the adjectives for this sentence should be small, square, antique because the order goes size, shape and age.”</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 23 using the skills we just practiced. Think about the order of adjectives we just learned and refer to the anchor chart when needed. You will read each sentence and write the given adjectives in the correct order.”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1. small, blue</li> <li>2. cute, brown</li> <li>3. beautiful, modern</li> <li>4. expensive, leather</li> <li>5. sturdy, cardboard</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Adjectives can be written on index cards for students to manipulate and rearrange in the correct order.</li> <li>● Teacher can have pictures of specific nouns and have students identify adjectives from what they see in the pictures.</li> <li>● Excerpts from grade appropriate texts can be used that include multiple adjectives and students explain why they are in the order they are for additional practice.</li> </ul>





## LESSON 24

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today’s lesson is for students to be able to explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Similes and metaphors are a literary device used to compare two or more things. Similes compare different things using like or as. Metaphors compare different things without using like or as. They also compare things by saying one thing is another.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
<b>Attention Getter (1 minute)</b>	<p>“Today we are going to play a game. I am going to read a phrase and when I do, you will need to decide if it is a simile or a metaphor. If you think the phrase is a simile, you will give a thumbs up. If you think the phrase is a metaphor, you will give a thumbs down. My turn first.”</p> <p>Teacher will read the phrase ‘my feet are as cold as ice’ and give a thumbs up. “I think the phrase ‘my feet are as cold as ice’ is a simile because it includes the word ‘as’ and is comparing two separate objects, feet and ice. Now it’s your turn. Listen to the following phrases and decide whether or not they are similes or metaphors by giving me a thumbs up or thumbs down.”</p> <p>The teacher will read the following phrases and check that students are using the correct motion of a thumbs up or down.</p> <ul style="list-style-type: none"> <li>● you are my sunshine (thumbs down)</li> <li>● time is as valuable as money (thumbs up)</li> <li>● as sly as a fox (thumbs up)</li> <li>● she is a walking dictionary (thumbs down)</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	“Figurative language is words and expressions that paint a picture in your mind. Writers use figurative language to make pictures with words. What do you think of when someone says they are ‘as hungry as a horse?’ Do you think it means they are literally a horse? No, it doesn’t mean you are a horse. It means that you are really hungry.



	<p>The phrase 'as hungry as a horse' is a simile."</p> <p>"A simile is a way of comparing two things that use the words 'like' or 'as.' They are usually easy to spot and can help make our writing more interesting for our readers. An example of a simile from earlier in our lesson is 'as sly as a fox.' This phrase is using words 'as' and is comparing the fox to being sly."</p> <p>"A metaphor is a way of comparing two things and does not use the words 'like' or 'as.' It cannot be taken literally or understood exactly. An example of a metaphor would be 'the runner exploded out of the starting gate.' Ask yourself, do you think the writer meant this literally? The writer used this metaphor to describe how quickly the runner ran at the start of the race. Using a metaphor encourages the reader to use their imagination and paints a more vivid picture for the reader."</p> <p>"Using similes and metaphors helps make writing more interesting and helps to create an image in the reader's mind. When writers use these techniques it is called descriptive writing. It allows for the reader to create mental pictures which helps them get a better idea or understanding and can even make writing engaging."</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>"Let's look at some examples and determine whether they are similes or metaphors. We'll use our game from earlier to decide if the following phrases are similes or metaphors. Remember, if you think the phrase is a simile, you will give a thumbs up. If you think the phrase is a metaphor, you will give a thumbs down. Then you will explain how you know this."</p> <p>The teacher will read the following phrases and have them written on the board. They will then check that students are using the correct motion of a thumbs up or down.</p> <ul style="list-style-type: none"><li>● she was as angry as a rattlesnake, ready to strike (thumbs up)</li><li>● his singing is music to her ears (thumbs down)</li><li>● there was a blanket of snow on the streets (thumbs down)</li></ul> <p>"The first phrase 'she was as angry as a rattlesnake, ready to strike' is a simile and you should have given a thumbs up. The girl is being compared to a rattlesnake. The word 'as' is the clue that lets the reader know this is a simile. The quality being compared is her</p>





	<p>anger.”</p> <p>“The next phrase ‘his singing is music to her ears’ is a metaphor. The author is comparing singing to music, so both his singing and music have a melodic quality and sound nice. It also does not use the words ‘like’ or ‘as.’”</p> <p>“The third phrase ‘there was a blanket of snow on the streets’ is a metaphor. The author is not literally saying there is a blanket. They use the word blanket to show the streets are fully covered with snow. This helps the reader understand that there is a lot of snow on the streets.”</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it’s your turn to practice independently. You’ll complete Activity Page 24, and determine whether or not the phrases are similes or metaphors. Remember, similes are a way to compare two things using the words ‘like’ or ‘as.’ Metaphors also compare two things but do not use ‘like’ or ‘as.’ Be sure to explain why you chose your answer.”</p> <p>Answer Key for Activity Page (some answers may vary):</p> <ol style="list-style-type: none"> <li>1) metaphor-He is brave.</li> <li>2) simile-The classroom was busy, loud, active. Uses like.</li> <li>3) metaphor-It’s raining heavily, the raindrops are so large they seem like small animals rather than water droplets.</li> <li>4) simile-Holly can swim as quickly as a fish can. Uses as.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide examples of similes and metaphors from their current ELA Guidebook student texts or the fluency tasks for additional practice.</li> <li>● Provide additional similes and metaphors with picture cards to help visualize the meaning.</li> </ul>





## LESSON 25

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the prefix 'inter' to read and interpret unfamiliar words. The prefix 'inter' means 'between, among, together, or within.'
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT will use their knowledge of the prefix "inter" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>"Do you want to hear a knock knock joke?"            Teacher: Knock, knock            Students: Who's there?            Teacher: Interrupting cow            Students: Interrupting cow who? (Teacher be sure to quickly say the word 'moo!' and interrupt the students before they finish answering the question. If students do not understand the joke, be sure to explain that you interrupted them when speaking and how today's lesson will be focusing on the prefix inter.)</p> <p>"I interrupted you when answering my question by saying moo! Today we are going to discuss the prefix 'inter' and its meaning. The word interrupt means to come in between something, like a conversation or in our case a joke."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A prefix is a group of letters at the beginning of words that have a specific meaning. When a prefix is added to a word it creates a new meaning of the word. The word 'pre' is a latin word that means 'before'. The word 'fix' means 'to attach'. We are attaching a set of letters before a word. You can use prefixes as clues to help you figure out the meaning of unknown words. Let's take a look at how you can use prefixes to help you understand the meaning of words. For this lesson we are going to focus on the prefix 'inter' which means 'between, among, together, or within.'"</p> <p>The teacher will refer to the anchor chart with this prefix and reference it again in future lessons.</p>



	Prefix	Meaning
	inter-	between, among, together, or within
<p><b>Guided Practice (2 minutes)</b></p>	<p>Teacher will write the word 'interact' on the board. "Let's look at the word 'interact.' The word 'interact' is a verb which means they communicate as they work or spend time together. The word 'act' means to behave and the prefix 'inter' means between or among. This shows me that interact means the behavior between two people. How could we use the word 'interact' in a sentence?" Elicit student responses.</p> <p>Teacher can write the student's sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: Rhymes and songs help parents interact with their babies. "The word 'interact' shows us that rhymes and songs encourage babies to interact with their parents. They are spending time together and communicating with one another through the songs and rhymes. Let's try another word."</p> <p>Teacher will write the word 'interstate' on the board. "What does the word 'interstate' mean?" Teacher will elicit student responses. "The word interstate is a noun which means between two or more states. In this word the prefix 'inter' means between. This shows me that the interstate is the road that goes between the states. It is connecting two or more states usually with highways or roads. How could we use the word 'interstate' in a sentence?" Elicit student responses.</p> <p>Teacher can write the student's sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: We took the interstate when driving to Walt Disney World. "The word 'interstate' is being used as a noun and shows us that they drove their car on the road or highway used to connect multiple states in order to get to their destination which is Walt Disney World."</p>	





	<p>Teacher may need to guide students to the meaning of the words using the prefix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete Activity Page 25 using the skills we just practiced. Think about the meaning of the prefix ‘inter-’ we just learned. You are going to read the following sentences and choose the correct word with the prefix ‘inter-’.”</p> <p>“Stellar means stars and inter means among. So the word ‘interstellar’ means among the stars. An example would be ‘Do you believe that interstellar travel is possible?’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1. intermission</li><li>2. interrelated</li><li>3. intercept</li><li>4. intersection</li><li>5. interactive</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Consider a word wall for prefixes, suffixes, and root words.</li><li>● Pictures of the meanings of the words and examples introduced with the prefix ‘inter-’ and how it can change the meaning of the word.</li><li>● Excerpts from grade appropriate texts can be used that include the prefix ‘inter-’ for additional practice.</li></ul>





## LESSON 26

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to review closed and open syllable types. They will also discuss how knowing this information can be helpful in decoding multisyllabic words. Students may need to be reminded what a syllable is as well as the types of syllables (open and closed). The teacher may also want to review and reference consonants and vowels.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>● Consonant &amp; Vowel Anchor Chart (teacher)</li><li>● Whiteboards and Dry Erase Markers (teacher and student)</li><li>● Chart Paper (teacher)</li></ul>
<b>SWBAT statement</b>	SWBAT review closed and open syllable types, and discuss how this information can be helpful in decoding multisyllabic words.
<b>Attention Getter (1 minute)</b>	<p>"What do you do when you are reading and come across a word that is tricky?" Elicit student responses. Example: Sound it out, read the parts of the word you know, use context clues.</p> <p>"Those are all great things to do when you come across a tricky or unfamiliar word. Another strategy you can use for pronouncing these words is reading the word syllable by syllable. Remember, we learned that a syllable is a part of a word that can be pushed out in one breath. It is a word part that has a vowel or a vowel sound. How many syllables are in your first name? I'll go first." Teacher will say his or her own name and determine how many syllables are in it. Then allow each student to go around saying their names and how many syllables using one of the strategies from the previous lesson (clap, snap, stomp, chin drop, etc.) Teacher can also do multiple rounds of this with their favorite food, color, school subject, movie, etc.</p>
<b>Explicit Instruction (3-5 minutes)</b>	"Looking at the vowels in a word can help you determine if a word is made up of open or closed syllables. In order to know if a syllable is open or closed, we have to look at the vowels. (Teacher will point to Consonant & Vowel Chart). If you come across a word you do not know, stop and see how many syllables are there. This can help you decode the word. Syllables are smaller sounds that make up words and must have a vowel."



	<p>“Remember that closed syllables end with a consonant and the vowel is short. Open syllables end with a vowel and the vowel is long. Let’s look at some words.”</p> <p>Teacher will write the word magnet on the board. “How many syllables are in the word ‘magnet’? Are they open or closed syllables?” Elicit student responses. “In this word, I see two vowels, the, ‘a’ and the ‘e’. The word ‘magnet’ is broken up into two syllables, ‘mag-net.’ The two vowels are closed off by consonants. Are the vowel sounds short or long?” Elicit student responses. “The vowel sounds are short and the syllables are closed syllables.</p> <p>Teacher will write the word pilot on the board. “How many syllables are in the word ‘pilot’? Are they open or closed syllables?” Elicit student responses. “The word ‘pilot’ is broken up into two syllables ‘pi-lot.’ In this word there are two vowels. The first vowel shows us it is an open syllable word because the first vowel is left open when it’s broken into syllable parts, there is no consonant attached to it. What sound does the open vowel make? The long vowel sound.”</p>
<b>Guided Practice (2 minutes)</b>	<p>Teacher will pass out whiteboards and markers to students. “I am going to give you a word and I want you to write it broken into syllables. For example, if I give you the word ‘pilot’ then on your board you will write ‘pi-lot’ because it has two syllables. Let’s try!”</p> <p>“Write the word ‘summer’.” Monitor each student and see that they are identifying and drawing a line at the end of the first syllable. Model correct pronunciation of the word if needed. Students should write ‘sum-mer’. “How many syllables are in ‘summer’?” Student response: 2. “Yes! Summer has two syllables. Are they opened or closed?” Student response: Closed. “That’s correct! The two vowels are closed off by consonants and make the vowel sound short.”</p> <p>“Write the word ‘favor’.” Monitor each student and see that they are identifying and drawing a line at the end of the first syllable. Model correct pronunciation of the word if needed. Students should write ‘fa-vor’. “How many syllables are in the word ‘favor’?” Student response: 2. “That’s right! Favor has two syllables. Are they opened or closed?” Student response: Open. “Yes! The first vowel shows us it is an open syllable word because the first vowel is left open when it’s broken into syllable parts, there is no consonant attached to it. Is the</p>





	vowel short or long?" Student response: Long. "Correct! Let's do some more practice."
<b>Student Application (3-5 minutes)</b>	<p>"Knowing how to find the number of syllables and determine the types of syllables of a word can be helpful when decoding multisyllabic words. When reading, if you are unsure of the sound a vowel makes, just split the word into syllables and check if they are open or closed syllables. Remember that open syllables make the long vowel sound and closed syllables make the short vowel sound. Now you'll complete Activity Page 26 and determine the syllables of a word and if they are open or closed."</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1) 3 syllables, open</li><li>2) 2 syllables, closed</li><li>3) 2 syllables, closed</li><li>4) 3 syllables, open</li><li>5) 4 syllables, open</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Remind students what a vowel is (a,e,i,o,u) and that a vowel can be long or short.</li><li>● Review each sound the vowels make and explain that long vowels say their own name.</li><li>● Create an anchor chart listing what an open and closed syllable is to refer back to.</li><li>● Find additional words for practice using their current ELA Guidebook student texts.</li></ul>





## LESSON 27

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the suffix '-ment' to read and interpret unfamiliar words. The suffix '-ment' means "the result, action, or condition of." They will need to understand that when the suffix '-ment' is added to a root/base word, it changes the word to a noun. Students may need to be reminded what a suffix (word part added to the end of a root/base word that changes the meaning of the word) is before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix '-ment' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>"In this lesson, we will review what the suffix '-ment' means and how it can be added to a word to change its meaning. This will help you figure out new words and what they mean when you are reading and working with words every day."</p> <p>"What are some words that we already know that contain the suffix '-ment' as it is being used as a noun?" Elicit student responses.</p> <p>Examples: acknowledgment, disappointment, understatement, etc.</p> <p>Teacher can add words to an ongoing anchor chart or tree from Lesson 21 with the suffix '-ment.'</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A suffix is a word part added to the end of a base or a root word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Today we are going to review the suffix '-ment.' Remember the suffix '-ment' means "the result, action, or condition of." When you add the suffix '-ment' to a verb (the action), the new word becomes a noun (person, place, or thing)."</p> <p>The teacher will refer to the anchor chart with this suffix and</p>



	<p>reference it again in future lessons.</p> <table border="1" data-bbox="479 466 1494 598"> <thead> <tr> <th data-bbox="479 466 987 533">Suffix</th> <th data-bbox="987 466 1494 533">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 533 987 598">-ment</td> <td data-bbox="987 533 1494 598">the result, action, or condition of</td> </tr> </tbody> </table>	Suffix	Meaning	-ment	the result, action, or condition of
Suffix	Meaning				
-ment	the result, action, or condition of				
<p><b>Guided Practice (2 minutes)</b></p>	<p>“When you add the suffix ‘-ment’ to a verb, the new word becomes a noun.”</p> <p>Teacher will write the word ‘invest’ on the board. “Let’s look at the word ‘invest.’ The word ‘invest’ is a verb and it means to put into use for the purpose of making money. If you add the suffix ‘-ment’ to the word ‘invest’ it changes the word to ‘investment’ which is a noun and means an action you take with your money to make it grow. If we just keep our money in a piggy bank, it will not earn any money for us. How could we use the word ‘investment’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: The increase of sales made Josh feel confident about his large investment in the store. “The word ‘investment’ is being used as a noun and shows us that Josh put his money into a store in order to make it grow. The increase of sales shows that the store is doing well. Let’s try another word.”</p> <p>Teacher will write the word ‘adjust’ on the board. “What does the word ‘adjust’ mean?” Teacher will elicit student responses. “The verb adjust means to change or adapt. What does the word mean if I were to add the suffix ‘-ment’ to it? Teacher will elicit student responses. “ The word changes to ‘adjustment’ and is a noun. Adjustment is the act or process of changing, fixing, or adapting to something. How could we use the word ‘adjustment’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p>				





	<p>Example of student response: The car needed a minor adjustment, “The word ‘adjustment’ is being used as a noun and shows us that the car needed a small change in order to be fixed.”</p> <p>Teacher may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 27 using the skills we just practiced. Think about the meaning of the suffix ‘-ment’ we just learned. You are going to read the following sentences and choose the correct word with the suffix ‘-ment’.”</p> <p>“Amaze means to fill with wonder or astound. The noun amazement is the act of feeling great surprise or wonder. An example would be ‘The crowd watched in amazement as the magician performed his tricks.’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1. commitment</li> <li>2. excitement</li> <li>3. development</li> <li>4. encouragement</li> <li>5. improvement</li> <li>6. replacement</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Consider a word wall for prefixes, suffixes, and root words.</li> <li>● Pictures of the meanings of the words and examples introduced with the suffix ‘-ment’ and how it changes the meaning of the word from a verb to a noun can be posted.</li> <li>● Excerpts from grade appropriate texts can be used that include the suffix ‘-ment’ for additional practice.</li> </ul>



## LESSON 28

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is to recognize and explain the meaning of common idioms, adages, and proverbs. Idioms are words, phrases, or expressions which mean something different from its literal meaning. Idioms are used to express things in a creative and memorable way. Adages are well-known, interesting sayings that have been used for a long time. Adages contain wisdom using familiar sayings and are believed to be true by most people. Proverbs are well-known sayings that express practical wisdom/advice in a simple way. Proverbs are usually deeper in meaning than an adage, express some truth, and reflect common sense. Proverbs and adages are usually used interchangeably and are types of figurative language..
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher)</li> <li>• Chart Paper (teacher)</li> <li>• Idioms/Adages/Proverbs anchor chart (teacher - optional from Lesson 10)</li> </ul>
<b>SWBAT statement</b>	SWBAT recognize and explain the meaning of common idioms, adages, and proverbs.
<b>Attention Getter (1 minute)</b>	“Have you ever heard a phrase that seems kind of strange? For example, listen to the phrase ‘don’t cut corners.’ If your teacher tells you to make sure to study for the test and not cut any corners, what do you think that means? Is the teacher telling you not to cut the corners off of your assignment? No, that doesn’t make sense. Your teacher wants you to study for the test and do a good job. So to not cut corners must be to do a good job and study hard. If you cut corners, it means that you didn’t do your best work or something hasn’t been done well. The idiom ‘don’t cut corners’ is just another way of saying ‘don’t take shortcuts, take your time and do things well.’”
<b>Explicit Instruction (3-5 minutes)</b>	“In a previous lesson we learned what idioms, adages, and proverbs are. Remember an idiom is an expression whose meaning is different from the meaning of its individual words. They are phrases that don’t mean what they literally say, they have a special meaning. There are about 25,000 idioms in the English language. Idioms can be a great





way of expressing yourself and they're an interesting way to get a point across. For example, the phrase 'up to my ears' is an idiom that means 'very busy with.' Such as, 'I was up to my ears with studying when my Mom called me for dinner.'"

"An adage is a well-known saying that people have come to believe because it has been used for a long time. They usually contain wisdom and/or advice. For example, the saying 'variety is the spice of life' is an adage. It means that trying different things makes life interesting."

"A proverb is also an old well-known saying that sometimes gives advice about how to behave. They are usually deeper in meaning than an adage and can sometimes be longer. For example, the phrase 'look before you leap' doesn't mean to literally look around before you jump somewhere. It means to think carefully about what you are going to do before you do it."

"You can also look for context clues to help you figure out the meaning of idioms, adages, and proverbs."

Note: Teachers may have created an anchor chart for students to use as a reference from lesson 10. Students can continuously add on to it throughout the year using sticky notes.

Type	Definition	Example
<i>Idioms</i>	words, phrases, or expressions which mean something different from its literal meaning	"spill the beans"
<i>Adages</i>	well-known interesting sayings that contain wisdom and/or advice and have been around for a long time	"two heads are better than one"
<i>Proverbs</i>	statements that express basic, practical wisdom in a simple way and are deep in meaning	The early bird catches the worm.



**Guided Practice  
(2 minutes)**

“Let’s look at some examples of idioms, adages, and proverbs. You’ll use your whiteboard to explain what you think the meaning of each one is and then we’ll discuss the answers and their meanings after.”

*Possible Sayings and Explanations (Accept reasonable explanations):*

Example: to have butterflies in your stomach

Meaning: to be nervous; strange feeling in their stomach almost like they have butterflies floating in their tummies.

Example: sleep like a log

Meaning: It means to sleep deeply or a sleep so deep it’s hard to wake the person up. Logs don’t move and you can’t wake them up. But they don’t actually sleep like a log because logs don’t sleep at all.

Example: feeling under the weather

Meaning: It means feeling sick. It doesn’t feel like you’re in a rainstorm. It means you are not feeling good, or sick.

Example: a whale of a time

Meaning: It means to have fun or a good time.

Example: good things come to those who wait

Meaning: It is another way of telling someone to have patience.

Example: give credit where credit was due

Meaning: Give thanks to someone who deserved it.

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

Students should complete the Activity Page 28 independently. Tell students, “Now it is your turn to practice reading idioms, adages, and proverbs. Then, you will explain the meaning of each saying.”

Anticipated responses (Accept reasonable explanations):

1. Practicing is the way to get good at something.
2. In a bad or unlucky situation.
3. Patience and hard work bring success.
4. It is as useful to save money that you already have as it is to earn more.
5. It describes the perception that cats often seem to escape dangerous situations safely.
6. Stay strong in difficult situations.





**Guidance for Diverse Learners**

- Provide pictures of idioms, adages, and/or proverbs for visual learners.
- Find phrases or examples that include the idioms, adages, and/or proverbs for additional practice using their current ELA Guidebook student texts.



## LESSON 29

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the prefix 'inter' to read and interpret unfamiliar words. The prefix 'inter' means 'between, among, together, or within.'
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT will use their knowledge of the prefix "inter" to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>"The internet is a network, or system, that connects millions of computers worldwide. It allows people to keep in touch, do online shopping, and play games with friends. You can use it on computers, tablets, gaming consoles, and on your cell phone. Some computers are connected with cables and some have no cables which we call wireless. The word 'internet' uses the prefix 'inter' that we learned in a previous lesson that means 'between, among, together, or within.' Did you know that the internet has its own prefix? What do you think the internet prefix WWW stands for?" Elicit student responses. "It stands for the World Wide Web!"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Remember we learned that a prefix is a group of letters at the beginning of words that have a specific meaning. When a prefix is added to a word it creates a new meaning of the word. The word 'pre' is a latin word that means 'before'. The word 'fix' means 'to attach'. We are attaching a set of letters before a word. You can use prefixes as clues to help you figure out the meaning of unknown words. Let's take a look at how you can use prefixes to help you understand the meaning of words. For this lesson we are going to focus on the prefix 'inter' which means 'between, among, together, or within.'"</p> <p>The teacher will refer to the anchor chart created in a previous lesson with this prefix.</p>





	Prefix	Meaning
<p><b>Guided Practice (2 minutes)</b></p>	inter-	between, among, together, or within
<p>Teacher will write the word 'interfere' on the board. "Let's look at the word 'interfere.' The word 'interfere' is a verb which means to come between something or get in the middle of something. The word 'fere' means companion or friend and the prefix 'inter' means between. How could we use the word 'interfere' in a sentence?" Elicit student responses.</p> <p>Teacher can write the student's sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: We tried to watch the sunset from our hotel room window, but the trees interfered with the view. "The word 'interfered' is being used in the past tense. When I read this sentence, I am remembering that 'inter' means between. So I feel that the word 'interfere' means blocking the view because they were unable to see the sunset from their window because in between the window and the sunset there were trees blocking the view. Let's try another word."</p> <p>Teacher will write the word 'international' on the board. "What does the word 'international' mean?" Teacher will elicit student responses. "The word 'international' is an adjective which means between multiple countries. In this word the prefix 'inter' means between. This shows me that 'international' is when something is between or involving different countries. How could we use the word 'international' in a sentence?" Elicit student responses.</p> <p>Teacher can write the student's sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: When flying between different countries, you will need to book your flights at international airports. "The word 'international' is being used as an adjective because it is describing the type of airport it is. Looking back at the meaning of 'inter' which means between or among. If I am going to an 'international' airport, it must be an airport that goes between nations or is among different nations. So it is an airport where many people</p>		



	<p>from different nations or different countries are coming into that airport.”</p> <p>Teacher may need to guide students to the meaning of the words using the prefix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 29 using the skills we just practiced. Think about the meaning of the prefix ‘inter-’ we just learned. You are going to read the following sentences and choose the correct word with the prefix ‘inter-’.”</p> <p>“The word ‘interlude’ means an interval or an intervening period of time or feature. An example would be ‘There was a brief interlude in the storm, when the sun shone through the clouds for a few minutes. So there was a short time within the storm where the sun was shining through the clouds.’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1. intervene</li> <li>2. interject</li> <li>3. interconnect</li> <li>4. interpreter</li> <li>5. intertwine</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Consider a word wall for prefixes, suffixes, and root words.</li> <li>● Pictures of the meanings of the words and examples introduced with the prefix ‘inter-’ and how it can change the meaning of the word.</li> <li>● Excerpts from grade appropriate texts can be used that include the prefix ‘inter-’ for additional practice.</li> </ul>





## LESSON 30

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to correctly use the frequently confused words to, too, and two. These frequently confused words that sound the same but have different meanings and are spelled differently are called homophones. In order for students to understand these words, they will need to know the meaning of the words. Two is a number, too means also or in addition, and to means in a certain direction.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher and student)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT correctly use frequently confused words (to, too, two).
<b>Attention Getter (1 minute)</b>	<p>Teacher will have the following sentences written on the board: 'I am going to buy two tickets to see the new Star Wars movie. Do you want to come too?'</p> <p>"Let's look at the following sentences. Do you notice any words that sound the same?" Elicit student responses. "Three words sound the same but have different spellings and meanings. To, two, and too. How do we know which form of the word to use when writing?" Elicit student responses. "It's important for us to understand the meaning of these words that sound the same but have different meanings and spelling. It will help us better understand what we are reading."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"In this lesson you will learn that homophones are words that sound alike but have different meanings and spellings. Homophones can be easy to confuse because they sound the same! It is important to know the meanings and spellings of common homophones so that you can better understand what you are reading and which correct word to use when writing. Today we are going to focus on the homophones two, too, and to."</p> <p>The teacher will create an anchor chart of these homophones and reference it again in future lessons.</p>



word	meaning
two	a number
too	also, in addition
to	in a certain direction

Teacher will write the following sentences on the board ahead of time:

- I have two ice cream cones.
- When we went on the bus, Dad came too.
- Your pet cat is too cute for words.
- We are going to the movies.
- I am going to swim in the pool.
- The boy went to the store to buy some apples.

Teacher will refer to the anchor chart. "Let's look at the following words and their meanings." The word 'two' represents and refers to the number two (2). An example of this homophone when used in a sentence is 'I have two ice cream cones.'

"The word 'too' means also or in addition to. An example of this homophone when used in a sentence is 'When we went on the bus, Dad came too.' It can also be used as an adverb (word that describes a verb) to mean very or extremely. 'Your pet cat is too cute for words.'"

"The word 'to' can be used as a preposition. A preposition is a word to link nouns, pronouns, or other phrases to other words. An example would be 'We are going to the movies.' This word can also be used as a verb infinitive. This means that it comes before a verb. An example would be 'I am going to swim in the pool.' Some sentences will have the homophone 'to' twice and use it as both a preposition and infinitive verb. 'The boy went to the store to buy some apples.' The first 'to' is a preposition, explaining where the boy went. The second 'to' is part of a verb 'to buy.'"

**Guided Practice  
(2 minutes)**

"Let's practice writing sentences that use these homophones correctly. Think of a sentence that includes the word 'two.' Then write it on your whiteboard."  
Teacher can write the student's sentences on a whiteboard or chart





	<p>paper for all students to reference. Example of student response: The two friends came to an agreement on who won the game.          “Great example! The homophone ‘two’ represents and refers to the number two (2).”</p> <p>“Let’s try another word. Write a sentence that includes the homophone ‘too.’” Example of student response: After eating all the candy, I felt sick too.          “Yes! The homophone ‘too’ means also in this sentence.”</p> <p>“Now write a sentence that includes the homophone ‘to.’” Example of student response: I am riding my bike to the park.          “The homophone ‘to’ is being used as a preposition in this sentence and means he/she is riding in the direction of the park.”</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 30 using the homophones we just learned and practiced. Think about the meaning of the words ‘to, too, and two.’ You are going to read the following sentences and then choose the correct homophone to complete the sentence. An example would be ‘I have been to the Audubon Zoo (two, too, to.) Which homophone makes the most sense?” Elicit student responses. “Yes! The homophone ‘too’ signals that the speaker has been to the Audubon Zoo also.</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1. to</li> <li>2. too</li> <li>3. two</li> <li>4. too</li> <li>5. to</li> <li>6. two</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Review adverbs, prepositions, and infinitive verbs prior to teaching the lesson to ensure they understand these parts of speech and how they may be used in a sentence.</li> <li>● Pull example sentences that include to, too, and two from their current ELA Guidebook student texts to practice reading and discuss how they are being used in a sentence and their meaning.</li> </ul>



## LESSON 31

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the suffix '-ness' to read and interpret unfamiliar words. The suffix '-ness.' means "a state of being." They will need to understand that when the suffix '-ness' is added to a root/base word, it changes the word to a noun. Students may need to be reminded what a suffix (word part added to the end of a root/base word that changes the meaning of the word) is before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix '-ness' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Teacher will draw a blank flower on a white board or chart paper with a middle circle and 5 or more petals around it. In the middle circle write the suffix '-ness.'</p> <p>"The suffix '-ness' is common and we see it often when reading. What are some words that you know that have the suffix '-ness'?" Elicit student responses. Examples: smoothness, brightness, witness, business</p> <p>Teacher will write the examples on the petals of the flower and explain that the suffix '-ness' changes the meaning of the root words. "Root words are a word or word part from which other words grow, just like a flower has parts and grows!"</p>
<b>Explicit Instruction (3-5 minutes)</b>	"A suffix is a word part added to the end of a base or a root word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Today we are going to learn the suffix '-ness.' which means "a state of being." When you add the suffix '-ness' to an adjective (a word that describes a noun), the new word becomes a noun (person, place, or thing)."





	<p>The teacher will refer to the anchor chart with this suffix and reference it again in future lessons.</p> <table border="1" data-bbox="477 506 1495 636"> <thead> <tr> <th data-bbox="477 506 987 569">Suffix</th> <th data-bbox="987 506 1495 569">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 569 987 636">-ness</td> <td data-bbox="987 569 1495 636">a state of being</td> </tr> </tbody> </table>	Suffix	Meaning	-ness	a state of being
Suffix	Meaning				
-ness	a state of being				
<p><b>Guided Practice (2 minutes)</b></p>	<p>“When you add the suffix ‘-ness’ to an adjective, the new word becomes a noun.”</p> <p>Teacher will write the word ‘ill’ on the board. “Let’s look at the word ‘ill.’ The word ‘ill’ is an adjective that means in poor health. If you add the suffix ‘-ness’ to the word ‘ill’ it changes the word to ‘illness’ which is a noun and means the state of being in poor health. How could we use the word ‘illness’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a white board or chart paper for students to reference.</p> <p>Example of student response: The flu is a serious illness. “The word ‘illness’ is being used as a noun. Let’s try another word.”</p> <p>Teacher will write the word ‘lonely’ on the board. “What does the word ‘lonely’ mean?” Teacher will elicit student responses. “The adjective lonely means standing apart from others or isolated. What does the word mean if I were to add the suffix ‘-ness’ to it? Teacher will elicit student responses. “ The word changes to ‘loneliness’ and is a noun. Loneliness is being alone when you don't want to be or feeling alone when you are with others. How could we use the word ‘loneliness’ in a sentence?” Elicit student responses. (Teacher will need to be sure that students understand the spelling of loneliness and the rule that when a word ends with a -y, they will then need to change the -y to an -i.)</p> <p>Teacher can write the student’s sentences on a white board or chart paper for students to reference.</p> <p>Example of student response: Erica felt a sense of loneliness when no one played with her at recess. “The word ‘loneliness’ is being used as a</p>				



	<p>noun and shows us the state that Erica was feeling.”</p> <p>Teacher may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete Activity Page 31 using the skills we just practiced. Think about the meaning of the suffix ‘-ness’ we just learned. You are going to read the following sentences and choose the correct word with the suffix ‘-ness.’”</p> <p>“Dark as an adjective that means with little or no light. The noun darkness is the partial or total absence of light. An example sentence would be ‘There was complete darkness ahead.’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1) happiness</li><li>2) rudeness</li><li>3) heaviness</li><li>4) sleepiness</li><li>5) sickness</li><li>6) kindness</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Consider a word wall for prefixes, suffixes, and root words.</li><li>● Pictures of the meanings of the words and examples introduced with the suffix ‘-ness’ and how it changes the meaning of the word from an adjective to a noun can be posted.</li><li>● Excerpts from grade appropriate texts can be used that include the suffix ‘-ness’ for additional practice.</li></ul>





## LESSON 32

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to produce complete sentences. A complete sentence is a complete thought and includes a subject (who or what the sentence is about) and predicate (what the subject is doing). They will also recognize and correct any inappropriate fragments and run-on sentences. Students may need to be reminded what a fragment and run-on sentence is.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher and student)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>Attention Getter (1 minute)</b>	<p>"Every morning our principal comes on the announcements at school and we say the Pledge of Allegiance. She also gives us important information about our day or events coming up. If our principal were to decide to say 'dress down day,' do you know what that means?"</p> <p>Student responses: We can wear our dress down clothes. "Yes, we can wear something other than our school uniform. When will we be able to wear them?" Student response: He/she did not say when the dress down day was. "Right! It's important to speak in complete sentences so that you do not miss important information, like when the dress down day will be."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Teacher may want to display the following sentences on a whiteboard or chart paper for students to view for the upcoming instruction:</p> <p>Movies are fun to watch.  are fun to watch  Movies are fun to watch do you like them too?</p> <p>"A complete sentence consists of a group of words that includes a subject and a predicate. It also expresses a complete thought. The subject is a noun or pronoun that tells who or what a statement is about. The predicate is an action verb or a linking verb that tells what the subject of the statement does or is. An example of a complete sentence is 'Movies are fun to watch.' This sentence has a subject 'movies' and a predicate 'are fun to watch.'</p>



	<p>“A fragment is a group of words that is not a complete sentence. It usually is missing a subject, predicate (verb), or both. An example of a fragment would be ‘are fun to watch’ What information is missing?” Student response: the subject, what’s fun to watch. “Correct, this sentence is missing the subject or what the sentence is about. What is a possible subject we could add to make this fragment a sentence?” Student responses: movies, football game, a play, cartoons, etc. “You also need to add a period at the end of the sentence.” Teacher can use student’s examples to make a new sentence.</p> <p>“A run-on sentence contains two or more complete sentences that run together. An example of a run-on sentence would be ‘Movies are fun to watch do you like them too?’ This sentence is made up of two complete sentences that need to be separated by a punctuation mark. How could I separate this run-on sentence?” Student response: Use a period, capitalize the word ‘do’. “Yes, I would need to use a period between the words ‘watch’ and ‘do.’ I would also need to capitalize the word ‘do’ since it begins a new sentence. My new sentences would look like ‘Movies are fun to watch. Do you like them too?’ A run-on sentence joins two or more sentences that should stand alone or be joined with a comma and the word ‘and,’ ‘but,’ ‘so’ or ‘or.’”</p>
<b>Guided Practice (2 minutes)</b>	<p>Teacher will pass out whiteboards and markers to students. “I am going to give you a fragment and I want you to make it into a complete sentence. The phrase is ‘grow on vines.’ What information is the sentence missing? Student response: the subject, what grows on vines. “Correct, this sentence is missing the subject or what the sentence is about. What is a possible subject we could add to make this fragment a sentence?” Student responses: grapes, pumpkins, tomatoes, watermelon. “You also need to add a period at the end of the sentence. Write your new sentence with the subject on the whiteboard.” Teacher should be checking each student’s examples to make sure they are writing the new sentence correctly. It should have a subject, predicate and punctuation mark.</p> <p>“Now I am going to give you a run-on sentence. I want you to correct it by writing it into two complete sentences that need to be separated by a conjunction or punctuation mark. The sentence is ‘Some fish</p>





	<p>can grow to be up to 60 feet long it may weigh up to 30,000 pounds.' Write the run-on sentence correctly on your whiteboard. Be sure to use the correct punctuation and capital letters where needed. Teacher should be checking each student's examples to make sure they are writing the new sentence correctly. The sentence should have a subject, predicate and punctuation mark. Student response: Some fish can grow to be up to 60 feet long, and weigh up to 30,000 pounds.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>"This information can be helpful when you are needing to write complete sentences. Ask yourself, 'Does my sentence have a subject? Does my sentence have a predicate? Does it have the correct punctuation and capitalization? Now you'll complete Activity Page 32, writing complete sentences by recognizing and correcting fragments and run-ons."</p> <p>Answer Key for Activity Page (some answers may vary):</p> <ol style="list-style-type: none"> <li>1) fragment, missing subject and period. Example: Sabrina and her friends listen to jazz music.</li> <li>2) run-on sentence. Julie tutors kids after school, and she volunteers at the animal shelter on the weekends.</li> <li>3) run-on sentence. We hope to keep the party a surprise, so we will have to be careful.</li> <li>4) fragment, missing subject and period. Example: Most plants need to be placed in the sun.</li> <li>5) run-on sentence. Casey is helpful. She washes the dishes every night.</li> <li>6) fragment, missing predicate and period. Example: Jared and his friends like playing basketball after school.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Review punctuation marks and how sentences should sound when they are read. When reading a period, you should have a calm, steady voice. When reading a question, you should raise your voice and sound curious. When reading an exclamation, you should raise your voice and sound excited.</li> <li>● Model reading fluently and with expression with example sentences from their current ELA Guidebook student texts.</li> <li>● Pull examples of complete sentences.</li> </ul>



## LESSON 33

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to be able to demonstrate an understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Synonym is a word or phrase that has the same or exact meaning as another word or phrase. Antonym is a word or phrase that has the opposite meaning as another word or phrase.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher and student)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>Attention Getter (1 minute)</b>	<p>Teacher will have the following sentences written on the board:</p> <ul style="list-style-type: none"> <li>● Alana said, "I am tired of watching television."</li> <li>● "Let's go play on the swingset for a while," said Paul.</li> <li>● "Ok, let's go!" said Alana.</li> </ul> <p>"The English language has over a million words and it's growing all the time. 'Said' is a common word used when writing dialogue or a conversation between two people, but it's a little too common. Listen to this example. (Teacher will refer to the board) Alana said, "I am tired of watching television."  "Let's go play on the swingset for a while," said Paul.  "Ok, let's go!" said Alana. This passage is a little boring, it uses the word 'said' three times. Luckily, we can fix this text to be much more interesting by using synonyms. Other words that have a similar meaning as 'said' are stated, declared, and replied. Can you think of how to use these words in the text instead of 'said'?" Elicit student responses. Teacher will change the word said in the examples to the following: "The sentences could change to, Alana stated, "I am tired of watching television." "Let's go play on the swingset for awhile," replied Paul. "Ok, let's go!" declared Alana. Doesn't that sound much more interesting now? Even though the characters are still saying the same thing, the way it's narrated is now much more exciting. That's because we replaced the word 'said' with synonyms."</p>





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

“Synonyms are words that have a similar or same meaning. When we use synonyms in speech or writing, we choose a variety of words to have a greater impact than words that are common or overused. Synonyms make the English language exciting. The word ‘syn’ means like or same. The word ‘nym’ is the Greek word for name. So the word synonym means ‘same name, or same meaning.’ We learn synonyms to express ourselves in more ways than one. They can make our writing more interesting and lively like painting a picture in the mind of the reader. They can also replace each other in a sentence without changing the overall meaning in a sentence. Using different synonyms makes our writing interesting and not repetitive. For example: The girl down the street has a big dog. Instead of using the word ‘big’, you can use a word like ‘huge’ to make your writing more interesting. Huge is a synonym of the word ‘big.’ Words can have many different synonyms. For example the word ‘love’ also means adore, like, or admire.”

“Antonyms are words that mean the opposite of each other. The word ‘ant’ means opposite and remember the word ‘nym’ is the Greek word for name. So the word antonym means ‘opposite name, or opposite meaning.’ You can use antonyms or opposites in your writing to try to explain exactly what you mean or when you’re trying to show contrast or that something is very different. Antonyms can help make strong points when you’re trying to convince someone of your point of view or your opinion. When you use antonyms to change the word in a sentence, it will change the meaning. For example: The girl down the street has a big dog. If you change the word ‘big’ to ‘tiny,’ the new word ‘tiny’ has the opposite meaning and changes the meaning of the sentence. So now the sentence is, ‘The girl down the street has a tiny dog.’”

“Synonyms and antonyms can also help to improve your vocabulary.”

**Guided Practice  
(2 minutes)**

Teacher will have the following words written on the board:

- big
- smart
- alike
- scared

“Let’s look at the following words and see if we can come up with synonyms for these words.” Have students look at the list of words



	<p>and on their white boards they can write a synonym for each word. Challenge students to find more than one synonym for each word. (student responses may vary)</p> <ul style="list-style-type: none"> <li>● big-huge, enormous, gigantic, large</li> <li>● smart-intelligent, clever, bright, sharp, quick-witted</li> <li>● alike-same, similar, identical, uniform</li> <li>● scared-afraid, frightened, fearful, alarmed</li> </ul> <p>“Now we are going to use the same words, but this time you are going to give an antonym or another word that means something different than that word.”</p> <p>The teacher will read the following words and check that students are understanding that the student responses need to be an antonym. (student responses may vary)</p> <ul style="list-style-type: none"> <li>● big-small, little, tiny, short</li> <li>● smart-unintelligent, foolish, ignorant, naive</li> <li>● alike-different, dissimilar, unlike, opposite</li> <li>● scared-calm, confident, brave, courageous</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it’s your turn to practice independently. You’ll complete Activity Page 33, and choose a synonym or antonym from a word box for each underlined word. Remember, synonyms are words that have a similar or same meaning. Antonyms are words that mean the opposite of each other.”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1) happy-excited</li> <li>2) finish-complete</li> <li>3) friendly-helpful</li> <li>4) nervous-worried</li> <li>5) disappointed-excited</li> <li>6) rarely-often</li> <li>7) shout-whisper</li> <li>8) forget-remember</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide examples of synonyms and antonyms from their current ELA Guidebook student texts or the fluency tasks for additional practice.</li> <li>● Provide additional synonyms and antonyms practice by using a thesaurus.</li> </ul>





## LESSON 34

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to correctly use the frequently confused words there, they're, and their. These frequently confused words that sound the same but have different meanings and are spelled differently are called homophones. In order for students to understand these words, they will need to know the meaning of the words. <i>There</i> means a place, position, or location. <i>Their</i> means to show possession or something belongs to someone. <i>They're</i> is a contraction of they are.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher and student)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT to correctly use frequently confused words (there, they're, and their).
<b>Attention Getter (1 minute)</b>	<p>Teacher will have the following sentences written on the board: 'The swim team practices there. Next week they're having a big meet and will try to improve their speed.'</p> <p>"Let's look at the following sentences. Do you notice any words that sound the same?" Elicit student responses. "Three words sound the same but have different spellings and meanings. There, they're and their. How do we know which form of the word to use when writing?" Elicit student responses. "We need to know the meaning of each word so that we can understand what we are reading."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"Remember, homophones are words that sound alike but have different meanings and spellings. They can be easy to confuse because they sound the same. It is important to know the meanings and spellings of common homophones so that you can better understand what you are reading and which correct word to use when writing. Today we are going to focus on the homophones there, they're, and their."</p> <p>The teacher will add to the previous homophone anchor chart that was created of two, too, and to and reference it again in future lessons.</p>



<b>word</b>	<b>meaning</b>
there	place, position, location
their	shows possession, something belongs to someone
they're	contraction of they are

Teacher will write the following sentences on the board ahead of time:

He kicked the soccer ball over there.

There was heavy rain last night.

They're going to the circus tomorrow.

Their house has a red door.

That is their yellow kite flying in the sky.

Teacher will refer to the anchor chart. "Let's look at the following words and their meanings. The word 'there' represents a place, position, or location. A good way to remember to use this 'there', is that it has the word 'here' in it which refers to the location of something. An example of this homophone when used in a sentence is 'He kicked the soccer ball over there.' The word 'there' can also be used to explain that something exists. An example would be 'There was heavy rain last night.'"

"The word 'they're' is a contraction of 'they are.' A contraction is a shortened form of a word or words and contains an apostrophe. They are words put together to show where the missing letters would go. A good way to remember this is to see if it would make sense to replace 'they're' in your sentence with 'they are.' An example would be 'They're going to the circus tomorrow.' Since it would make sense to say 'They are going to the circus tomorrow,' 'they're' is the correct word to use."

"The word 'their' means to show possession (have or own) or that something belongs to someone. You can see if 'their' will work in a sentence by substituting 'his' or 'her'. An example of this homophone when used in a sentence is 'Their house has a red door.' If we replaced 'their' with 'his/her' would the sentence make sense?" Elicit student





	<p>responses. “Yes, either pronoun his or her would make sense and the word shows possession. Another good trick to remember to use this spelling of ‘their’ is that it has the letter ‘i’ in it. Think of it as a person who has something in their possession. An example is ‘That is their yellow kite flying in the sky.’</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s practice writing sentences that use these homophones correctly. Think of a sentence that includes the word ‘there.’ Then write it on your whiteboard. Remember that ‘there’ has the word ‘here’ in it which refers to the location of something.”</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for all students to reference. Example of student response: The notebook is over there. “Yes, the homophone ‘there’ shows the location of where the notebook is. If I were to replace the word ‘here’ with ‘there’ it would make the sentence, ‘The notebook is over here. Does that make sense?” Elicit student responses. “The sentence would make sense with both ‘here’ and ‘there’ so this helps show this is the correct homophone to use in this sentence.”</p> <p>“Let’s try another word. Write a sentence that includes the homophone ‘their.’” Example of student response: The student left their homework at school. “Correct, the homophone ‘their’ refers to something other people have or own. In this sentence, the homework belongs to the student.”</p> <p>“Now write a sentence that includes the homophone ‘they’re.’” Example of student response: They’re going to buy a new shirt at the mall. “The homophone ‘they’re’ is being used as a contraction for the words ‘they are’. Since it would make sense to say ‘They are going to buy a new shirt at the mall,’ ‘they’re’ is the correct word to use in this sentence.”</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 34 using the homophones we just learned and practiced. Think about the meaning of the words ‘there, their, and they’re.’ You are going to read the following sentences and then choose the correct homophone to complete the sentence. An example would be, ‘Put your coat over (there, their, they’re).’ Which homophone makes the most sense?” Elicit student responses. “Correct! The homophone ‘there’ shows the location of where the coat is.”</p>



	<p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1. their</li><li>2. their</li><li>3. they're</li><li>4. there</li><li>5. there</li><li>6. they're</li><li>7. their there they're</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Review contractions and apostrophes prior to teaching the lesson to ensure they understand these words and punctuation marks and how they may be used in a sentence.</li><li>● Pull example sentences that include there, their, and they're from their current ELA Guidebook student texts to practice reading and discuss how they are being used in a sentence and their meaning.</li></ul>





## LESSON 35

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the suffix '-ness' to read and interpret unfamiliar words. The suffix '-ness.' means "a state of being." They will need to understand that when the suffix '-ness' is added to a root/base word, it changes the word to a noun. Students may need to be reminded what a suffix (word part added to the end of a root/base word that changes the meaning of the word) is before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix '-ness' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>"It's helpful to have a good understanding of what suffixes are. Knowing their meanings and when they are generally used helps you to decode words, so that you can figure out the likely meaning of an unknown word, and also learn new vocabulary words with greater ease."</p> <p>Teacher can refer back to flower drawn with suffixes and remind students what the suffix '-ness' means. It can help them reading unfamiliar words in text.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A suffix is a word part added to the end of a base or a root word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Today we are going to review the suffix '-ness.' which means "a state of being." When you add the suffix '-ness' to an adjective (a word that describes a noun), the new word becomes a noun (person, place, or thing)."</p> <p>The teacher will refer to the anchor chart with this suffix and reference it again in future lessons.</p>



	Suffix	Meaning
<p><b>Guided Practice (2 minutes)</b></p>	-ness	a state of being
<p>“When you add the suffix ‘-ness’ to an adjective, the new word becomes a noun.”</p> <p>Teacher will write the word ‘fair’ on the board. “Let’s look at the word ‘fair.’ The word ‘fair’ is an adjective that means without showing favor and without allowing an advantage for one side over another. If you add the suffix ‘-ness’ to the word ‘fair’ it changes the word to ‘fairness’ which is a noun and means that everyone has the chance to succeed, get what they need, and be treated equally. How could we use the word ‘fairness’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a white board or chart paper for students to reference.</p> <p>Example of student response: “Judges, umpires, and teachers should all strive to practice fairness. The word ‘fairness’ is being used as a noun. Let’s try another word.”</p> <p>Teacher will write the word ‘ready’ on the board. “What does the word ‘ready’ mean?” Teacher will elicit student responses. “The adjective ready means easily available or attained, within reach. What does the word mean if I were to add the suffix ‘-ness’ to it? Teacher will elicit student responses. “ The word changes to ‘readiness’ and is a noun. Readiness is the quality or state of being ready. How could we use the word ‘readiness’ in a sentence?” Elicit student responses. (Teacher will need to be sure that students understand the spelling of readiness and the rule that when a word ends with a -y, they will then need to change the -y to an -i.)</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: Children at this exciting age are full of wonderment and readiness to learn about themselves and their surroundings. “The word ‘readiness’ is being used as a noun and</p>		





	<p>shows us the state that the children are feeling.”</p> <p>Teacher may need to guide students to the meaning of the words using the suffix chart and defining words the students may not know in order to guide them to the correct answer.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 35 using the skills we just practiced. Think about the meaning of the suffix ‘-ness’ we just learned. You are going to read the following sentences and choose the correct word with the suffix ‘-ness.’”</p> <p>“Sad is an adjective that means feeling or showing sorrow or unhappy. The noun sadness means the state of feeling upset or unhappy. An example sentence would be ‘There was sadness in her voice.’”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1) softness</li> <li>2) willingness</li> <li>3) wilderness</li> <li>4) nervousness</li> <li>5) laziness</li> <li>6) peacefulness</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Consider a word wall for prefixes, suffixes, and root words.</li> <li>● Pictures of the meanings of the words and examples introduced with the suffix ‘-ness’ and how it changes the meaning of the word from an adjective to a noun can be posted.</li> <li>● Excerpts from grade appropriate texts can be used that include the suffix ‘-ness’ for additional practice.</li> <li>● Continue adding to the flower petals from the attention getter part of the lesson with other words containing the suffix ‘-ness.’</li> </ul>



## LESSON 36

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to produce complete sentences. A complete sentence is a complete thought and includes a subject (who or what the sentence is about) and predicate (what the subject is doing). They will also recognize and correct any inappropriate fragments and run-on sentences. Students may need to be reminded what a fragment and run-on sentence is.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher and student)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>Attention Getter (1 minute)</b>	<p>"Listen to this phrase, 'my brother and sister.' What do you think this phrase is missing? Student responses: a predicate, what they are doing. "This phrase is missing what the subject is doing. How can we make this into a complete sentence?" Example of a student response: My brother and sister are younger than me. It's important to speak in complete sentences so that the reader knows exactly what you are trying to say or write. It helps them to better understand."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Teacher may want to display the following sentences on a whiteboard or chart paper for students to view for the upcoming instruction:  The large ostrich has very long legs for running.  has very long legs for running  Once I saw an ostrich at the zoo it is the world's largest bird.</p> <p>"Remember that a complete sentence consists of a group of words that includes a subject and a predicate. It also expresses a complete thought. Let's review. The subject is a noun or pronoun that tells who or what a statement is about. The predicate is an action verb or a linking verb that tells what the subject of the statement does or is. An example of a complete sentence is 'The large ostrich has very long legs for running.' This sentence has a subject 'ostrich' and a predicate 'has very long legs for running.'</p> <p>"A fragment is a group of words that is not a complete sentence and</p>





	<p>is missing a subject, predicate (verb), or both. An example of a fragment would be 'has very long legs for running.' What information is missing?" Student response: the subject, what has very long legs for running. "Correct, this sentence is missing the subject or what the sentence is about. What is a possible subject we could add to make this fragment a sentence?" Student responses: ostrich, elephant, giraffe, camel, etc. . "You also need to add a period at the end of the sentence." Teacher can use student's examples to make a new sentence.</p> <p>"A run-on sentence contains two or more complete sentences that run together. An example of a run-on sentence would be 'Once I saw an ostrich at the zoo it is the world's largest bird.' This sentence is made up of two complete sentences that need to be separated by a punctuation mark. How could I separate this run-on sentence?" Student response: Use a period, capitalize the word 'it'. "Yes, I would need to use a period between the words 'zoo' and 'it.' I would also need to capitalize the word 'it' since it begins a new sentence. My new sentences would look like 'Once I saw an ostrich at the zoo. It is the world's largest bird.' A run-on sentence joins two or more sentences that should stand alone or be joined with a comma and the word 'and,' 'but', 'so' or 'or.'"</p>
<b>Guided Practice (2 minutes)</b>	<p>Teacher will pass out whiteboards and markers to students. "I am going to give you a fragment and I want you to make it into a complete sentence. The phrase is 'on the door.' What information is the sentence missing? Student response: the subject, what about the door. "Correct, this sentence is missing the subject. What is a possible subject we could add to make this fragment a sentence?" Student responses: doorknob, window, sign, glass, smudge, etc.. "You also need to add a period at the end of the sentence. Write your new sentence with the subject on the whiteboard." Teacher should be checking each student's examples to make sure they are writing the new sentence correctly. It should have a subject, predicate and punctuation mark. Example sentence: There is a sign on the door.</p> <p>"Now I am going to give you a run-on sentence. I want you to correct it by writing it into two complete sentences that need to be separated by a conjunction or punctuation mark. The sentence is 'Fish swim in the same direction they all swim at the same speed.' Write the run-on sentence correctly on your white board. Be sure to use the correct</p>



	<p>punctuation and capital letters where needed. Teacher should be checking each student's examples to make sure they are writing the new sentence correctly. The sentence should have a subject, predicate and punctuation mark. Student response: Fish swim in the same direction. They all swim at the same speed.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Knowing how to write complete sentences can be helpful when you are needing to write longer paragraphs or edit a writing task. When you are writing you can think to yourself, ‘Does my sentence have a subject? Does my sentence have a predicate? Does it have the correct punctuation and capitalization? Now you’ll complete Activity Page 36, writing complete sentences by recognizing and correcting fragments and run-ons.”</p> <p>Answer Key for Activity Page (some answers may vary):</p> <ol style="list-style-type: none"> <li>1) fragment, missing subject and period. Example: Louis Armstrong played the trumpet.</li> <li>2) run-on sentence. Plums grow on trees. Dried plums are called prunes.</li> <li>3) run-on sentence. The party will be at Susan’s house, and her parents will help.</li> <li>4) fragment, missing subject and period. Example: Grapes turn into raisins.</li> <li>5) run-on sentence. Fish in schools are in less danger. It is easier for them to find food.</li> <li>6) fragment, missing predicate and period. Example: Louisiana and Mississippi are located in the southern part of the United States.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Review punctuation marks and how sentences should sound when they are read. When reading a period, you should have a calm, steady voice. When reading a question, you should raise your voice and sound curious. When reading an exclamation, you should raise your voice and sound excited.</li> <li>● Model reading fluently and with expression with example sentences from their current ELA Guidebook student texts.</li> <li>● Pull examples of complete sentences.</li> </ul>





## LESSON 37

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>The focus of today’s lesson is for students to correctly use frequently confused words. These frequently confused words that sound the same but have different meanings and are spelled differently are called homophones. In order for students to understand these words, they will need to know the meaning of the words. It’s is a contraction for it is. Its means belonging to it or the possessive form of the pronoun it. Your means you own it. You’re is the contraction for you are.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher and student)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT to correctly use frequently confused words.
<b>Attention Getter (1 minute)</b>	<p>Teacher will have the following phrase written on the board: ‘How much wood would a woodchuck chuck if a woodchuck could chuck wood?’</p> <p>“Have you heard the phrase ‘How much wood would a woodchuck chuck if a woodchuck could chuck wood?’ This phrase is considered a tongue twister and can be fun to say! Do you know the answer to this riddle?” Elicit student responses. “The answer is ‘A woodchuck would chuck all the wood it could chuck if a woodchuck could chuck wood.’ Did you notice the words ‘wood’ and ‘would’ sound the same but are spelled differently and have different meanings? The word ‘would’ refers to a possibility or likelihood and the word ‘wood’ refers to a hard substance that forms the branches and trunks of trees and can be used as a building material or for making things. These words that sound the same but are spelled differently and have different meanings are called homophones.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Remember, homophones are words that sound alike but have different meanings and spellings. They can be easy to confuse because they sound the same. It is important to know the meanings and spellings of common homophones so that you can better understand what you are reading and which correct word to use when writing. Today we are going to focus on many frequently</p>



confused homophones such as it's, its, your, and you're."

The teacher will add to the previous homophone anchor chart that was created of two, too, and to, there, their, and they're.

<b>word</b>	<b>meaning</b>
it's	contraction for it is
its	belonging to it
your	you own it
you're	contraction for you are

Teacher will write the following sentences on the board ahead of time:

It's a beautiful day!

Its fur is black.

That is your backpack.

You're coming to my house today.

Teacher will refer to the anchor chart. "Let's look at the following words and their meanings. The word 'it's' is a contraction of 'it is.' A contraction is a shortened form of a word or words and contains an apostrophe. They are words put together to show where the missing letters would go. A good way to remember this is to see if it would make sense to replace 'it's' in your sentence with 'it is.' An example would be 'It's a beautiful day!' Since it would make sense to say 'It is a beautiful day!,' 'it's' is the correct word to use."

"The word 'its' means to show possession (have or own) or that something belongs to someone. 'Its' is the possessive form of the pronoun it. It means belonging to it. An example would be 'Its fur is black.' In this example the word 'its' can refer to a variety of things such as a dog, cat, rabbit, etc. The word is showing that the black fur belongs to whatever animal the writer is referring to."

"The word 'your' is a possessive adjective that shows that something belongs to you or the person you are talking to. An example would be 'That is your backpack.' A good way to remember this is that usually





we use 'your' plus noun (thing). So in this example sentence you would use 'your' plus backpack which is the noun."

"The word 'you're' is a contraction of 'you are.' A contraction is a shortened form of a word or words and contains an apostrophe. Remember, contractions are words put together to show where the missing letters would go. A good way to remember this is to see if it would make sense to replace 'you're in your sentence with 'you are.' An example would be 'You're coming to my house today.' Since it would make sense to say 'You are coming to my house today,' 'you're' is the correct word to use."

**Guided Practice  
(2 minutes)**

"Let's practice writing sentences that use these homophones correctly. Think of a sentence that includes the word 'it's.' Then write it on your whiteboard. Remember that 'it's' is a contraction of 'it is.'"

Teacher can write the student's sentences on a whiteboard or chart paper for all students to reference. Example of student response: It's going to be a long day. "Correct! The homophone 'it's' is being used as a contraction for the words 'it is'. Since it would make sense to say 'It is going to be a long day,' 'it's' is the correct homophone to use in this sentence."

"Let's try another word. Write a sentence that includes the homophone 'its.'" Example of student response: The baby played with its toy. "Correct, the homophone 'its' is showing possession. In this sentence, the toy belongs to the baby."

"Now write a sentence that includes the homophone 'your.'" Example of student response: I would love to meet your new sister. "The homophone 'your' is being used as a possessive adjective that shows that something belongs to you. In this sentence, the homophone 'your' is showing that the sister belongs to you."

"I would like you to write a sentence that includes the homophone 'you're.' Example of student response: When someone says thank you, you usually reply with you're welcome. "The homophone 'you're' is being used as a contraction for the words 'you are'. Since it would make sense to say 'When someone says thank you, you usually reply with you are welcome,' 'you're' is the correct homophone to use in this sentence."



<p><b>Student Application</b> <b>(3-5 minutes)</b></p>	<p>“Now you are going to complete Activity Page 37 using the homophones we just learned and practiced. Think about the meaning of the words ‘it’s ,its, your, and you’re.’ You are going to read the following sentences and then choose the correct homophone to complete the sentence. An example would be, ‘(You’re, Your) really excited today.’ Which homophone makes the most sense?” Elicit student responses. “Correct! The homophone ‘you’re’ can be replaced with you are and makes sense in this sentence.”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1. its</li><li>2. your</li><li>3. you’re</li><li>4. its</li><li>5. you’re</li><li>6. it’s</li><li>7. your</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>● Review contractions and apostrophes prior to teaching the lesson to ensure they understand these words and punctuation marks and how they may be used in a sentence.</li><li>● Pull example sentences that include its, it’s, your, and you’re from their current ELA Guidebook student texts to practice reading and discuss how they are being used in a sentence and their meaning.</li><li>● Teacher can also pull in examples from other commonly used homophones such as:<ul style="list-style-type: none"><li>-eight- number</li><li>ate- eating something</li><li>-new-opposite of old</li><li>knew-past tense of know</li><li>-no-opposite of yes</li><li>know-to be aware of</li><li>-hours-units of time</li><li>ours-belonging to us</li><li>-right-correct or opposite of left</li><li>write-to put down on paper</li><li>-would-under a certain condition</li><li>wood-part of a tree</li></ul></li></ul>





## LESSON 38

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to be able to demonstrate an understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Synonym is a word or phrase that has the same or exact meaning as another word or phrase. Antonym is a word or phrase that has the opposite meaning as another word or phrase.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboards and Dry Erase Markers (teacher and student)</li> <li>● Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>Attention Getter (1 minute)</b>	<p>“Let’s play a game. I am going to give you a word and you are going to give me a synonym or another word that means the same thing for that word.”</p> <p>The teacher will read the following words and check that students are understanding that the student responses need to be a synonym. (student responses may vary)</p> <ul style="list-style-type: none"> <li>● incredible-fanstastic, unbelievable, magnificent, wonderful</li> <li>● pretty-beautiful, attractive, good-looking, lovely</li> <li>● old-ancient, elderly, mature, aged</li> <li>● happy-cheerful, glad, jolly, merry, joyful</li> </ul> <p>“Now we are going to use the same words, but this time you are going to give an antonym or another word that means something different than that word.”</p> <p>The teacher will read the following words and check that students are understanding that the student responses need to be a synonym. (student responses may vary)</p> <ul style="list-style-type: none"> <li>● incredible-believable, unspectacular</li> <li>● pretty-plain, ugly</li> <li>● old-young, modern, recent</li> <li>● happy-sad, unfortunate, upset</li> </ul>



<p><b>Explicit Instruction</b> <b>(3-5 minutes)</b></p>	<p>“Remember in a previous lesson we learned that synonyms are words that have a similar or the same meaning. They can make our writing more interesting and lively. They can also replace each other in a sentence without changing the overall meaning in a sentence. Using different synonyms makes our writing interesting and not repetitive. For example: The book I read yesterday was hilarious. Which word in this sentence has the same meaning or is a synonym of the word ‘funny?’” Elicit student responses. “Funny and hilarious are synonyms because they have the same meaning.”</p> <p>“We also learned that antonyms are words that mean the opposite of each other. You can use antonyms or opposites in your writing to try to explain exactly what you mean or when you’re trying to show contrast or that something is very different. They can also help make strong points when you’re trying to convince someone of your point of view or your opinion. When you use antonyms to change the word in a sentence, it will change the meaning. For example: There was a loud noise coming from the other room. Which word in this sentence is the antonym or opposite meaning of the word ‘quiet’? Elicit student responses. “The answer is ‘loud’ because ‘loud’ and ‘quiet’ have opposite meanings.”</p>
<p><b>Guided Practice</b> <b>(2 minutes)</b></p>	<p>Teacher will have the following words written on the board:</p> <ul style="list-style-type: none"><li>● rich</li><li>● quick</li><li>● wet</li><li>● important</li></ul> <p>“Let’s look at the following words and see if we can come up with synonyms for these words.” Have students look at the list of words and on their white boards they can write a synonym for each word. Challenge students to find more than one synonym for each word. (student responses may vary)</p> <ul style="list-style-type: none"><li>● rich-wealthy, prosperous, substantial, well-off</li><li>● quick-fast, swift, rapid, speedy</li><li>● wet-moist, damp, soaked, drenched</li><li>● important-essential, crucial, vial, integral</li></ul> <p>“Now we are going to use the same words, but this time you are going to give an antonym or another word that means something different than that word.”</p>





	<p>The teacher will read the following words and check that students are understanding that the student responses need to be an antonym. (student responses may vary)</p> <ul style="list-style-type: none"> <li>● rich-lacking, needy, poor, deprived</li> <li>● quick-slow, inactive, lazy, delayed</li> <li>● wet-dry, waterless, arid</li> <li>● important-irrelevant, unimportant, dull, meaningless</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it’s your turn to practice independently. You’ll complete Activity Page 38, and choose a synonym or antonym from a word box for each underlined word. Remember, synonyms are words that have a similar or same meaning. Antonyms are words that mean the opposite of each other.”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"> <li>1) error-mistake</li> <li>2) pull-tug</li> <li>3) rip-tear</li> <li>4) top-lid</li> <li>5) thick-thin</li> <li>6) early-late</li> <li>7) clean-dirty</li> <li>8) close-open</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide examples of synonyms and antonyms from their current ELA Guidebook student texts or the fluency tasks for additional practice.</li> <li>● Provide additional synonyms and antonyms practice by using a thesaurus.</li> </ul>



## LESSON 39

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to use their knowledge of the suffix '-ness' to read and interpret unfamiliar words. The suffix '-ness.' means "a state of being." They will need to understand that when the suffix '-ness' is added to a root/base word, it changes the word to a noun. Students may need to be reminded what a suffix (word part added to the end of a root/base word that changes the meaning of the word) is before beginning the lesson.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use their knowledge of the suffix '-ness' to read and interpret unfamiliar words.
<b>Attention Getter (1 minute)</b>	<p>Teacher will write the word suffix on the board.</p> <p>"The word suffix is a group of letters added to the end of words. We have been learning many suffixes throughout our lessons and adding them to our chart. Did you know the word suffix has a specific meaning that helps explain what it is? The prefix in the word suffix is 'suf' which means sub, below or after. The other part of the word suffix is 'fix' which means to attach. So the word 'suffix' means you're attaching a set of letters after a word."</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>"A suffix is a word part added to the end of a base or a root word. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. Today we are going to review the suffix '-ness.' which means "a state of being." When you add the suffix '-ness' to an adjective (a word that describes a noun), the new word becomes a noun (person, place, or thing)."</p> <p>The teacher will refer to the anchor chart with this suffix and reference it again in future lessons.</p>





	Suffix	Meaning
<p><b>Guided Practice (2 minutes)</b></p>	-ness	a state of being
<p>“When you add the suffix ‘-ness’ to an adjective, the new word becomes a noun.”</p> <p>Teacher will write the word ‘serious’ on the board. “Let’s look at the word ‘serious.’ The word ‘serious’ is an adjective that means thoughtful or quiet in appearance or manner. If you add the suffix ‘-ness’ to the word ‘serious’ it changes the word to ‘seriousness’ which is a noun and means the state of being thoughtful or quiet in appearance or manner. How could we use the word ‘seriousness’ in a sentence?” Elicit student responses.</p> <p>Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: “He was beginning to understand the seriousness of his decision. The word ‘seriousness’ is being used as a noun. Let’s try another word.”</p> <p>Teacher will write the word ‘effective’ on the board. “What does the word ‘effective’ mean?” Teacher will elicit student responses. “The adjective ‘effective’ means successful in producing a desired or intended result. What does the word mean if I were to add the suffix ‘-ness’ to it? Teacher will elicit student responses. “ The word changes to ‘effectiveness’ and is a noun. Effectiveness means the state of being successful and to produce intended results. How could we use the word ‘effectiveness’ in a sentence?” Elicit student responses. Teacher can write the student’s sentences on a whiteboard or chart paper for students to reference.</p> <p>Example of student response: Staying hydrated while sick will help increase the effectiveness of the medicine you’re taking. “The word ‘effectiveness’ is being used as a noun and shows us the state that the medicine will work.”</p> <p>Teacher may need to guide students to the meaning of the words</p>		



	using the suffix chart and defining words the students may not know in order to guide them to the correct answer.
<b>Student Application (3-5 minutes)</b>	<p>“Now you are going to complete Activity Page 39 using the skills we just practiced. Think about the meaning of the suffix ‘-ness’ we just learned. You are going to read the following sentences and choose the correct word with the suffix ‘-ness’.”</p> <p>“Thick is an adjective that means large in measurement from one side of a surface to the opposite side. The noun thickness means the state of being thick or large. An example sentence would be ‘The thickness of the soup made it seem very filling.’”</p> <p>Activity Page Answer Key:</p> <ol style="list-style-type: none"><li>1. competitiveness</li><li>2. bitterness</li><li>3. playfulness</li><li>4. awareness</li><li>5. weakness</li><li>6. madness</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Consider a word wall for prefixes, suffixes, and root words.</li><li>● Add pictures of the meanings of the words and examples introduced with the suffix ‘-ness’ and how it changes the meaning of the word from an adjective to a noun.</li><li>● Use excerpts from grade appropriate texts that include the suffix ‘-ness’ for additional practice.</li></ul>





## LESSON 40

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	The focus of today's lesson is for students to be able to demonstrate an understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Synonym is a word or phrase that has the same or exact meaning as another word or phrase. Antonym is a word or phrase that has the opposite meaning as another word or phrase.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboards and Dry Erase Markers (teacher and student)</li> <li>• Chart Paper (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>Attention Getter (1 minute)</b>	<p>"We're going to play a game called 'Pick the Synonym.' Look at the list of words on the board and pick out which of the words are synonyms. I'll go first. The words are fast, best, and quick. Which two of these words are synonyms? The answer is fast and quick because they mean the same thing. Now it's your turn."</p> <p>The teacher will read the following words and check that students are understanding that the student responses need to be synonyms.</p> <ul style="list-style-type: none"> <li>• good, great, laugh-good and great</li> <li>• tug, hop, and pull-tug and pull</li> <li>• beautiful, pretty, glad-beautiful and pretty</li> </ul> <p>"Now we are going to play 'Pick the Antonym.' Look at the list of words and pick out which words are antonyms of each other."</p> <p>The teacher will read the following words and check that students are understanding that the student responses need to be antonyms.</p> <ul style="list-style-type: none"> <li>• tall, big, short-tall and short</li> <li>• sell, buy, show-sell and buy</li> <li>• over, ground, under-over and under</li> </ul>
<b>Explicit Instruction (3-5 minutes)</b>	"Remember in a previous lesson we learned that synonyms are words that have a similar or the same meaning. They can make our writing



	<p>more interesting and lively. They can also replace each other in a sentence without changing the overall meaning in a sentence. Using different synonyms makes our writing interesting and not repetitive. For example: I put on my hat and scarf because it is chilly outside. Which word in this sentence has the same meaning or is a synonym of the word ‘cold?’” Elicit student responses. “Chilly and cold are synonyms because they have the same meaning.”</p> <p>“We also learned that antonyms are words that mean the opposite of each other. You can use antonyms or opposites in your writing to try to explain exactly what you mean or when you’re trying to show contrast or that something is very different. They can also help make strong points when you’re trying to convince someone of your point of view or your opinion. When you use antonyms to change the word in a sentence, it will change the meaning. For example: We got lost going to Mindy’s birthday party because we made a right turn instead of a left turn. Which two words in this sentence are antonyms?” Elicit student responses. “The answer is left and right because they have opposite meanings, therefore they are antonyms.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“I am going to read some words and when I do, you will need to decide if they are synonyms or antonyms. If you think the phrase is a synonym, you will give a thumbs up. If you think the phrase is an antonym, you will give a thumbs down. My turn first.”</p> <p>Teacher will read the words ‘light and dark’ and give a thumbs down. “The words light and dark are opposites which means they are antonyms. Now it’s your turn. Listen to the following words and decide whether or not they are synonyms or antonyms by giving me a thumbs up or thumbs down.”</p> <p>The teacher will read the following words and check that students are using the correct motion of a thumbs up or down.</p> <ul style="list-style-type: none"> <li>● day and night (thumbs down)</li> <li>● seat and chair (thumbs up)</li> <li>● angry and mad (thumbs up)</li> <li>● up and down (thumbs down)</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it’s your turn to practice independently. You’ll complete Activity Page 40 and choose a synonym or antonym from a word box for each underlined word. Remember, synonyms are words that have a similar</p>





	<p>or same meaning. Antonyms are words that mean the opposite of each other.”</p> <p>Answer Key for Activity Page:</p> <ol style="list-style-type: none"><li>1) select-choose</li><li>2) put-place</li><li>3) enjoy-liked</li><li>4) shining-sparkling</li><li>5) asleep-awake</li><li>6) heavy-light</li><li>7) exciting-boring</li><li>8) many-few</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide examples of synonyms and antonyms from their current ELA Guidebook student texts or the fluency tasks for additional practice.</li><li>● Provide additional synonyms and antonyms practice by using a thesaurus.</li></ul>



## LESSONS 21-40

### UNIT 3 CHECKPOINT

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

Morphology	Grammar	Spelling
Suffix -ment	Order adjectives	Closed and open syllable types
Prefix inter-	Simple Similies & Metaphors	
Suffix -ness	Idioms, Adages, and Proverbs	
	Frequently confused words to, too, two, there, their, they're, it's, its, your, you're	
	Complete sentences, correcting inappropriate fragments and run-ons.	
	Antonyms and Synonyms	

**Writing Prompts:** Choose from the following prompts below to create your writing. Add lots of details to make your writing more interesting. Be sure to include at least 5 of the skills we have practiced so far. Check over spelling, grammar, and punctuation.

- \*If you can have one superpower, what would it be and why?
- \*Write a story about a boy who got lost in the zoo.
- \*Write a story about a girl who had to spend the night in a museum.
- \*Imagine you can combine two or more animals to create a new species. What animals would you merge together? What would be the name of your new species?
- \*You are principal of your school for the day. What would you do?
- \*You are able to interview someone famous from the past or present. Who would you interview? What kind of questions would you ask and what information would you want to learn about them?