



FIRE

Foundational Instruction for Reading Excellence (for all students)



Unit 1

Teacher's Guide

• Grade 5 •



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 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 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.

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



LESSON 1

Lesson Type	Spelling
Overview of Skill/Concept	<p>Most commonly, /sh/ is spelled <u>sh</u> as in shop or <u>ch</u> as in chef. /sh/ can also be spelled ti, ci, or si. The goal of today's lesson is to make students aware of the different ways to spell /sh/ and to make them familiar with the position within words. The position of the sound within the word can help determine which spelling to use.</p> <p><i>Specific spelling rules for which pattern to use will be taught at a later time.</i></p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Sentence strips (optional)
SWBAT statement	SWBAT identify the various sounds of /sh/.
Attention Getter (1 minute)	<p>"Listen to this poem:</p> <p>There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.</p> <p>Do you notice that it is kind of tricky for me to read this poem? That's because it's called a 'tongue twister.' It is a tongue twister because of all the /sh/ sounds in the sentence. How many ways can you spell the sound /sh/?"</p>
Explicit Instruction (3-5 minutes)	<p>"/Sh/ is a digraph, which means that it is 2 letters that work together to make one sound. There are several ways to spell /sh/. You will need to know these spelling patterns for reading and writing. When reading, if you see <u>sh</u> or <u>ch</u> in a word, you probably already know these digraphs can be pronounced /sh/. Here are some examples of words with these spelling patterns: shop, fish, chef, machine.</p> <p>There are 3 other spellings that we will learn about today that may not be as familiar. They are ti, ci, and si. Here are some examples of words with these spelling patterns:</p>



special, social, efficient, discussion, partial, action.”

“When writing words with the /sh/ sound, there are several rules that help you to know when to use which sound. One way to help to decide which spelling pattern to use is by the placement of the sound in the word. What do you notice about the placement of ti, ci, and si in the sample words?”

NOTE: Most “-sion” words are pronounced /zh/, but those that precede a double consonant “ss” often say /sh/. The extra “s” softens the sound. The teacher may find this helpful to point out to students.

(Prompt students to respond that they are all in the middle of the word). See chart below. (Keep this chart anchored in your classroom for students to use as a spelling reference.)

Beginning	Middle	End
sh	–	sh
ch	ch	–
–	si	—
–	ci	–
–	ti	–

“Now I will read some sentences with the /sh/ sound and notice the different spelling patterns.”

Refer back to the chart to ensure that students see the placement of each spelling. At this point you just want students to notice where in the word the spelling pattern is. The specific rules for when to choose which pattern will be taught at a later date.

The girl is **sh**ort with brown**sh** hair. (known sound)
 The **ch**ef made a delici**ci**ous meal to **sh**are. (includes new sound)

**Guided Practice
(2 minutes)**

Continue reading sentences. Invite students to notice spelling patterns and placement within the word.



	<p>The lotion that my mom used smelled like flowers. The physician was very efficient during the eye exam session.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to try it on your own. Read the sentence below, identify the spelling patterns of /sh/ and notice if the spelling pattern is at the beginning, middle, or end of the word.”</p> <p>Being a magician takes a special talent. The technician works at the station. We had a class discussion about the book.</p> <p>“What do you notice about these spellings of /sh/?”</p> <p>Students should respond that they are all in the middle of the word. Refer to the chart to show that they can be spelled with ti, ci, si because they are in the middle of the word.</p> <p>“Next, you will read a list of words with the /sh/ sound spelled in different ways. Choose 2-3 words to create a sentence using the words from the wordbank.”</p> <p>Students can write on paper OR they can write on a sentence strip that can be cut up, mixed up, and reorganized. (Sentence strips can be used as a follow-up activity to help with sentence structure)</p> <p>Students will need to add words to the /sh/ words in order to make their sentence meaningful.</p> <p>Wordbank: potion, magician, discussion, efficient, correction, mission, special, action, nutritious, delicious, lotion, direction, spacious, disruption, prediction, reflection, instruction</p>
<p>Guidance for Diverse Learners</p>	<p>Provide definitions of unknown words for diverse learners. Picture supports may also assist in building vocabulary for English learners or those with limited vocabulary.</p>



LESSON 2

Lesson Type	Morphology
Overview of Skill/Concept	A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “fore” means before (in time), front, or superior (rank, position)
Materials Needed	<ul style="list-style-type: none"> • white board and dry erase markers (teacher) • flashcards (optional for diverse learners)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “fore.”
Attention Getter (1 minute)	“Have you ever played golf? When a golfer hits a great shot, he often yells “Fore!” to warn the other golfers to “Watch out!” or “Heads up!” They do this to let anyone who may be in the way of the ball to look out. This is to forewarn them before the ball hits them.”
Explicit Instruction (3-5 minutes)	<p>“A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change the meaning of the word. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”</p> <p>“Look at the word forewarn. The base word is warn, which means to let someone know of potential danger. The prefix is “fore,” which means before, front, or superior. If we use our knowledge of the prefix “fore”, we can determine that the word forewarn means to warn someone of danger before it happens.”</p> <p>“Now look at the word forearm. The base word is arm, which is an upper limb of the human body. The prefix is “fore”, which means before, front, or superior. If we use our knowledge of the prefix “fore”, we can determine that the word forearm means the front part of a person's arm.”</p>



<p>Guided Practice (2 minutes)</p>	<p>TTW write the following words on the board and go through the same process that the explicit instructions followed.</p> <p><u>forestall</u>: Listen to this sentence: Tommy tried to <u>forestall</u> getting in trouble by having his room cleaned before his mom got home. Now listen to the meaning of the prefix and the root, and we'll try to come up with a definition that makes sense. fore: before stall: to stop or cause to stop making progress meaning: to interfere with or prevent by taking steps in advance</p> <p><u>foremost</u>: Listen to this sentence: Anika is the <u>foremost</u> culinary expert in the world. Now listen to the meaning of the prefix and the root, and we'll try to come up with a definition that makes sense. fore: superior most: best in rank or importance meaning: ranking above all others</p>
<p>Student Application (3-5 minutes)</p>	<p>"Now it is your turn to practice." TTW review the completed sample on the Activity Guide. (forecast) TTW read the directions for the activity. "Complete the missing information on each chart." <u>forewarn</u>: fore: before warn: forewarn: <u>forehead</u>: fore: front head: the upper part of a human meaning: the front part of a head <u>foresee</u>: fore: before see: to understand meaning: realize something beforehand</p>
<p>Guidance for Diverse Learners</p>	<p>Write words on a flashcard. Cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts. Define all of the base words for the independent practice section.</p>



LESSON 3

Lesson Type	Grammar
Overview of Skill/Concept	<p>A conjunction is a word that is used to connect words, clauses, or sentences. This lesson will focus on 3 common conjunctions: <u>and</u>, <u>but</u>, and <u>because</u>.</p> <p>The conjunction “and” connects words within a sentence. The conjunction “but” shows a change of direction within a sentence. The conjunction “because” tells a reason why. Students should know the purpose of these conjunctions for both their reading and their writing.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Crayon (one per student) • Chart paper (teacher)
SWBAT statement	SWBAT use conjunctions correctly in a sentence.
Attention Getter (1 minute)	“Have you ever built a puzzle? To complete a puzzle, you need all of the pieces to join the puzzle together correctly. If you are missing a piece, the puzzle is incomplete or incorrect. Same thing with a sentence. You need all of the pieces to make it complete and correct.”
Explicit Instruction (3-5 minutes)	<p>“Conjunctions are words used within a sentence to make the sentence complete and more clear. Three common conjunctions are <u>and</u>, <u>but</u>, and <u>because</u>. These words are used purposefully within a sentence.</p> <p>The conjunction “and” connects words within a sentence or two simple sentences. The conjunction “but” shows a change of direction within a sentence. The conjunction “because” tells a reason why.”</p> <p>TTW write the following sentences on the board. Julia likes dancing and gymnastics. “In this sentence, the word and is connecting the words dancing to the word gymnastics.” Luis scored the winning shot, and the team won the championship. “In this sentence, the word and is connecting two simple sentences.” (Luis scored the winning shot. The team won the championship.)</p>



	<p>Robert likes staying home, but he would prefer going on vacation. "In this sentence, the word but shows a change in the sentence."</p> <p>David makes good grades in school because he studies every night. "In this sentence, the word because is telling the reason why David makes good grades."</p>
<p>Guided Practice (2 minutes)</p>	<p>TTW write sentences on chart paper. Leave a blank, or give three choices where the conjunction would go. Together, read the sentences and decide which conjunction correctly fills the sentence.</p> <p>Tara is having a party for her family (<u>and</u>, but, because) her friends. She has to plan to cook some things without meat (and, but, <u>because</u>) her cousin is a vegetarian. She will make a dish with vegetables (<u>and</u>, but, because) fish for her cousin. Tara likes planning parties, (and, <u>but</u>, because) it is a lot of work.</p>
<p>Student Application (3-5 minutes)</p>	<p>"Now it is your turn to choose the correct conjunctions within a story."</p> <p>TTW refer students to the Activity Guide and read the directions aloud.</p> <p>"Read the story below. Start at the box with the * in the top left-choose the white box that uses the correct conjunction to complete the sentence. Using a crayon, color in the correct box to finish the maze."</p> <p>Students will then complete the remainder of the activity page.</p>
<p>Guidance for Diverse Learners</p>	<p>Allow students who may need help with the activity to work with the teacher, or a partner.</p> <p>EL students may need additional guidance, such as visuals regarding the purpose of the conjunctions in a sentence.</p>



LESSON 4

Lesson Type	Spelling
Overview of Skill/Concept	<p>/sh/ is spelled sh, ch, ti, ci, or si. The goal of today's lesson is to review the different ways to spell /sh/ with ti, ci, and si. The position of the sound within the word can help determine which spelling to use.</p> <p>There are many different rules and patterns for these spellings. This lesson will go over a few rules that are appropriate at this time in the students' learning.</p>
Materials Needed	<ul style="list-style-type: none"> • Anchor chart from Lesson 1- see Explicit Instruction (teacher) • Chart with sample words for explicit instruction- see below (teacher)
SWBAT statement	SWBAT spell words with the various spellings of /sh/.
Attention Getter (1 minute)	"How many times can you say this: Shoe section, shoe section, shoe section? Think about where you hear the /sh/ in the words shoe and section."
Explicit Instruction (3-5 minutes)	<p>Ask students the different spellings that say /sh/. Refer to the poster from Lesson 1. Students should be able to list all 5 spellings learned from Lesson 1.</p> <p>"Today we will focus on the /sh/ sound spelled ti, ci, si. Remember that this spelling is only used when the /sh/ sound is in the middle of a word. The spellings ti, ci, and si are usually followed by a suffix such as ion, ian, ious, and ial. Here are some examples- notice the suffixes added on to the end."</p> <p>TTW review the examples below. These should be charted for the students to see.</p> <p>mot +ion= motion music+ian= musician space+ious= spacious (drop the e to add ious) face+ial= facial (drop the e to add ial)</p>



Guided Practice (2 minutes)	<p>TTW work with the students using the following examples on the board. Students should be able to identify the placement of the ti, ci, or si, and the suffix that is added onto the word.</p> <p>discuss +ion= discussion act+ion= action direct+ion= direction tense+ion= tension (drop the e and add ion)</p>
Student Application (3-5 minutes)	<p>Now it is your turn to practice reading the /sh/ sound in words. Remember that ti, ci, and si are usually followed by the suffix ion, ian, ious, and ial.”</p> <p>TTW direct students to the Activity Guide and read the directions aloud to students.</p> <p>“Start at the top left of the page. Follow the arrow, read each word choice, and color the word that is spelled correctly. Continue until you reach the FINISH.”</p>
Guidance for Diverse Learners	<p>Write the words on flashcards and cut them up keeping the ti, ci, and si together on one piece of the card. Students can build the words using the flashcards and isolate the /sh/ sound in each word.</p>



LESSON 5

Lesson Type	Morphology
Overview of Skill/Concept	Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “fore” means before (in time), front, or superior (rank, position). In this lesson, students will see “fore” words used in sentences and determine the meaning of the word as it is used in the sentence.
Materials Needed	<ul style="list-style-type: none"> White board and dry erase markers (teacher)
SWBAT statement	SWBAT determine the meaning of “fore” words within sentences.
Attention Getter (1 minute)	If you were playing golf and you wanted to warn others to watch out for the ball that you just hit, what could you yell? “FORE!”
Explicit Instruction (3-5 minutes)	<p>“The prefix “fore” added to the beginning of a word carries meaning and changes the meaning of the base word. Let’s review some of the “fore” words that we are familiar with.”</p> <p>TTW review the following words and their meanings: forewarn, forearm, forestall, foremost, forehead, foresee (refer to Lesson 2 if needed)</p> <p>“Today, we will read these words in meaningful sentences. Look at the word foresight in this sentence.”</p> <p>Barry had the foresight to take home his charger before leaving school.</p> <p>“The base word is sight, which can mean your vision or to see something in your mind. The prefix is ‘fore,’ which means before, front, or superior. If I use my knowledge of the prefix ‘fore,’ I can determine that the word foresight means to be able to see something in your mind/predict that something might happen, before it happens.”</p>
Guided Practice (2 minutes)	<p>TTW work with students using the following example.</p> <p>I foresee you winning your game tonight.</p>



	<p>The word foresee means:</p> <ul style="list-style-type: none">a. to see a winning gameb. to see/predict something before it happensc. to see something clearly
Student Application (3-5 minutes)	<p>“Now it is your turn to practice reading ‘fore’ words in sentences. Then you will break the word and determine the correct meaning of each word.”</p> <p>TTW direct students to the Activity Guide.</p>
Guidance for Diverse Learners	<p>Read the multiple choice answers to students who may struggle to read the words.</p>



LESSON 6

Lesson Type	Grammar
Overview of Skill/Concept	<p>A conjunction is a word that is used to connect words, clauses, or sentences.</p> <p>The conjunction “and” connects words within a sentence.</p> <p>The conjunction “but” shows a change of direction within a sentence.</p> <p>The conjunction “because” tells a reason why. Students should know the purpose of these conjunctions for both their reading and their writing.</p> <p>This lesson will focus on students writing sentences using the conjunctions: <u>and</u>, <u>but</u>, and <u>because</u>.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher)
SWBAT statement	SWBAT write sentences containing conjunctions.
Attention Getter (1 minute)	<p>“Listen to these sentences and tell me what you think.</p> <p>I like to eat peanut butter because jelly sandwiches. My favorite bread is wheat and without the crust. I like it but it tastes good.”</p> <p>“Does this story make sense?”</p> <p>“No, it did not because the wrong conjunctions were used to connect the words within the sentences.”</p> <p>“Listen to this story again.</p> <p>I like to eat peanut butter and jelly sandwiches. My favorite bread is wheat, but without the crust. I like it because it tastes good.”</p> <p>“Now, does this story make sense?”</p> <p>“Yes, the story did make sense because the correct conjunctions were used to connect the words within the sentences.”</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that conjunctions are words used within a sentence to make the sentence complete and more clear. Three common conjunctions are <u>and</u>, <u>but</u>, and <u>because</u>. These words are used purposefully within a sentence. It is important to make sure that you use the correct conjunction in order to make your sentence make sense to the reader. Watch me make a sentence using the words <i>Jill</i>, <i>hospital</i>, <i>nurse</i>, and one conjunction.”</p> <p>“Jill works at a hospital because she is a nurse. The word because tells the reader why she works at a hospital.”</p>



Guided Practice (2 minutes)	<p>“Let’s build a sentence together using the words: <i>Gary</i>, <i>pet store</i>, <i>bought</i>, and one conjunction. How can we arrange these words using a conjunction?”</p> <p>The teacher will work with the students to form a sentence. One meaningful sentence is, “Gary went to the pet store, and he bought a fish.”</p>
Student Application (3-5 minutes)	<p>“Now it is your turn to try forming meaningful sentences using conjunctions. For each group of words, choose one conjunction to use to make a complete sentence.”</p>
Guidance for Diverse Learners	<p>Give students phrases or clauses and a conjunctions word bank to put into sentences instead of single words. (Gary went to the pet store, and he bought a fish.)</p>



LESSON 7

Lesson Type	Spelling
Overview of Skill/Concept	<p>The spellings ti, ci, and si are usually followed by a suffix such as ion, ian, ious, and ial. This lesson will focus on spelling words with ti, ci, si as /sh/. Students will need to pay attention to the consonant sound that the word ends with.</p> <p>This lesson can be done on the white board, or you can have flash cards made with the base words, letter i, and suffixes.</p>
Materials Needed	<ul style="list-style-type: none"> ● premade flashcards (teacher- optional) ● pocket chart for flashcards (teacher- optional) ● White board and dry erase markers (teacher)
SWBAT statement	SWBAT correctly spell the /sh/ sound with ti, ci, si
Attention Getter (1 minute)	“Remember the tongue twister Sally sells seashells by the seashore? What sound do we hear in this tongue twister?”
Explicit Instruction (3-5 minutes)	<p>The teacher will ask students the different spellings that say /sh/. Refer to the poster from Lesson 1. Students should be able to list all 5 spellings learned from Lessons 1 and 4.</p> <p>“Remember that when the /sh/ sound is in the middle of the word, it can be spelled ti, ci, si.”</p> <p>“When you are spelling a word with the /sh/ sound in the middle, you have to pay attention to the ending consonant sound of the base word. For example, look at the word musician. The base word is music, which ends in the /k/ sound spelled c. You keep the c and add an i to make the /sh/ sound. Then you can add the suffix -an.”</p>
Guided Practice (2 minutes)	<p>“Let’s try one together. Look at the word magician. What is the base word?”</p> <p>“Yes, the base word is magic, which ends with the /k/ sound spelled c. You keep the c and add an i to make the /sh/ sound. Then you add the suffix an. “</p> <p>“Let’s try one more together. Look at the word facial. What is the base word? Yes, the base word is face. For this one, we will need to drop the</p>



	e, then add an i to make the /sh/ sound. Then add the suffix al.”
Student Application (3-5 minutes)	“Now it is your turn to try some on your own. Read each base word, and fill in the missing letter to correctly spell the new word.”
Guidance for Diverse Learners	Make cards for students to manipulate instead of just writing in the sounds on the activity page.



LESSON 8

Lesson Type	Morphology
Overview of Skill/Concept	A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “-ment” means the act of doing something, or the result of an action. The suffix “-ment” is known as a noun suffix because the new word becomes a noun.
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Flashcards (optional for diverse learners)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the suffix “-ment.”
Attention Getter (1 minute)	“There are a couple ways to say the suffix “-ment”. Do you have a <u>mint</u> ? I <u>meant</u> to call you last night. The words <i>mint</i> and <i>meant</i> can stand alone. The word part <i>-ment</i> cannot. It can only be used when added to the end of a base word.”
Explicit Instruction (3-5 minutes)	<p>“A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “-ment” means the act of doing something, or the result of an action. The suffix is usually added to a verb base word. Once the suffix is added, it becomes a noun.”</p> <p>“Look at the word enjoyment. The base word is enjoy, which means to take delight in. The suffix is “-ment”, which means the act of doing something, or the result of an action. If we use our knowledge of the suffix “-ment”, we can determine that the word enjoyment means the act of taking delight in something.”</p> <p>“Look at the word amusement. The base word is amuse, which means to entertain or cause someone to find something funny. If we use our knowledge of the suffix “-ment”, we can determine that the word enjoyment means the result of someone entertaining you or trying to make you think something is funny.”</p>



Guided Practice (2 minutes)	<p>Continue practicing with students using the following words: The teacher will write the following words on the board, and go through the same process that the explicit instructions followed.</p> <p><u>disappointment:</u> disappoint: to fail to fulfill expectation ment: the act of doing something, or the result of an action meaning: the result of someone failing to fulfill an expectation</p> <p><u>adjustment:</u> adjust: to alter, change, or move slightly ment: the act of doing something, or the result of an action meaning: the result of something that has been altered, changed, or moved slightly</p>
Student Application (3-5 minutes)	<p>“Now it is your turn to practice. Read each definition in the box on the left. Circle the word that matches the definition.”</p>
Guidance for Diverse Learners	<p>Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of two separate parts. Define all of base words for the independent practice section</p>



LESSON 9

Lesson Type	Morphology
Overview of Skill/Concept	The suffix “-ment” means the act of doing something, or the result of an action. The suffix “-ment” is known as a noun suffix because the new word becomes a noun.
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the suffix “-ment.”
Attention Getter (1 minute)	<p>“Look at these two sets of words, and see if you can figure out the difference.”</p> <p>1) color, pay, adjust, calm, listen</p> <p>2) -ful, -ment, -ed, -ing, -ly</p> <p>The teacher will discuss with students that list number 1 can stand on its own and list number 2 cannot.”</p> <p>“List number 2 only carries meaning when added to a base word.”</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that adding a suffix to a word can change the word, or change the meaning of the word. The suffix “-ment” means the act of doing something, or the result of an action. “-ment” is known as a noun suffix because it changes the word to a noun. Look at this example.”</p> <p>adjust (verb): The principal had to adjust the schedule. adjustment (noun): The principal made an adjustment to the schedule. (An adjustment is the result of something being adjusted.)</p>
Guided Practice (2 minutes)	“Let’s try one together. Look at the word assign. The teacher <u>assigned</u> homework to the class. The word assign is a verb. If I add the suffix -ment to the word, it becomes assignment, which is a noun. The class has an <u>assignment</u> for homework. Assignment means the result of something that is assigned.”



Student Application (3-5 minutes)	<p>“Now it is your turn to try some on your own. Read the passage on the Activity Page and then complete the missing information on the chart.”</p> <p><i>Answer Key examples:</i> <i>excitement; The result of being excited or happy about something</i> <i>disappointment; The feeling that results in someone or something</i> <i>not meeting your expectations</i> <i>payment; the action or process of paying someone or the result of</i> <i>someone paying you</i></p>
Guidance for Diverse Learners	Define base words for students. Allow students to work with a partner or with the teacher.



LESSON 10

Lesson Type	Grammar
Overview of Skill/Concept	<p>A conjunction is a word that is used to connect words, clauses, or sentences. This lesson will focus on 3 common conjunctions: <u>and</u>, <u>but</u>, and <u>because</u>.</p> <p>The conjunction “and” connects words within a sentence. The conjunction “but” shows a change of direction within a sentence. The conjunction “because” tells a reason why. Students should know the purpose of these conjunctions for both their reading and their writing.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • visual reminder of the meaning of the conjunctions (optional for diverse learners)
SWBAT statement	SWBAT combine sentences by using conjunctions correctly.
Attention Getter (1 minute)	<p>“Think about building a new puzzle. What would you do if you were missing a piece? Could you just find a different puzzle and borrow a piece to finish your new puzzle? Why not?”</p> <p>“Look at this sentence: My mom will make a cake but it is my sister’s birthday. What is wrong with this sentence?”</p> <p>“It is important to use the right conjunction or connecting words in your writing so that it does not sound silly to the reader.”</p>
Explicit Instruction (3-5 minutes)	<p>“When you build a puzzle, each piece needs to make sense and fit with the next piece. When you are writing a sentence, the same rule applies. Each word needs to make sense and fit with the next word. One important part of a sentence is conjunctions. Conjunctions are used to connect words within a sentence. It is important to use the correct conjunction in order for your sentence to make sense.”</p> <p>The teacher will review the previously learned meanings of the conjunctions <u>and</u>, <u>but</u>, and <u>because</u>.</p> <p>“Listen to this sentence: Tina bought the ingredients from the store (<u>blank</u>) baked a cake. The two parts of the sentence need to be</p>



	<p>connected. It is important to use the correct conjunction so that the sentence makes sense. Listen as I read 3 options. Tina bought the ingredients from the store <u>because</u> baked a cake. Tina bought the ingredients from the store <u>but</u> baked a cake. Tina bought the ingredients from the store <u>and</u> baked a cake.</p> <p>The conjunction “and” makes the most sense because it is connecting the two parts of the sentence.”</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try one together. Bobby went to the park (<u>blank</u>) he had to pick up his little brother from football practice. Which sentence uses the correct conjunction?</p> <p>Bobby went to the park <u>and</u> he had to pick up his little brother from football practice. Bobby went to the park <u>but</u> he had to pick up his little brother from football practice. Bobby went to the park <u>because</u> he had to pick up his little brother from football practice.”</p> <p>The teacher will discuss with students that the conjunction “because” is correct. It tells the reason why Bobby went to the gym.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to try some on your own. Read the 3 stories on the Activity Page. Circle the correct conjunction for each sentence. If you finish early, reread each story using the conjunctions that you chose.”</p>
<p>Guidance for Diverse Learners</p>	<p>Provide students with a visual reminder of the meaning of the 3 conjunctions.</p>



LESSON 11

Lesson Type	Grammar
Overview of Skill/Concept	<p>An interjection is a word or phrase that mainly expresses feeling rather than meaning.</p> <p>An interjection that shows strong emotion is followed by an exclamation point. An interjection that shows mild emotion is followed by a comma.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher)
SWBAT statement	SWBAT identify interjections and determine their tone in a sentence.
Attention Getter (1 minute)	<p>“Wow! Hooray! Uh-Oh! Whoa! Have you heard expressions like this? These are called interjections.”</p>
Explicit Instruction (3-5 minutes)	<p>“Interjections are words or phrases that express a feeling. They can be followed by an exclamation mark or by a comma.”</p> <p>“Look at this example. Hooray! We won the game. “Hooray” is the interjection in the sentence. It expresses the feeling of being happy or excited. Notice that it is followed by an exclamation point because it shows a strong emotion.”</p> <p>“Now take a look at this example. Uh-oh, this looks bad. “Uh-oh” is the interjection in the sentence. It expresses the feeling of the realization of difficulty. Notice that it is followed by a comma because it does not show a very strong emotion.”</p> <p>Well, it's time to say good night. Actually, um, it's not my dog.</p>
Guided Practice (2 minutes)	<p>“Let’s try one together.”</p> <p>Yay! I won the race!</p> <p>Ask students to participate by identifying the interjection and determining what feeling it is expressing. “Yay” expresses the feeling of excitement in this sentence. It is followed by an exclamation point because it is a strong emotion.</p>



Student Application (3-5 minutes)	"It is your turn to try it on your own. Read each sentence on the Activity Page, identify the interjection, and determine what feeling it expresses."
Guidance for Diverse Learners	Give diverse learners choices (possibly a word bank) for "What feeling is the interjection expressing?" (ex. feeling of a mistake or feeling of excitement)



LESSON 12

Lesson Type	Grammar												
Overview of Skill/Concept	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the past perfect tense, the present perfect tense, and the future perfect tense. The term comes from the Latin <i>perfectus</i>, which means "achieved, finished, completed." The word perfect literally means "made complete" or "completely done." The perfect tense literally means the "complete" tense. This is because it indicates an action that is finished.</p> <p>This lesson will have students identify the verb in the sentence, then decide if the perfect tense is past, present, or future. Past perfect uses the auxiliary verb, had. Present perfect uses the auxiliary verb, have or has. Future perfect uses the auxiliary verb, will have.</p>												
Materials Needed	<ul style="list-style-type: none"> chart (teacher- see explicit instruction) 												
SWBAT statement	SWBAT use the perfect verb tenses and identify whether it is past, present, or future perfect.												
Attention Getter (1 minute)	Think about these things: a whole pizza, a finished essay, a clean house. All of these things are complete or finished. The action has already happened and they are the result. They are perfect. The word perfect can refer to 'complete.'												
Explicit Instruction (3-5 minutes)	<p>"A perfect verb tense, also known as a complete tense, is used to tell that something has already happened. These perfect verbs are made up of an auxiliary verb- had, has, have, will have + a past participle."</p> <p>The teacher will refer to the chart below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Tense</th> <th style="text-align: center;">Auxiliary Verb</th> <th style="text-align: center;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">past</td> <td style="text-align: center;">had</td> <td style="text-align: center;">happened in the past, before another action</td> </tr> <tr> <td style="text-align: center;">present</td> <td style="text-align: center;">have, has</td> <td style="text-align: center;">Began in the past and continues in the present</td> </tr> <tr> <td style="text-align: center;">future</td> <td style="text-align: center;">will have</td> <td style="text-align: center;">will happen</td> </tr> </tbody> </table>	Tense	Auxiliary Verb	Meaning	past	had	happened in the past, before another action	present	have, has	Began in the past and continues in the present	future	will have	will happen
Tense	Auxiliary Verb	Meaning											
past	had	happened in the past, before another action											
present	have, has	Began in the past and continues in the present											
future	will have	will happen											



	<p>“Watch me read this sentence. ‘Vicky has lived here all of her life.’ The verb is <i>has lived</i>. The auxiliary verb is <i>has</i>, and the past participle is <i>lived</i>. Based on the chart, “has” shows the present perfect tense because it happened in the past, but continues to happen in the present. Vicky has lived here in the past, and Vicky continues to live here in the present.”</p> <p>“Let’s try another one. The power company had restored the power before it got dark.’ The verb is <i>had restored</i>. The auxiliary verb is <i>had</i>, and the past participle is <i>restored</i>. Based on the chart, “had” shows past perfect tense because it happened in the past, before something else.”</p> <p>“Let’s try just one more. They will have performed the play six times before the end of the school year.” The verb is <i>will have performed</i>. The auxiliary verb is <i>will have</i>. Based on the chart, “will have” shows future perfect tense because it is going to happen in the future.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will practice these examples with students. Follow the same steps as in the Explicit Instruction.</p> <p>Jai and his dad <i>have practiced</i> baseball for the past 5 months. (past perfect)</p> <p>Wendell <i>will have won</i> 4 state championships by the end of the season. (future perfect)</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher will explain the chart on the Activity Page and read the directions to the students.</p> <p>Note: the “when” column on the Activity Page is to help students understand the perfect verb tense. The “why” can be used as a follow-up question for students who are having difficulty.</p>
<p>Guidance for Diverse Learners</p>	<p>Highlight the keywords on the chart to help the students find the auxiliary verbs.</p> <p>Discuss the “why” on each question.</p>



LESSON 13

Lesson Type	Grammar
Overview of Skill/Concept	Verb tenses are used to convey various times, sequences, states, and conditions. The activity in this lesson will help students to monitor verb tense in sentences to make sure that they are used correctly within a sentence. Students will also need to make corrections to incorrect usage within the sentences. The ultimate goal is for students to use correct verb tenses when composing sentences.
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher)
SWBAT statement	SWBAT use correct verb tenses to convey various times, sequences, states, and conditions.
Attention Getter (1 minute)	“Listen to these sentences. Harry went to the store tomorrow to get pencils. He will [payed] for his pencils with cash. Do these sentences sound right to you? No, they use the incorrect verb tense and so the sentences do not make sense.”
Explicit Instruction (3-5 minutes)	<p>“It is important to pay attention to each word that you write. Each word has to make sense with the next word in the sentence. Today we will pay close attention to the verbs that we use in our sentences. Verb tenses help us to know when something happened. It is important that we use the correct verb tense in our writing so that the reader can follow along with what is happening. The example we just looked at is not written correctly, and it makes it difficult for the reader to follow along with what is happening.”</p> <p>The teacher will write the following sentence on the board or on chart paper.</p> <p>I (rode, riding, will ride) on a float for Mardi Gras next year.</p> <p>“I have to think about which verb tense to use in the sentence. If this event is happening next year, then I have to choose the verb that shows the future. I will ride on a float for Mardi Gras next year. ‘Will ride’ is the correct choice because it shows the reader that it has not happened yet, but it will happen next year.”</p>



Guided Practice (2 minutes)	<p>“Let’s try one together.”</p> <p>The teacher will write the following two sentences on the board or on chart paper.</p> <ol style="list-style-type: none">1. If Matt gets all A’s on his report card, his mom (bought, buying, will buy) him a new phone. <p>“What does Matt have to do? (get straight A’s) Did he do this yet? (No) Which verb tense makes sense in this sentence?”</p> <p>The teacher and student will discuss the choices. The correct choice is “will buy” because it has not happened yet, and it will only happen if Matt gets straight A’s.</p> <ol style="list-style-type: none">2. Sonia (walked, walking, will walk) home from school last Monday. <p>“What did Sonya do? (walk home from school) Did she do this yet? (Yes) When did she do this? (last Monday) Which verb tense makes sense in this sentence?”</p> <p>The teacher and student will discuss the choices. The correct choice is “walked” because this happened last Monday and walked is the past tense of the verb- it shows that it already happened.</p>
Student Application (3-5 minutes)	Students will complete the activity page that will allow them to determine if correct verb tenses are being used. If they are not, the student will correct the sentence to ensure correct verb tenses are being used.
Guidance for Diverse Learners	Give students three choices for verb tense on each question. Example: for number 1, the verb is “is going”, identify the other choices with the students- went, is going, will go. Do this for each sentence so that students can see their 3 choices of verbs.



LESSON 14

Lesson Type	Grammar
Overview of Skill/Concept	<p>Commas are used to link items in a list. When there are three or more words, phrases, or clauses in a series, a comma is used to separate them. A comma is placed after the first two items in the series. The word “and” is placed between the last two items in the series. Semicolons can also be used to link items in a list. Semicolons are most commonly used for items in a link when they are objects, locations, names, and descriptions. When the items in a list already contain commas, the semicolon is used to avoid confusion between the items.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • crayon (each student) • sentence strips (optional for diverse learners)
SWBAT statement	SWBAT use commas and semicolons to separate items in a series.
Attention Getter (1 minute)	<p>The teacher will write this sentence on the board: I like to cook my dogs and my grandma. The teacher will read the sentence out loud to students.</p> <p>“I like to cook my dogs and my grandma.”</p> <p>“This sentence says that the person likes to cook his dogs and his grandma. Do you think this is correct?”</p> <p>The teacher will add punctuation to the sentence. The teacher will read the punctuated sentence out loud to students.</p> <p>“I like to cook, my dogs, and my grandma.”</p> <p>“Does that sound better? Because it has commas separating the words, the sentence makes sense. What 3 things does this person like?” (to cook, his dogs, and his grandma)</p> <p>The teacher will discuss with students that the words are exactly the same, but the punctuation changes the meaning of the words.</p>



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

“When we read and write, we have to pay close attention to the punctuation marks. They can change the meaning of what we are reading or writing. Today we will practice using commas and semicolons. Commas and semicolons are used to separate items in a series.”

“Commas are used to link items in a list. When there are three or more words, phrases, or clauses in a series, a comma is used to separate them. The word “and” is placed between the last two items in the series.”

“The following sentence is an example of when to use a comma for items in a series:

The teacher will write the following sentence on the board:

Andrea bought turkey, cheese, and bread from the grocery store.

“Notice where the commas are located. They are separating the list of items that Andrea bought, which helps us to understand the information in the sentence.”

Semicolons can also be used to link items in a list. Semicolons are most commonly used for items in a link when they are objects, locations, names, and descriptions. When the items in a list already contain commas, the semicolon is used to avoid confusion between the items.

The teacher will write this sentence on the board:

Mr. Scott has visited the following places: Baton Rouge, Louisiana; Biloxi, Mississippi; and Cincinnati, Ohio. (You may need to remind students that commas are used to separate cities and states).

“Notice where the semicolons are located. They are separating the list of locations that Mr. Scott has visited. The city and states already have commas separating them, so the semicolon helps us to understand which places are listed in the sentence.”



Guided Practice (2 minutes)	<p>The teacher will write the following two sentences on the board:</p> <ol style="list-style-type: none">1) You will need to buy flour chocolate chips butter eggs and pecans to make the cookies. (answer: You will need to buy flour, chocolate chips, butter, eggs, and pecans to make the cookies.)2) Jenna will invite her cousin Kara her neighbor Lee and her friend Kendall to her birthday party. (answer: Jenna will invite her cousin, Kara; her neighbor, Lee; and her friend, Kendall to her birthday party.) You may need to remind students that commas are used to separate names and identifiers if the name is the only example that can be used by that identifier (i.e., My sister, Melanie). <p>The teacher and students will read each sentence and determine if you need commas, semicolons, or both. The teacher and students will write the commas and/or semicolons where they go.</p>
Student Application (3-5 minutes)	<p>The teacher will read the directions on the Activity Page.</p> <p>“Begin at the Start box and follow the arrows. Read each sentence choice carefully and color the sentence that uses commas and semicolons correctly.”</p>
Guidance for Diverse Learners	<p>Choose one of the sentences from the maze Activity Page. Write a list of the items used in the sentence so that students can see them as separate items. Then form the list into a sentence and separate with punctuation. You could use sentence strips for this activity.</p>



LESSON 15

Lesson Type	Grammar						
Overview of Skill/Concept	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the past perfect tense, the present perfect tense, and the future perfect tense. The term comes from Latin <i>perfectus</i>, meaning, "achieved, finished, completed."</p> <p>The word perfect literally means "made complete" or "completely done." The perfect tense literally means the "complete" tense. This is because it indicates an action that is finished.</p> <p>This lesson will have students identify the verb in the sentence, then decide if the perfect tense is past, present, or future. Past perfect uses the auxiliary verb, had. Present perfect uses the auxiliary verb, have or has. Future perfect uses the auxiliary verb, will have.</p>						
Materials Needed	<ul style="list-style-type: none"> • chart (teacher- see explicit instruction) 						
SWBAT statement	SWBAT use the perfect verb tenses in a sentence.						
Attention Getter (1 minute)	<p>Think about these things: a whole pizza, a finished essay, a clean house. Remember that all of these things are complete or finished. The action has already happened and they are the result. They are perfect. The word perfect can refer to 'complete.'</p>						
Explicit Instruction (3-5 minutes)	<p>"Remember that a perfect verb tense, also known as a complete tense, is used to tell that something has already happened or will have already happened at the time spoken of. These perfect verbs are made up of an auxiliary verb- had, has, have, will have + a past participle. Today, we will review these perfect verb tenses."</p> <p>The teacher will refer to the chart below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Tense</th> <th style="text-align: center;">Auxiliary Verb</th> <th style="text-align: center;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">past</td> <td style="text-align: center;">had</td> <td style="text-align: center;">happened in the past, before another action</td> </tr> </tbody> </table>	Tense	Auxiliary Verb	Meaning	past	had	happened in the past, before another action
Tense	Auxiliary Verb	Meaning					
past	had	happened in the past, before another action					



	<p>present</p>	<p>have, has</p>	<p>Began in the past and continues in the present</p>
	<p>future</p>	<p>will have</p>	<p>will happen</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will refer students to the activity page from Lesson 12 to review the first two sentences.</p> <p>“Let’s review these sentences that we did the other day, ‘Vicky has lived here all of her life.’ The verb is <i>has lived</i>. The auxiliary verb is <i>has</i>, and the past participle is <i>lived</i>. Based on the chart, “has” shows the present perfect tense because it happened in the past, but continues to happen in the present. Vicky has lived here in the past, and Vicky continues to live here in the present.”</p> <p>“Let’s review another one. ‘Entergy had restored the power before it got dark.’ The verb is <i>had restored</i>. The auxiliary verb is <i>had</i>, and the past participle is <i>restored</i>. Based on the chart, “had” shows past perfect tense because it happened in the past, before something else.”</p> <p>“Let’s try one together. For these sentences, we will read the sentence and think about when it is happening. Then we will decide which verb makes sense.”</p> <p>The teacher should refer to the activity page and complete the third sentence with students.</p>		
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to try some. Complete the rest of the activity page. Remember to think about when the action is happening and to use the chart to help you.”</p>		
<p>Guidance for Diverse Learners</p>	<p>For students who may need additional support, discuss when the actions are happening and help them to use the chart to choose a verb.</p>		



LESSON 16

Lesson Type	Grammar
Overview of Skill/Concept	Verb tenses are used to convey various times, sequences, states, and conditions. The activity in this lesson will help students to monitor verb tense in sentences to make sure that they are used correctly within a sentence. Students will also need to make corrections to incorrect usage within the sentences. The ultimate goal is for them to use correct verb tenses when composing sentences.
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Flashcards to label 3 sections of classroom (past, present, future)
SWBAT statement	SWBAT use correct verb tenses to convey various times, sequences, states, and conditions.
Attention Getter (1 minute)	“Let’s review the following sentences. ‘Harry went to the store tomorrow to get pencils. He will paid for his pencils with cash.’ Do you remember what is wrong with these sentences? They use the incorrect verb tense and so the sentences do not make sense.”
Explicit Instruction (3-5 minutes)	<p>“Remember that it is important to pay attention to each word that you write. Each word has to make sense with the next word in the sentence. Today we will pay close attention to the verbs that we use in our sentences. Verbs tenses help us to know when something happened. It is important that we use the correct verb tense in our writing so that the reader can follow along with what is happening. The example we just reviewed is not written correctly, and it makes it difficult for the reader to follow along with what is happening.”</p> <p>Past tense verbs usually end with -ed, present tense verbs usually end with -ing, and future tense verbs usually have the verb <i>will</i> added to the front of the verb.”</p> <p>The teacher will do the following examples for the students:</p> <p><u>painted</u>- this verb ends with ed, which means that it already happened; painted is the past tense of the verb paint.</p> <p><u>painting</u>- this verb ends with -ing, which means that it is currently</p>



	<p>happening; painting is the present tense of the verb paint. <u>will paint</u>- this verb has “will” added to the front, which means that it has not happened yet, but it will happen; will paint is the future tense of the verb paint.</p>															
<p>Guided Practice (2 minutes)</p>	<p>The teacher labels three corners of the room (past, present, future). The teacher will read a word, the students will walk to the corner that they think is the correct verb tense. The teacher will call on students to explain their thinking and to construct a complete sentence using the word.</p> <p>Examples to be used for activity: mopped, will meet, discussed, will plan, discussing, mopping, will organize</p>															
<p>Student Application (3-5 minutes)</p>	<p>The teacher will read the directions on the activity page. Students will complete the activity page.</p>															
<p>Guidance for Diverse Learners</p>	<p>Write words on flashcards and have students sort them into categories: past, present, or future.</p> <table border="1" data-bbox="479 1129 1502 1459"> <thead> <tr> <th data-bbox="479 1129 820 1192">past</th> <th data-bbox="820 1129 1161 1192">present</th> <th data-bbox="1161 1129 1502 1192">future</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1192 820 1260">walked</td> <td data-bbox="820 1192 1161 1260">walk</td> <td data-bbox="1161 1192 1502 1260">will walk</td> </tr> <tr> <td data-bbox="479 1260 820 1327">jumped</td> <td data-bbox="820 1260 1161 1327">jump</td> <td data-bbox="1161 1260 1502 1327">will jump</td> </tr> <tr> <td data-bbox="479 1327 820 1394">ate</td> <td data-bbox="820 1327 1161 1394">eat</td> <td data-bbox="1161 1327 1502 1394">will eat</td> </tr> <tr> <td data-bbox="479 1394 820 1459">slept</td> <td data-bbox="820 1394 1161 1459">sleep</td> <td data-bbox="1161 1394 1502 1459">will sleep</td> </tr> </tbody> </table>	past	present	future	walked	walk	will walk	jumped	jump	will jump	ate	eat	will eat	slept	sleep	will sleep
past	present	future														
walked	walk	will walk														
jumped	jump	will jump														
ate	eat	will eat														
slept	sleep	will sleep														



LESSON 17

Lesson Type	Grammar
Overview of Skill/Concept	<p>Commas are used to link items in a list. When there are three or more words, phrases, or clauses in a series, a comma is used to separate them. A comma is placed after all but the last item in the series. The word “and” is placed between the last two items in the series. Semicolons can also be used to link items in a list. Semicolons are most commonly used for items in a link when they are objects, locations, names, and descriptions. When the items in a list already contain commas, the semicolon is used to avoid confusion between the items.</p>
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • 4 crayons per student (optional for diverse learners)
SWBAT statement	SWBAT use commas and semicolons to separate items in a series.
Attention Getter (1 minute)	<p>The teacher will tell the students to sketch a quick picture of these 2 sentences.</p> <p>I like to eat paint and run.</p> <p>I like to eat, paint, and run.</p> <p>Discuss the differences with the pictures.</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that when we read and write, we have to pay close attention to the punctuation marks. They can change the meaning of what we are reading or writing. Today we will review when to use commas and semicolons when separating items in a series.”</p> <p>“Watch as I place commas in this sentence.”</p> <p>The teacher will write the following sentence on the board without punctuation. The teacher will then model where to place the commas.</p> <p>The options for my new shoes are pink, yellow, blue, or white.</p> <p>“Watch as I place commas and semicolons in this sentence.”</p> <p>The teacher will write the following sentence on the board without</p>



	<p>punctuation. The teacher will then model where to place the commas and semicolons.</p> <p>I will be in three dances for my dance recital: jazz, dance number 3; hiphop, dance number 7; and ballet, dance number 22.</p> <p>Ask the students to share what they notice about the use of commas and semicolons. Then explain that semicolons are used when the items in a list already contain commas, the semicolon is used to avoid confusion between the items.</p> <p>The teacher may also find it helpful to remind students that a colon can be used to introduce a series.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try one together.”</p> <p>The teacher will write the following sentence on the board without commas or semicolons.</p> <p>The teachers that teach Math are: Ms. Beth, 5th grade; Ms. Kelley, 6th grade; and Ms. Thomas, 7th grade.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to try this on your own. Read each sentence on the Activity Page. Place commas and semicolons so that they correctly separate the items in the series.</p>
<p>Guidance for Diverse Learners</p>	<p>Have students use different color crayons to color each item in a series. This will help them separate the items to know where the commas and semicolons belong. Sentence strips can also be used for this activity.</p>



LESSON 18

Lesson Type	Grammar
Overview of Skill/Concept	<p>Commas are used to separate an introductory element from the rest of the sentence. An introductory element is a word, phrase, or clause that precedes a sentence. They serve as transitions to a main sentence and give more information. These types of elements are offset from the sentence by a comma.</p> <p>If you take out the introductory clause, the sentence will still make sense.</p>
Materials Needed	<ul style="list-style-type: none">• White board and dry erase markers (teacher)• Sentence strips (optional for diverse learners)
SWBAT statement	SWBAT use a comma to separate an introductory element from the rest of the sentence.
Attention Getter (1 minute)	<p>Listen to me read the following sentences. Can you tell where the commas are in the sentences?</p> <p>I would like pepperoni, cheese, and sausage on my pizza. Mom, what is for dinner? You like going to the dentist, really?</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that commas are used to separate words within a sentence so that the reader can make sense of the words. We have learned that commas separate items in a series. Today, we will learn how commas are used to separate an introductory element in a sentence.</p> <p>An introductory element is a word, phrase, or clause that comes at the beginning of a sentence.”</p> <p>The teacher will introduce the following different types of introductory elements. (A premade poster is recommended to anchor this learning.)</p> <p>Introductory word: Luckily, I was able to catch my phone before it fell into the water. “Luckily” is an introductory word. It is a single word used at the</p>



	<p>beginning of the sentence to give more information about the sentence.</p> <p>Introductory phrase: To beat my time, I ran 3 miles a day. “To beat my time” is an introductory phrase- It is a group of words used at the beginning of the sentence that cannot stand alone.</p> <p>Introductory clause: Ever since I got a new pet, I have been very busy. “Ever since I got a new pet is an introductory clause-” is a group of words used at the beginning of the sentence and can stand alone.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s look at this sentence and identify the introductory element.”</p> <p>The teacher will complete the following practice sentences with the students. Briefly discuss what kind of element it is (word, phrase, clause). The main focus is that students can place the comma in the correct part of the sentence. Be sure to remind students that if you take out the introductory clause, the sentence will still make sense.</p> <p>Unfortunately, we lost our game by two points. As a result, I feel terrible right now. When the bell rings, we can all go home.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to practice adding commas after an introductory element.”</p> <p>The teacher will read the directions on the activity page.</p>
<p>Guidance for Diverse Learners</p>	<p>Write sentences on sentence strips. Cut between the introductory element and show students the main part of the sentence and how it can stand alone. Then manipulate the sentence by adding and taking away the introductory element.</p>



LESSON 19

Lesson Type	Grammar
Overview of Skill/Concept	<p>Commas are used to set apart parts of a sentence. They are used to set apart the following:</p> <ul style="list-style-type: none"> • yes and no (when giving an answer) • tag questions (not an actual question, used to confirm or to show doubt) • direct address (naming the person who you are referring to)
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • sentence strips (optional for diverse learners)
SWBAT statement	SWBAT use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.
Attention Getter (1 minute)	<p>The teacher will read the following sentence to the students:</p> <p>Today we are going to learn to cut and paste kids. Today, we are going to learn to cut and paste, kids.</p> <p>Discuss with the students what this means with the commas in the correct place and without.</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that commas are used to separate words within a sentence so that the reader can make sense of the words. We have learned that commas separate items in a series and how they separate introductory elements. Today, we will learn how to separate other parts of a sentence.</p> <p>One reason to use a comma is when answering a question using yes or no. For example: Yes, you are invited to my party.</p> <p>A second reason to use a comma is to set off a tag question from the rest of the sentence. A tag question is not actually a real question. It is used to confirm something that you already think, or to show that you have doubts about something. For example: You are coming to my party, aren't you?</p>



	<p>A third reason to use a comma is to show direct address. This is when you name the person that you are talking to in the sentence. For example: Sarah, are you coming to my party?</p>
Guided Practice (2 minutes)	<p>The teacher and students will practice with the following examples. Determine where the comma belongs in the sentence.</p> <p>No, I do not like to clean my room. You don't wake up at 5:00 a.m., do you? What time do you have to be at work, Maria?</p>
Student Application (3-5 minutes)	<p>"Now it is your turn to practice. Read each sentence choice carefully, and color the correct boxes to get to the end of the maze."</p>
Guidance for Diverse Learners	<p>Write sentences on sentence strips. Cut between the yes or no, tag question, or direct address and show students how it can stand alone. Then manipulate the sentence by adding and taking away the part that is separated by the comma.</p>



LESSON 20

Lesson Type	Grammar
Overview of Skill/Concept	The activity in this lesson will help students to monitor verb tense to make sure that they are used correctly within a sentence. Students will also need to make corrections to incorrect usage within the sentences. Some common endings for verb tenses are: -ed (past), -ing (present), adding will before the verb (future)
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Past, present, future graphic organizer (optional for diverse learners)
SWBAT statement	SWBAT recognize and correct inappropriate shifts in verb tense.
Attention Getter (1 minute)	<p>Read each sentence to the students:</p> <p>Go buy a notebook at the store yesterday. Today, we will be cleaned out our desks.</p> <p>The teacher will discuss how the sentences sound incorrect because the verb tense is wrong and does not make sense.</p>
Explicit Instruction (3-5 minutes)	<p>“Remember that it is important to pay attention to each word that you write. Each word has to make sense with the next word in the sentence. Today we will pay close attention to the verbs that we use in our sentences. Verb tenses help us to know when something happened. It is important that we use the correct verb tense in our writing so that the reader can follow along with what is happening. Past tense verbs usually end with -ed, present tense verbs usually end with -ing, and future tense verbs usually have the verb <i>will</i> added to the front of the verb.”</p> <p>Watch me read the following sentence and determine if the verb is used correctly.</p> <p>Reno <i>mailed</i> his invitations yesterday. This already happened because it says yesterday, so mailed is the correct verb tense to show that it happened in the past.</p>



	<p>Reno is at the post office mailing his invitations. This is happening now because it says he is at the post office, so mailing is the correct verb tense to show that it is happening now.</p> <p>Reno will mail his invitations tomorrow. This has not happened yet, but will happen. Will mail is the correct verb tense to show future tense.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try some together. We will read a sentence and determine if it uses the correct verb tense, or if it needs to be corrected.” The teacher and students will do the following examples together:</p> <p>Mrs. Thomas graded our math exams already. Mom will order pizza for dinner yesterday. Chloe is absent because they are moved to their new house.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Read each sentence on the activity page. Color the box if it is correct. If necessary, make corrections to the verb by drawing a line through the incorrect word and writing the correct word above it.”</p>
<p>Guidance for Diverse Learners</p>	<p>Locate the verb in each sentence. Write the past, present, and future tense of the verb- possibly use a graphic organizer. Discuss the timing of the event and then choose the verb that matches.</p>



MID-UNIT CHECKPOINT

This activity is a review of the skills taught in Lessons 1-20 of Unit 1. You may also choose to use some of this time today to review any skills that formative assessment data indicate students may need more practice with to ensure mastery.

The teacher will make one copy of the document for each group of students. (Try to group with a minimum of 3 students per group and a maximum of 6 students per group)

The teacher will cut out each “I have” card and distribute them to the students in each group (Remember that each group uses a whole set of 18 cards)

Directions:

Teacher mixes up the cards and deals all of the cards to the students. Students will put their cards facing up in front of them. The student with the START card begins the game. The student reads the word or sentence that they have, then read the “who has” question. Whichever student has the new word or sentence then reads their card. Follow this until you get to the THE END card.

<p>START</p> <p>I have the word <u>discussion.</u></p> <p>Who has the word special?</p>	<p>I have the word <u>special.</u></p> <p>Who has a list of colors separated by commas?</p>
<p>I have <u>blue, red, yellow, and green.</u></p> <p>Who has a comma separating the introductory element, Thankfully?</p>	<p>I have <u>Thankfully, we made it home before the bad weather.</u></p> <p>Who has the word assignment?</p>



<p>I have the word <u>assignment</u>.</p> <p>Who has the word forehead?</p>	<p>I have the word <u>forehead</u>.</p> <p>Who has the interjection "Yay!" used in a sentence?</p>
<p>I have the sentence, <u>Yay! I won the race!</u></p> <p>Who has a sentence with the conjunction because?</p>	<p>I have the sentence <u>The team won because Todd scored the winning goal.</u></p> <p>Who has the word action?</p>
<p>I have the word <u>action</u>.</p> <p>Who has a comma separating a direct address?</p>	<p>I have the sentence <u>What time is your appointment, Cade?</u></p> <p>Who has the future tense of the verb cook?</p>
<p>I have the words <u>will cook</u>.</p> <p>Who has the present tense of the verb cook?</p>	<p>I have the word <u>cooking</u>.</p> <p>Who has a list of foods separated by commas?</p>



I have **pasta, pizza, tacos, and chicken.**

Who has the word entertainment?

I have the word **entertainment.**

Who has a sentence with the conjunction *and*?

I have the sentence **Tiffany had to go to the bank and she had to go to the grocery.**

Who has the interjection Uh-oh!

I have **Uh-oh! I forgot my lunch at home.**

Who has a past tense verb to finish the following sentence?

Jen (blank) the dishes this morning.

I have the word **washed**
Jen washed the dishes this morning.

Who has a list of school supplies separated by commas?

I have **notebooks, pencils, pens, and crayons.**

The End



LESSON 21

Lesson Type	Grammar
Overview of Skill/Concept	<p>Commas are used to link items in a list. When there are three or more words, phrases, or clauses in a series, a comma is used to separate them. A comma is placed after the first two items in the series. The word “and” is placed between the last two items in the series.</p> <p>The following sentence is an example of when to use a comma for items in a series: Andrea went to the grocery store and bought turkey, cheese, and bread to make sandwiches.</p> <p>Semicolons can also be used to link items in a list. Semicolons are most commonly used for items in a link when they are objects, locations, names, and descriptions. When the items in a list already contain commas, the semicolon is used to avoid confusion between the items.</p> <p>The following sentence is an example of a sentence that uses semicolons for items in a list: Mr. Boudreaux’s favorite texts to teach are <i>Because of Winn-Dixie</i>, a novel written by Kate DiCamillo; “Paul Revere’s Ride,” a poem written by Longfellow; and <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, a picture book by William Joyce.</p>
Materials Needed	<ul style="list-style-type: none">● Board to write on (teacher)● Activity page (student)
SWBAT statement	SWBAT use commas and semicolons to separate items in a series.
Attention Getter (1 minute)	<p>Display the following sentence: My daughter goes to the store to buy juice hamburgers and cheese.</p> <p>Ask students, “What seems incorrect about this sentence?” Allow students to turn and share with a partner or share out whole class.</p> <p>Then, display the following sentence: My daughter goes to the store to buy juice, hamburgers, and cheese.</p>



	<p>Ask students, “Why does this sentence sound correct?” Allow students to turn and share with a partner or share out whole class.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “We use commas to separate three or more items in a series. We place a comma after each item in the list, except for the last one.”</p> <p>Provide students with the following example by writing the sentence on the board, pointing out the items in the series and emphasizing the placement of the comma: Houma, Monroe, and Alexandria are cities in the state of Louisiana.</p> <p>Tell students, “Most of the time, we use commas to separate items in a series. However, we can also use semicolons (;) to separate items in a series. We would use a semicolon to separate items in a series when using commas would be unclear, such as when one or more items in the series already contain commas.”</p> <p>Provide students with the following example by writing the sentence on the board, pointing out the items in the series and emphasizing the use of the semicolons because of the presence of the comma: We celebrate people like Katherine Johnson, a mathematician; Thurgood Marshall, a Supreme Court justice; and Maya Angelou, a poet, during Black History Month.</p>
Guided Practice (2 minutes)	<p>Say to students, “Let’s look at sentences that contain items in a series, determine if we need a comma or semicolon, and add the punctuation in the correct place.”</p> <p>Present the following sentences to students. Call on students to determine if the items in a series require a comma or a semicolon and why. Ask students to tell you where the punctuation should go in the sentence. Write in the punctuation so that students can see the correct sentence.</p> <ul style="list-style-type: none">- We unpacked books clothes and dishes at our new apartment.- The cat with orange stripes the dog with black spots and the bird with blue feathers are all my pets.- I have five people in my family: my mother, Ann my father, Glenn my younger sister, Brooke my older brother, Ryan and me.



	<ul style="list-style-type: none"> - Jeremiah did his homework cleaned his room and took out the trash when he got home from school. <p>Correct Answers:</p> <ul style="list-style-type: none"> - We unpacked books, clothes, and dishes at our new apartment. - The cat with orange stripes the dog with black spots, and the bird with blue feathers are all my pets. - I have five people in my family: my mother, Ann; my father, Glenn; my younger sister, Brooke; my older brother, Ryan; and me. - Jeremiah did his homework, cleaned his room, and took out the trash when he got home from school.
<p>Student Application (3-5 minutes)</p>	<p>The teacher will say, "Now it is your turn to try it on your own. Read each item in a series and how those items are connected. Create and write a sentence that uses the correct punctuation for the items."</p> <p>Students will complete the activity page.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Provide students with a sentence frame and the items in a series removed. Students would then just have to write the items in a series with the correct punctuation and not have to worry about creating an entire sentence. ● Provide students with the sentence already written but have the punctuation missing. Students would then be responsible for just adding in either commas or semicolons where necessary. ● Extension: Provide students with just a topic and have them create a sentence with items in a series that they generate on their own.



LESSON 22

Lesson Type	Grammar
Overview of Skill/Concept	<p>Correlative conjunctions are pairs of words that correlate two equally important words, phrases, or clauses in one complete thought. Correlative conjunctions function as a pair with both words working together to balance words, phrases or clauses.</p> <p>The most common correlative conjunctions are both/and, either/or, neither/nor, whether/or, not only/but also, rather/than, and such/that.</p> <p>When writing sentences with correlative conjunctions, parallel structure must be used in order to create balanced sentences. The parts of the sentence that follow the conjunction must be grammatically equal.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Either you will eat your dinner or you will go to bed. - Sara studied both education and psychology in college.
Materials Needed	<ul style="list-style-type: none"> ● Board to write on (teacher) ● Prepared correlative conjunction chart (teacher) ● Activity page (student)
SWBAT statement	SWBAT accurately select the appropriate correlative conjunction for a given sentence.
Attention Getter (1 minute)	<p>Tell students, “There are some things that are just better together. I’m going to say a word and you tell me its perfect pair. Macaroni and _____. Peanut butter and _____. Salt and _____.”</p> <p>Tell students, “Just like some words have a matching word to complete the pair, conjunctions sometimes have a matching pair.”</p>
Explicit Instruction (3-5 minutes)	Tell students, “Correlative conjunctions are pairs of words/phrases that are used in different places of sentences to combine two words, phrases, or clauses that carry equal importance in the sentence. The two parts must have the same grammatical structure. This means that the two parts have to both be subjects, clauses, verbs, or objects.”



Tell students, “There are a lot of correlative conjunctions that can be used in sentences. The most common correlative conjunctions you will see are both/and, not only/but also, either/or, neither/nor, and whether/or.”

Display the following chart for students to review. Tell students, “Let’s look at why you would use these correlative conjunctions and examples of when to use them.”

Correlative Conjunction:	Purpose:	Example:
both...and	two options are possible	Hurricanes can cause both water damage and wind damage.
not only ... but also	creates emphasis	Molly not only swept the floors in the kitchen but also washed the dishes in the sink.
either ... or	choice between two alternatives	For our next vacation, I want to go to either the beach or the mountains.
neither ... nor	makes two negative statements	Neither the hamburgers nor the hot dogs look very appetizing to me.
whether ... or	presents two possibilities	Do you care whether we read <i>Wonder</i> or <i>Frindle</i> ?



<p>Guided Practice (2 minutes)</p>	<p>Keep the chart displayed for students to reference as you complete this activity together.</p> <p>Let's look at some examples of when to use correlative conjunctions.</p> <p>Project the following two sentences: I like ice cream. I like brownies.</p> <p>Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"</p> <p>Anticipated Response: both/and</p> <p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one.</p> <p>Anticipated Response: I like both ice cream and brownies.</p> <p>Project the following two sentences: Jeremiah wrote a song for the school talent show. Jeremiah performed the song at the school talent show.</p> <p>Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"</p> <p>Anticipated Response: not only//but also</p> <p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one.</p> <p>Anticipated Response: Jeremiah not only wrote a song but also performed the song for the school talent show.</p>
<p>Student Application (3-5 minutes)</p>	<p>The teacher will say, "Now it is your turn to try it on your own. Choose the correct set of correlative conjunctions from the choices below that best fits the sentence. Write the correlative conjunctions in the</p>



	<p>blanks. Some choices can be used more than once.”</p> <p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none">1. either/or2. neither/nor3. whether/or4. both/and5. both/and6. neither/nor7. not only/but also
Guidance for Diverse Learners	<ul style="list-style-type: none">● Provide students with only three choices for correlative conjunctions to master before teaching them more.● Write the activity page sentences on sentence strips. Then write each conjunction on a small strip. Have students place what set of conjunctions they think makes the sentence true. Have them read the sentence to see if it makes sense. If not, students can switch out the conjunctions to determine which set of correlative conjunctions are appropriate for that sentence.● Extension: Provide students with just a topic and have them create a sentence with correlative conjunctions on their own.



LESSON 23

Lesson Type	Grammar
Overview of Skill/Concept	<p>Introductory elements consist of clauses, phrases, and words that appear before the independent clause of the sentence. Essentially, they prepare your readers for what the sentence is mainly about.</p> <p>A comma is required after introductory clauses, phrases, or words. The purpose of the comma is to signal the arrival of the main subject and verb.</p> <p>When trying to identify whether a sentence needs a comma after the introductory element, find the main subject located in the independent clause of the sentence, as well as any modifiers attached to it. If there are any words, phrases, or clauses that come before the main subject, a comma must be used.</p>
Materials Needed	<ul style="list-style-type: none"> ● Prepared phrases on sentence strips (teacher) ● 1 whiteboard per student pair (student) ● 1 dry erase marker per student pair (student) ● Activity page (student)
SWBAT statement	SWBAT separate an introductory element from the rest of the sentence by using a comma.
Attention Getter (1 minute)	<p>Project the following sentence on the board: “When it is raining dogs like to seek shelter.” Read the sentence as is without pausing.</p> <p>Ask students, “Why does this sentence sound a little strange?” Allow students to turn and talk or share out whole class.</p> <p>Project the following sentence on the board: “When it is raining, dogs like to seek shelter.” Read the sentence making sure to pause when coming across the comma.</p> <p>Ask students, “Why does this sentence sound better than when I read it the first time?” Allow students to turn and talk or share out whole class.</p>



<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, “Introductory elements are words, phrases, or clauses that appear before the main clause of the sentence. They “set the stage” for the rest of the sentence. You must place a comma after introductory elements. The comma will signal to your reader that the main clause follows.”</p> <p>Provide students with the following examples of each type of introductory element by writing the sentence on the board, pointing out the introductory phrase (not a complete sentence) and emphasizing the placement of the comma:</p> <ul style="list-style-type: none"> - Word: Well, you should have studied for your social studies test. - Phrase: Before the student council election, Eliza had to campaign all around the school. - Clause: Because I like to run, I tried out for the track and field team at school. 				
<p>Guided Practice (2 minutes)</p>	<p>Say to students, “Now we will practice using a comma to separate an introductory element from the rest of the sentence.”</p> <p>Pass out a phrase to each student. Each student pair will need a whiteboard to write on and dry erase marker to write with.</p> <p>Say to students, “You each have either an introductory phrase or the rest of the sentence. You must find your match, put the two parts of the sentence in the correct order, and punctuate it with the comma in the correct place and an ending mark. Write your completed sentence on a whiteboard. Be ready to share when you are done.”</p> <p>Note: some pairings may be used more than once. The teacher should affirm any correct pairing.</p> <table border="1" data-bbox="477 1608 1498 1812"> <tr> <td data-bbox="477 1608 987 1709">In the morning</td> <td data-bbox="987 1608 1498 1709">Laura cooks breakfast for her family</td> </tr> <tr> <td data-bbox="477 1709 987 1812">Well</td> <td data-bbox="987 1709 1498 1812">have you finished studying for your test tomorrow</td> </tr> </table>	In the morning	Laura cooks breakfast for her family	Well	have you finished studying for your test tomorrow
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	<table border="1"> <tbody> <tr> <td>If we don't leave right now</td> <td>we will be late to school</td> </tr> <tr> <td>Glancing at the television</td> <td>Riley realized her favorite movie was playing</td> </tr> <tr> <td>Wow</td> <td>I love your taste in music</td> </tr> <tr> <td>In the championship game</td> <td>Jose scored the winning point</td> </tr> <tr> <td>Without money</td> <td>we couldn't buy snacks at the movie theater</td> </tr> <tr> <td>After school lets out</td> <td>Addison has softball practice</td> </tr> <tr> <td>If we want to go outside to play</td> <td>we have to finish our chores</td> </tr> <tr> <td>Since it might rain this afternoon</td> <td>you should pack your umbrella in your backpack</td> </tr> <tr> <td>During her study of the sky</td> <td>Katherine identified the stars in the Big Dipper constellation</td> </tr> <tr> <td>Yes</td> <td>that sounds great</td> </tr> </tbody> </table> <p>Have a few pairs share out their completed sentences and where the comma was placed.</p>	If we don't leave right now	we will be late to school	Glancing at the television	Riley realized her favorite movie was playing	Wow	I love your taste in music	In the championship game	Jose scored the winning point	Without money	we couldn't buy snacks at the movie theater	After school lets out	Addison has softball practice	If we want to go outside to play	we have to finish our chores	Since it might rain this afternoon	you should pack your umbrella in your backpack	During her study of the sky	Katherine identified the stars in the Big Dipper constellation	Yes	that sounds great
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Yes	that sounds great																				
<p>Student Application (3-5 minutes)</p>	<p>Say to students, "Now it is your turn to try it on your own. On your activity page, there are some sentences written. Determine whether the comma is in the correct or incorrect place. If the comma is written in the incorrect place, rewrite the sentence so that the comma is in the correct place."</p> <p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. Correct 2. On his birthday, Patrick got a new scooter from his grandparents. 3. Correct 4. While at the lake, I saw a fish jump out of the water. 																				



	5. When you are in space, you have no weight.
Guidance for Diverse Learners	<ul style="list-style-type: none">• Provide students with two choices, one that is correctly punctuated and one that is incorrectly punctuated. Have them select the one that is written correctly.• Determining whether something is correctly or incorrectly punctuated may be difficult for some students. If students struggle with that skill, give them the sentence with no comma and have them place the comma in the correct place.



LESSON 24

Lesson Type	Grammar
Overview of Skill/Concept	<p>The words “yes” and “no” are introductory words that can occur at the beginning of sentences. “Yes” and “no” are typically responses to a question. Even though the sentence would make sense without them, they help make the answer clearer. In this case, “yes” and “no” are introductory words and need commas after them to separate them from the rest of the sentence.</p> <p>Example: No, the grocery store closes at 10 p.m.</p> <p>A question tag is a short yes or no question that is added to the end of a sentence. It usually asks the reader or listener for confirmation about what is being said. In order to set off a question tag, use a comma between the end of the statement and the beginning of the question. A question mark is used at the end of the sentence.</p> <p>Example: School starts at 7:45 a.m., doesn't it?</p> <p>A direct address is when a person’s name or title is used to address a question or statement directly to that person. Commas are used to set off a direct address. If the direct address is at the beginning of the sentence, use a comma after the direct address. If the direct address is at the end of the sentence, use a comma before the direct address. If the direct address is in the middle of the sentence, use a comma before and after the direct address. The commas show that the direct address is not the subject of the sentence.</p> <p>Example: Maria, turn to page 156 in your book.</p>
Materials Needed	<ul style="list-style-type: none"> ● Board to write on (teacher) ● Prepared paragraph with missing commas (teacher) ● Activity page (student)
SWBAT statement	SWBAT use a comma to set off yes, no, and tag questions from the rest of the sentence and to indicate a direct address.



Attention Getter (1 minute)	<p>Display the following sentence: Let's eat Grandpa!</p> <p>Ask students, "What is silly about this sentence?" Allow students to turn and share with a partner or share out whole class.</p> <p>Then, display the following sentence: Let's eat, Grandpa!</p> <p>Ask students, "Why is this sentence not as silly?" Allow students to turn and share with a partner or share out whole class.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, "Today we will learn 3 more ways we use commas in sentences. We use commas to set off the words yes and no from the rest of the sentence, to set off a question tag, and to indicate a direct address. Let's take a look at each one and also look at an example."</p> <p>Provide students with the following examples of each type of comma use by writing the sentence on the board, pointing out the element, and emphasizing the placement of the comma:</p> <ul style="list-style-type: none">- Yes and No:<ul style="list-style-type: none">- Tell students, "We use commas to set off the words yes and no from the rest of the students."- Example: Yes, I will meet you at the store at 1:00.- Question Tag:<ul style="list-style-type: none">- Tell students, "We use a comma before a question tag. A question tag is a question that is added at the end of a sentence."- Example: He's a nurse, isn't he?- Direct Address:<ul style="list-style-type: none">- Tell students, "When the person talking in a sentence says the name or or directly addresses the person he or she is talking to, it is called a direct address. We use a comma to separate the name of a person being spoken to from the rest of the sentence."- Example: Thank you, Jordyn, for picking up your materials quickly and quietly.
Guided Practice (2 minutes)	<p>Tell students, "Now it is your turn to practice using commas to set off the words yes and no from the rest of the sentence, to set off a question tag, and to indicate direct address. Let's take a look at this</p>



paragraph together as a class. This paragraph has missing commas. Let's read and add commas where they are needed."

Project the following paragraph with missing commas:
Yesterday on our way home from school, my mom asked me a question. She said, "Aaliyah what did you learn at school today?" I told her that I learned all about space. I asked her, "Mom have you ever heard of Katherine Johnson?" My mom replied, "Yes I believe so. She's the famous African American woman who helped save *Apollo 13* isn't she?" I exclaimed, "Yes you're correct Mom!" My mom asked, "You can tell me more facts about her can't you?" I told my mom that Katherine Johnson was an African American mathematician. She worked alongside other women at NASA performing difficult calculations. She also had to break racial barriers, like using the bathroom that was supposed to be only for white women. Everyone should learn about Katherine Johnson shouldn't they?

Work together as a class to read the paragraph and place commas as needed. When placing the commas, be sure to stop and discuss why a comma is needed in that spot.

Anticipated response:
Yesterday, on our way home from school, my mom asked me a question. She said, "Aaliyah, what did you learn at school today?" I told her that I learned all about space. I asked her, "Mom, have you ever heard of Katherine Johnson?" My mom replied, "Yes, I believe so. She's the famous African American woman who helped save *Apollo 13*, isn't she?" I exclaimed, "Yes, you're correct Mom!" My mom asked, "You can tell me more facts about her, can't you?" I told my mom that Katherine Johnson was an African American mathematician. She worked alongside other women performing difficult calculations. She also had to break racial barriers, like using the bathroom that was supposed to be only for white women. Everyone should learn about Katherine Johnson, shouldn't they?

Student Application
(3-5 minutes)

Say to students, "Now it is your turn to try it on your own. On your activity page, there are some directions. Read each direction and write your response on the lines provided. Be sure to use commas in the correct places."



	<p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none">1. Lisa, can you help me do my math homework?2. Yes, I love wedding cake flavored snoballs.3. Reading is so fun, isn't it?
Guidance for Diverse Learners	<ul style="list-style-type: none">• For the student activity page, provide students with the sentences already written but with the commas missing. Have students place commas where they are needed in the sentence.



LESSON 25

Lesson Type	Grammar
Overview of Skill/Concept	<p>The following are things to consider when punctuating titles:</p> <ul style="list-style-type: none">- Underlining and italics serve the same purpose. Underlining is used when a title is being written by hand. Italicizing should be used when typing.- Titles should be italicized or underlined if they can stand on their own (larger works). Examples include:<ul style="list-style-type: none">- books,- magazines,- newspapers,- plays,- TV shows, and- movies- Titles should be put in quotation marks if that work is part of a larger work. Examples include:<ul style="list-style-type: none">- articles,- chapter titles,- poems,- short stories,- songs, and- episodes
Materials Needed	<ul style="list-style-type: none">● Prepared blank t-chart with headings (teacher)● Prepared sentences with titles bolded (teacher)● Two different colors (student)● Activity page (student)
SWBAT statement	SWBAT indicate titles of works by using underlining, quotation marks, or italics.
Attention Getter (1 minute)	<p>Ask students to think about wholes that can be broken into parts. As students share out, write the whole piece and underline it. Write the piece in quotation marks.</p> <p>Start students off by providing them with the following example: <u>cake</u> "slice"</p>



	<p>Here are a few more examples that you can use to support students:</p> <ul style="list-style-type: none"> - <u>flower</u> “petal” - <u>cookie</u> “chocolate chip” - <u>Louisiana</u> “Baton Rouge” - <u>book</u> “chapter” <p>This activity will help students start thinking about the idea of larger works vs. smaller works.</p>				
<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, “Titles fall into two main categories: small works and large works. But, how do we tell the difference when we are writing and/or reading?”</p> <p>Tell students, “Large works are longer works. We use either underlining or italics. We use underlining when we are writing by hand and italics when we are typing. These longer works include the titles of a book, movie, play, TV show, magazine, or newspaper. You can think of large works as a whole cake.”</p> <p>Tell students, “Small works are usually shorter works. We use quotation marks for shorter works. These shorter works that are in quotation marks include the titles of poems, songs, articles, or short stories. Small works are found inside of larger works, so you can think of small works as a slice of the cake.”</p> <p>Display a blank t-chart with Large Works (underline/italics) on one side and Small Works (quotation marks) on the other. Ask students to give you an example of large works and small works. As students share, write the title of the work under the proper category, discuss why it is a large work or small work, and emphasize the punctuation. In addition, write in parenthesis behind the title of the work what type of work it is.</p> <p>Example:</p> <table border="1" data-bbox="479 1648 1494 1837"> <thead> <tr> <th data-bbox="479 1648 982 1743"> Large Works (Underline/Italics): </th> <th data-bbox="982 1648 1494 1743"> Small Works (quotation marks): </th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1743 982 1837"> <u>Holes</u> (a book) <i>Encanto</i> (a movie) </td> <td data-bbox="982 1743 1494 1837"> “Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song) </td> </tr> </tbody> </table>	Large Works (Underline/Italics):	Small Works (quotation marks):	<u>Holes</u> (a book) <i>Encanto</i> (a movie)	“Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song)
Large Works (Underline/Italics):	Small Works (quotation marks):				
<u>Holes</u> (a book) <i>Encanto</i> (a movie)	“Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song)				



	<p><i>The Nutcracker</i> (a play) <u>Spongebob Squarepants</u> (a TV show) <u>National Geographic</u> (a magazine) <i>The New Orleans Advocate</i> (a newspaper)</p> <p>“The Making of a Scientist” (an article) “The Boy Who Cried Wolf” (a short story)</p>
<p>Guided Practice (2 minutes)</p>	<p>Tell students, “We will now determine whether we should use underlines/italics or quotation marks for titles. You will move to the left side of the room if the title needs underlines/italics. You will move to the right side of the room if the title needs quotation marks.”</p> <p>Present sentences to students with the titles bolded. Have students move to the correct side of the room. Add these titles to the t-chart if more examples are needed to anchor the learning.</p> <ol style="list-style-type: none"> 1. Last year, I wrote a poem called My Dog is My Best Friend. 2. In fifth grade we read the book titled Maniac Magee. 3. I chose to complete my book report on Harry Potter and the Sorcerer’s Stone. 4. My brother’s favorite song is Old MacDonald Had a Farm. 5. On my test, I had to read an article called The Dust Bowl and answer questions about what I read. 6. My favorite magazine is Sports Illustrated because I like to read about athletes. <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. “My Dog is My Best Friend” 2. <i>Maniac Magee</i> 3. <i>Harry Potter and the Sorcerer’s Stone</i> 4. “Old MacDonald Had a Farm” 5. “The Dust Bowl” 6. <i>Sports Illustrated</i>
<p>Student Application (3-5 minutes)</p>	<p>Have students get two different colors. They will use one color to color the boxes of titles that are written correctly. Use the other color to color the boxes of titles that are written incorrectly. Rewrite the incorrect titles correctly in the space provided at the bottom of the page.</p>



Anticipated Responses:

A movie titled <u>Toy Story</u> Correct	The newspaper titled "New York Times" Incorrect	A short story titled "Red Riding Hood" Correct
A book titled "Goodnight Moon" Incorrect	A play titled <u>Wicked</u> Correct	A TV show titled <i>Big City Greens</i> Correct
A poem titled <i>And Still I Rise</i> Incorrect	A song titled <u>Shake It Off</u> Incorrect	A book titled <i>Diary of a Wimpy Kid</i> Correct

1. New York Times
2. Goodnight Moon
3. "And Still I Rise"
4. "Shake It Off"

Guidance for Diverse Learners

- Determining whether something is correctly or incorrectly punctuated may be difficult for some students. If students struggle with that skill, give them the name of the work with no punctuation. Students can determine whether it should be underlined/italicized or put in quotation marks. Students can use the chart created as a class to reference.
- Extension: Have students write sentences with their favorite book, movie, TV show, etc. making sure to punctuate the title correctly.



LESSON 26

Lesson Type	Grammar
Overview of Skill/Concept	Expanding a sentence means to add words or phrases to the existing clauses to provide extra detail. Sentence expanding helps students write stronger and clearer sentences. In addition, it allows students to write with various sentence structures. Expanded sentences help to paint a better picture in the reader's mind. There are many ways that one can expand a sentence: expand with adverbs and adjectives, expand using prepositional phrases, expand with appositives, expand with adjective clauses, and/or expand with absolute phrases.
Materials Needed	<ul style="list-style-type: none"> • Prepared simple sentences on sentence strips (teacher) • 1 whiteboard per student pair (student) • 1 dry erase marker per student pair (student) • Activity page (student)
SWBAT statement	SWBAT expand sentences to provide details in order to help the reader visualize sentences.
Attention Getter (1 minute)	<p>Visualize two sentences: one simple and one expanded</p> <p>Ask students to visualize the following sentence: "My stomach hurt."</p> <p>Ask students, "What did you picture?" Elicit responses from students.</p> <p>Ask students to visualize the following sentence: "After eating three pieces of cake that had mounds of icing on it at my little brother's birthday party, my stomach hurt."</p> <p>Ask students, "What did you picture?" Elicit responses from students.</p> <p>Ask students, "Did you picture the same thing with both sentences?"</p>
Explicit Instruction (3-5 minutes)	Tell students, "When you tell a story, you want the reader or listener to be able to visualize the events. We want to expand dull, short, simple sentences to make them more detailed. There are 5 ways that a writer can expand a sentence. Think about the question words who/what, when, where, how, and why. When you see simple sentences, you can



ask those 5 questions to add details to the simple sentence to expand it. Not every question needs to be answered in order to expand sentences.”

Let’s look at an example together and work as a class to expand the sentence to add more details.

Project the following sentence on the board: The basketball team cheered.

Who/What? The sentence does tell us that the basketball team cheered, but we can still add an additional detail about the basketball team to better describe them.

The winning basketball team cheered.

When? The sentence tells us that the winning basketball team cheered. Let’s think about when a winning basketball team would cheer.

At the end of the game, the basketball team cheered.

How? The sentence tells us that at the end of the game, the winning basketball team cheered. How would a winning basketball team cheer at the end of the game?

At the end of the game, the basketball team enthusiastically cheered.

Why? The sentence tells us that at the end of the game, the winning basketball team enthusiastically cheered. Why would a winning basketball team enthusiastically cheer at the end of a game?

At the end of the game, the basketball team enthusiastically cheered because they were the new state champions.

Compare the two sentences.

- The basketball team cheered.
- At the end of the game, the basketball team enthusiastically cheered because they were the new state champions.

**Guided Practice
(2 minutes)**

Say to students, “Now you will practice expanding sentences with a partner.”

Partner students together and give them a simple sentence written



	<p>on a sentence strip. Have them work together to expand the sentence. Students should rewrite the sentence on a whiteboard.</p> <ul style="list-style-type: none">- She worked.- The children are eating.- The teacher refused.- They read.- He studied.- Children are playing.- The student asked.- He poured.- He promised.- They are writing.- The phone is ringing.- The baby is crying. <p>The teacher should circulate as students are working to monitor and assist as necessary. Have a few pairs share out their expanded sentences.</p>
Student Application (3-5 minutes)	<p>Say to students, "Now it is your turn to try it on your own. On your activity page, there are some simple sentences. Use the question words to expand the sentence to make the sentence more detailed."</p> <p>Students will complete the activity page.</p>
Guidance for Diverse Learners	<ul style="list-style-type: none">● On the activity page, provide students with the question word they should use to expand the sentence. Narrowing down the choices to one or two question words will help students determine exactly where to start with expanding the sentence.● Use the simple sentence as a sentence frame and provide students with blanks where they can add details to expand the sentence. This will help students know where to put the additional details.<ul style="list-style-type: none">○ Ex: _____, the boy _____ cried.● Using sentence frames (like the example listed above), provide students with a few choices to use in the blank lines. Students can then choose and rewrite the expanded sentence.



LESSON 27

Lesson Type	Grammar
Overview of Skill/Concept	Combining sentences is a strategy that writers use to make their writing flow more smoothly; it aids in reducing monotony. It is the process of joining two or more short, simple sentences to make one sentence. Sentence combining often deletes repetition across sentences. Sentence combining teaches students to use a variety of sentences in their writing, helps improve the quality of writing, and encourages interesting word choices.
Materials Needed	<ul style="list-style-type: none">● Prepared sentences (teacher)● Prepared choppy paragraph (teacher)● Activity page (student)
SWBAT statement	SWBAT combine sentences to provide clarity and reduce redundancy.
Attention Getter (1 minute)	<p>Ask students, “Have you ever read a paragraph that only contains short sentences that sound very robotic?”</p> <p>Here’s an example: Our school was putting on a play. We needed someone to play Annie. My best friend, Ja’Miyah, got the part. Ja’Miyah is outgoing. Ja’Miyah loves to perform. We all knew she was going to be a star. Ja’Miyah had never been in a play. I wasn’t sure how she would perform. She might forget her lines. She might just run off the stage. Luckily, Ja’Miyah was perfect!</p> <p>Ask students, “What do you think is wrong with this paragraph?” Elicit student responses.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “Today you will learn how to combine dull, short sentences to make your writing more fluent, clear, and interesting. There are several ways that you can do this.”</p> <p>Teach students the following:</p> <ul style="list-style-type: none">- Tell students, “You can use compound subjects. If two separate sentences have the same action or description, you can combine the two subjects.”



- Show students the following two sentences:
 - John Lewis was a Civil Rights leader.
 - Hosea Williams was a Civil Rights leader.
- Tell students, "Both of these sentences are about someone being a Civil Rights leader, so we can combine the two subjects to make compound subjects."
- Ask students, "What are the two subjects that we can combine?" Elicit responses from students. Underline "John Lewis" and "Hosea Williams."
- Rewrite the new sentence: John Lewis and Hosea Williams were Civil Rights leaders.
- Tell students, "You can use compound predicates. If multiple verbs apply to the same subject, you can combine the predicates to make compound predicates."
 - Show students the following two sentences:
 - We could watch a movie on Netflix.
 - Another idea is that we could play videogames on the Playstation.
 - Tell students, "Both of these sentences are about something that "we" could do, so we can combine the two predicates to make compound predicates."
 - Ask students, "What are the two predicates that we can combine?" Elicit responses from students. Underline "watch a movie on Netflix" and "play videogames on the Playstation."
 - Rewrite the new sentence: We could watch a movie on Netflix or play videogames on the Playstation.
- Tell students, "When two sentences have connecting ideas, we can use coordinating conjunctions to write a compound sentence. Remember to use FANBOYS (for, and, nor, but, or, yet, so)."
 - Show students the following two sentences:
 - I wanted to go on the class field trip.
 - I was sick and couldn't go.
 - Tell students, "These two sentences are related to one another."
 - Ask students, "How are these two sentences connected? What coordinating conjunction could we use to combine these two sentences?" Elicit responses from students.



	<ul style="list-style-type: none">- Rewrite the new sentence: I wanted to go on the class field trip, but I was sick and couldn't go.- Tell students, "When two sentences have connecting ideas, we can also use subordinating conjunctions. Remember some of our subordinating conjunctions: after, although, because, since, if, while."<ul style="list-style-type: none">- Show students the following two sentences:<ul style="list-style-type: none">- It is raining.- We have to have indoor recess.- Tell students, "These two sentences are related to one another."- Ask students, "How are these two sentences connected? What subordinating conjunction could we use to connect these two sentences?" Elicit responses from students.- Rewrite the new sentence: Since it is raining, we have to have indoor recess.
Guided Practice (2 minutes)	<p>Tell students, "We will now practice combining sentences in a paragraph to make the paragraph clearer and less redundant."</p> <p>Read the following paragraph as is: Our school was putting on a play. We needed someone to play Annie. My best friend, Ja'Miyah, got the part. Ja'Miyah is outgoing. Ja'Miyah loves to perform. We all knew she was going to be a star. Ja'Miyah had never been in a play. I wasn't sure how she would perform. She might forget her lines. She might just run off the stage. Luckily, Ja'Miyah was perfect!</p> <p>Tell students, "Let's underline sentences we should combine. Then, we will rewrite the paragraph."</p> <p>Anticipated Response: Our school was putting on a play, and we needed someone to play Annie. My best friend, Ja'Miyah, got the part. She is outgoing and loves to perform, so we all knew she was going to be a star. Because Ja'Miyah had never been in a play before, I wasn't sure how she would perform. She might forget her lines or just run off the stage. Luckily, Ja'Miyah was perfect!</p>



Student Application (3-5 minutes)	Say to students, "Now it is your turn to try it on your own." Directions: Choose the best way to combine the sentences in the box. Anticipated Response: <ol style="list-style-type: none">1. B2. A3. B4. Andrew plays baseball and runs track and field.5. After you're done with your homework, we should play basketball.6. I have almost all of the ingredients to make spaghetti, but I am missing the noodles.
Guidance for Diverse Learners	<ul style="list-style-type: none">• To assist students in knowing what information to include in the combined sentence, underline the information from both sentences that students must use in the new, combined sentence.



LESSON 28

Lesson Type	Grammar
Overview of Skill/Concept	<p>Dialect is a form of language. It is the way people from an area or time period speak words from the same language differently. Dialects show that language is a changing thing, and there is more than one correct way to say something. Writing with different dialects allows for the development of characters as it relates to a particular setting or time period.</p> <p>Register is the difference in language formality. There are two categories: formal and informal register. Formal register includes polished speech, complex sentences, and precise vocabulary. Formal register is used in things such as essays and presentations. Informal register can include speaking in slang, use of improper grammar, and use of a casual tone. An informal register is used between people who know each other or between people in a casual situation.</p>
Materials Needed	<ul style="list-style-type: none"> ● Prepared sentences/quotes (teacher) ● Activity page (student)
SWBAT statement	SWBAT identify different dialects and registers used in stories.
Attention Getter (1 minute)	<p>Tell students, “Some words or phrases are a give away to where you’re from.”</p> <p>Ask students, “What do you call a carbonated beverage that you can get out of a vending machine?” Elicit responses</p> <ul style="list-style-type: none"> - Tell students, “If you hear someone call it a coke or a soft drink, they are likely from the South. If you hear someone call it a soda, they are likely from the west or northeast regions. If you hear someone call it a pop, they are likely from the midwest region.” <p>Ask students, “What do you call those big trucks that you see driving on the interstate that haul things?” Elicit responses from students.</p> <ul style="list-style-type: none"> - Tell students, “If you hear someone call it an eighteen-wheeler, they are likely from Louisiana or Mississippi. If you hear someone call it a tractor trailer, they are likely from the



	<p>northeast region. Everyone else in our country calls it a semi truck.”</p> <p>Tell students, “These are just two examples that show how people from different regions use different terms that refer to the same thing!”</p>
<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, “When we are reading, we will come across a variety of conversations between different characters. When reading these conversations, we need to think about two things - dialect and registers.”</p> <p>Tell students, “A dialect is a form of language that is specific to a region, social group, or time period. Dialects have unique vocabulary words, grammar patterns, and pronunciations. Dialects show that language is a changing thing, and there is more than one correct way to say something.”</p> <p>Provide examples and ask probing questions on how we know that:</p> <ul style="list-style-type: none">- Southern Dialect: “You mama knowed them Wallaces ain’t good folks, that’s why she don’t want y’all down there, and y’all owe it to her and y’all selves to tell her. But I’m gonna leave it up to y’all to decide.” (<i>Roll of Thunder, Hear My Cry</i>)- Old Time: “’Twas not a wisp of a dream but real. It has taken us all of sixty-five days, but finally we are here. This be the New World and it doth fill my eyes for the first time.” (<i>A Journey to the New World: The Diary of Remember Patience Whipple</i>) <p>Tell students, “A register is the way someone uses language in different situations. Some registers are formal and some are informal. A formal register has a more serious tone, complete sentences, correct grammar, and no slang. When would you use a formal register?” Elicit responses from students (writing an essay, talking to the principal, presentation). Tell students, “An informal register is a little more casual, can have incomplete sentences, may use some incorrect grammar, and will contain some slang. When would you use an informal register?” Elicit responses from students (talking to your peers at recess, texting friends,</p>



	<p>Provide examples:</p> <ul style="list-style-type: none"> - I hope we're gonna get to play a game during morning meeting today. - Unfortunately, I will not be able to attend the gathering on Saturday evening.
<p>Guided Practice (2 minutes)</p>	<p>Tell students, "We will now practice identifying elements of dialect. We will look at quotes from some texts. We will think about and identify the parts of the quote that let us know the region and/or time period this book may be set."</p> <p>Project the following quote (without the author displayed): "I say when this government was first established it was the policy of its founders to prohibit the spread of slavery into the new Territories of the United States, where it had not existed. But Judge Douglas and his friends have broken up that policy and placed it upon a new basis..." (<i>Abraham Lincoln, September 15, 1858</i>)</p> <p>Ask students to think about the region and/or time period this may be set and what part of the quote helps them to figure it out. Elicit responses from students.</p> <p>Anticipated responses:</p> <ul style="list-style-type: none"> - It is set in olden times. It says "I say when this government was first established." - It may be set in America, possibly the north because it says "prohibit the spread of slavery into the new Territories of the United States." <p>Tell students, "We will now practice identifying if sentences are written in a formal or informal register. We will look at quotes from some texts. We will think about and identify the parts of the quote that let us know if it is informal or formal."</p> <p>Project the following quotes:</p> <ul style="list-style-type: none"> - "I'm going to drive all the fish out of the little pools and muddy the water all up."(<i>The Adventures of Buster Bear</i>) - "His eyebrows were as white as snow, as was also the hair of his head; his whiskers covered his mouth, and his beard and hair reached down to his feet." (<i>The Arabian Nights</i>)



	<p>As students to think about whether it is written in formal or informal register and what part of the quote helps them to figure it out. Elicit responses from students.</p> <p>Anticipated responses:</p> <ul style="list-style-type: none"> - Informal: contraction I'm, "muddy the water all up" - Formal: no contractions; complete sentences; serious tone
<p>Student Application (3-5 minutes)</p>	<p>Say to students, "Now it is your turn to try it on your own. "</p> <p>Dialect: Identify the region and/or time period. Underline the parts of the sentence that helped you identify the elements of dialect.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. Southern: "His <u>cornbread ain't</u> done in the middle." (<i>Unknown</i>) 2. Olden Times: "There were other <u>things in the stocking, nuts and oranges</u> and a toy engine, and chocolate almonds and a <u>clockwork mouse</u>, but the Rabbit was quite the best of all." (<i>The Velveteen Rabbit</i>) <p>Register: Identify if the sentence is using formal or informal register. Underline the elements that helped you identify if the sentence was written in a formal or informal register."</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 3. <u>Watcha doin</u> after school today? (informal) 4. Erica <u>failed to inform</u> her teacher of her absence. (Formal) 5. <u>Gonna</u> grab a snack. Want anything? (Informal) <p>Students will complete the activity page.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● It may be helpful to preteach some of this content to English language learners and those students who may struggle with oral language. ● Extension: Have students rewrite informal register sentences in a formal register. Have students locate examples of different dialects in texts within the classroom.



LESSON 29

Lesson Type	Morphology
Overview of Skill/Concept	<p>Many English words are formed by taking root words and adding prefixes or suffixes to them. Knowing the definition/meaning of root words, prefixes, and suffixes can assist students in defining unknown or unfamiliar words as they read. Most of the words used as roots are either Greek or Latin.</p> <p>A root word is the basic part of any given word. The meaning of the root word can be changed by adding prefixes or suffixes. Although roots are the basic parts of words, they do not always work on their own.</p>
Materials Needed	<ul style="list-style-type: none"> • Prepared reference chart with root words, meanings, and examples (teacher) • I Have/Who Has cards cut out (teacher) • Activity page (student)
SWBAT statement	SWBAT determine meaning of words with common Greek and Latin root words.
Attention Getter (1 minute)	<p>Provide students with the following word: quadruped</p> <p>Ask students to try to figure out what the word means. Students may recognize “quad” as meaning four. This word means a four-footed animal.</p> <p>Ask students, “What strategies could you use when you come across a word like this that you don’t know the meaning of?”</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “Sometimes we can treat defining a word like a math equation! There are prefixes, suffixes, and root words. When these are added together, you can typically define the word if you know the meaning of each part.”</p> <p>Provide students with the following word: forewarn</p> <p>Tell students, “We know the prefix fore- means before and we know</p>



the word warn means to give notice about something dangerous. If we put those parts together and add the meanings together, we know that the word 'forewarn' means to give notice about something dangerous before it happens."

Tell students, "As we are reading, we will use the vocabulary we know to discover the meanings of new words, using root words as our clues."

Provide students with a completed anchor chart with common root words, their meanings, and an example of a word using the root.

Go through each root and meaning. Discuss how the example is related to the root word and the meaning. Have students participate in defining the example for words that they already know.

Root	Meaning	Example	Root	Meaning	Example
Astr	Star	Asteroid	Min	Smaller, Less	Minority
Flex	Bend	Flexible	Aqua/Hydr	Water	Aquarium/Hydrate
Photo	Light	Photograph	Magn	Big	Magnify
Geo	Earth	Geology	Phon	Sound	Telephone
Therm	Heat	Thermostat	Fract, Frag	To break	Fragment
Rupt	Break	Interrupt	Struct	Build, Put together, Arrange	Construct
Scrib,	To write	describe	Bene	Good,	Beneficial



Script				Well	I
Pod, Ped	Foot	pedicure	Ann, En	Year, Yearly	annual
Cycl	Circle, Wheel	Bicycle	Tract	To pull	Tractor

- Asteroid - a rock traveling around the Sun, which is a star
- Minority - the smaller group of people in number
- Photograph - an image made with light
- Magnify - to make something appear bigger than it is
- Geology - the study of Earth
- Telephone - transmitting voices/sound
- Thermostat - a device that regulates the temperature
- Fragment - a broken part of something
- Interrupt - to stop the progress of
- Construct - to put things together to make something
- Describe - to explain something using words
- Beneficial - results in something good
- Pedicure - to get treatment on your feet
- Annual - happens once a year
- Bicycle - two-wheeled vehicle
- Tractor - a large vehicle that pulls equipment

**Guided Practice
(2 minutes)**

I Have/Who Has
Hand each student a card. Certain students can have two cards if you have more words than students or certain students can share a card if there are not enough cards.

On the part of the card that contains the word, have students underline the root word found on their card and to think about what that root means. Doing this before starting the game will help students prepare for listening for a definition that includes the meaning of their root word.

The student with the first card reads their card to begin the game. The students must listen to see who has the “I have” card that corresponds to the “Who has” card that was just read.



	<p>As students participate in this activity, emphasize the root found in the word and the definition of the word and how they are connected.</p>
Student Application (3-5 minutes)	<p>Have students complete the activity page.</p> <p>Use the meanings of the roots as clues to write a word from the box for each definition. Then, write the letters from the shaded boxes on blank to complete the statement.</p>
Guidance for Diverse Learners	<ul style="list-style-type: none">• Have students underline the root word and match the underlined root to the definition.• Provide students with additional tools, like dictionaries or computers, to complete the activity page.• Extension: Have students come up with other root words and lists of related words



LESSON 30

Lesson Type	Morphology
Overview of Skill/Concept	<p>Students come across unfamiliar words and phrases frequently when reading. Accessing words in a dictionary will help a student pronounce and define the word. This is especially helpful for words that are spelled the same but may be pronounced differently depending on the part of speech and meaning of the word. Knowing how to use a dictionary will assist students in defining words that they do not know the meaning of, which ultimately supports comprehension.</p> <p>In a digital age, students should also know how to use an online dictionary to look up pronunciations, meanings, and parts of speech of unknown words.</p>
Materials Needed	<ul style="list-style-type: none"> ● Prepared dictionary entry examples (teacher) ● Prepared sentences using the word “minute” and “content” (teacher) ● Access to a print or digital dictionary (student) ● Activity page (student)
SWBAT statement	SWBAT pronounce and define words in order to clarify the meaning of key words by using reference materials..
Attention Getter (1 minute)	<p>Project the following word: “read”</p> <p>Ask students to read the word aloud. If students all pronounce the word in one way, ask them if there is another way the word can be read. Students should pronounce the word with both the long e sound and the short e sound.</p> <p>Ask students, “How do you know when to say /rēd/ or when to say /red/?”</p>
Explicit Instruction (3-5 minutes)	Tell students, “A dictionary is a reference material that contains the words of a language. Dictionaries can be found both in a print and digital format.”



Project an example of an entry from a dictionary:

<p>minute</p> <p>/min-it/</p> <p>noun</p> <ol style="list-style-type: none">1. a period of time equal to sixty seconds2. a summary of the proceedings of a meeting <p>minutes</p>	<p>minute</p> <p>/my-noot/</p> <p>adjective</p> <ol style="list-style-type: none">3. extremely small <p>minuter</p> <p>minutest</p>
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Tell students, "A dictionary entry provides a word's meaning, spelling, pronunciation, part of speech, and related forms of the word."

Tell students, "Let's look at our example entry to see what each of these ?? look like. The word's meaning is the definition; if a word has more than one meaning, you will see the meanings numbered. In our example, you can see that there are 3 separate definitions for the word minute. A print dictionary is organized in alphabetical order and can help you determine how to spell a word. The pronunciation of the word is used to help determine how to pronounce words depending on how the word is used in a sentence. (Pronounce the word minute in both ways so that students can see the difference between the two words.) This is especially helpful for homographs. The part of speech is listed to help you determine how to use the word in a sentence. The related forms of the word will show you how else you may see this word being used in a sentence."

Tell students, "Let's look at how we can use the dictionary entry to help us determine if we should say minute or minute in these sentences."

Provide students with the following sentences:

- Chandler is in charge of recording the minutes during our student council meeting.



	<ul style="list-style-type: none"> - You need a magnifying glass to see the minute details between those two pictures. - Our science class will be over in one minute, so you need to put your materials away. <p>Read each sentence, saying the word “minute” both ways. Analyze the context in which the word is being used, identify the meaning, and determine which pronunciation should be used. Reread the sentence with the correct pronunciation of the word “minute.”</p>		
<p>Guided Practice (2 minutes)</p>	<p>Ask students, “Can you identify each word by the pronunciation provided? Each pronunciation comes from a dictionary.”</p> <p>Provide students with the examples listed below. Have the class read each segmented part of the word and then blend the word back together. Then, write the word next to the pronunciation provided.</p> <ul style="list-style-type: none"> - /uh-dap-tay-shuhn/ (adaptation) - /prez-uh-dint/ (president) - /stuhm-uhk/ (stomach) - /jan-yoo-air-ee/ (January) <p>Provide students with a dictionary entry example.</p> <table border="1" data-bbox="479 1213 1494 1638"> <tr> <td data-bbox="479 1213 987 1638"> <p>content</p> <p>/kuhn-tent/</p> <p>adjective</p> <ol style="list-style-type: none"> 1. satisfied or showing satisfaction with things as they are <p>verb</p> <ol style="list-style-type: none"> 2. satisfy someone </td> <td data-bbox="987 1213 1494 1638"> <p>content</p> <p>/kon-tent/</p> <p>noun</p> <ol style="list-style-type: none"> 1. the things that are held or included in something </td> </tr> </table> <p>Ask students, “Which of the words and definitions above supports how the underlined word is used in each sentence?” Work together as a class to determine the correct word and pronunciation.</p> <ul style="list-style-type: none"> - Lucas was told to empty the <u>contents</u> of his pockets. 	<p>content</p> <p>/kuhn-tent/</p> <p>adjective</p> <ol style="list-style-type: none"> 1. satisfied or showing satisfaction with things as they are <p>verb</p> <ol style="list-style-type: none"> 2. satisfy someone 	<p>content</p> <p>/kon-tent/</p> <p>noun</p> <ol style="list-style-type: none"> 1. the things that are held or included in something
<p>content</p> <p>/kuhn-tent/</p> <p>adjective</p> <ol style="list-style-type: none"> 1. satisfied or showing satisfaction with things as they are <p>verb</p> <ol style="list-style-type: none"> 2. satisfy someone 	<p>content</p> <p>/kon-tent/</p> <p>noun</p> <ol style="list-style-type: none"> 1. the things that are held or included in something 		



	<ul style="list-style-type: none">- She was <u>content</u> to watch her friends play kickball at recess.- The baby looks <u>content</u> in her crib.- The toys <u>contented</u> the children for a little while.- Isobel's lunchbox <u>contents</u> included a turkey sandwich, chips, and an apple.
Student Application (3-5 minutes)	Tell students, "Now you will practice your dictionary skills on your own. You will go on a dictionary scavenger hunt."
Guidance for Diverse Learners	<ul style="list-style-type: none">• Students may benefit from having additional instruction in how to use a dictionary to clarify the meaning of unknown words.



LESSON 31

Lesson Type	Grammar
Overview of Skill/Concept	<p>Figurative language is nonliteral language, which allows for the writer to make sentences more engaging by including imagery for the reader to decipher.</p> <p>Similes are a comparison of two different things using the words “like” or “as” to make the comparison. For example, “The assistant was as busy as a bee preparing for the fundraiser.”</p> <p>Metaphors are also a comparison of two different things. However, the words “like” and “as” are not used to make the comparison. Metaphors can be slightly more complicated to interpret because, without the words “like” or “as,” it can be difficult to identify that they are comparisons. For example, “Time is money.”</p>
Materials Needed	<ul style="list-style-type: none"> • Access to the poem, “Casey at the Bat” by Ernest Lawrence Thayer. • Roll and answer prepared sentences (teacher) • Dice - access digital dice, if preferred (teacher) • Activity page (student)
SWBAT statement	SWBAT interpret similes and metaphors in context.
Attention Getter (1 minute)	<p>Tell students, “Today we’re going to listen to and analyze a poem with lots of figurative language. As we listen to the poem, I want you to think about what is happening at the baseball game, the players and the fans.”</p> <p>Here is a read-aloud version of the poem, “Casey at the Bat” with the lines of the poem on display as well.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “Oftentimes when we are reading texts, there will be figurative language that we must interpret. Authors write using figurative language to help the reader imagine what is happening in a story. Today we will dive deeper into similes and metaphors.”</p> <p>Tell students, “A simile is a comparison of two things using the words</p>



	<p>'like' or 'as.'</p> <p>Provide students with an example from the poem. Underline the simile used in the poem:</p> <ul style="list-style-type: none">- "From the benches, black with people, there went up a muffled roar, <u>Like the beating of the storm-waves</u> on a stern and distant shore" <p>Guide students to determine what this simile means. You can use the following questions to guide the discussion.</p> <ul style="list-style-type: none">- What does the word roar mean?- How is a roar from the crowd like the beating of a storm?- What does "muffled roar, like the beating of the storm-waves...on a shore" mean?- Why would the author write this line in the poem? <p>Tell students, "A metaphor is a comparison of two things without using the words 'like' or 'as'."</p> <p>Provide students with an example from the poem. Underline the metaphors used in the poem:</p> <ul style="list-style-type: none">- "And then when Cooney died at first, and Barrows did the same, <u>A pall-like</u> silence fell upon the patrons of the game." <p>Guide students to determine what these metaphors mean. You can use the following questions to guide the discussion.</p> <ul style="list-style-type: none">- What might the author mean when he says, "Cooney died at first?"- Did he really die?- Why would the author use this line in the poem?- What does "pall" mean?- What is the author comparing the silence to?- Why would the author compare silence to being pall-like?- What does it mean to have silence that is pall-like?- Why would the author say this line in the poem?
Guided Practice (2 minutes)	Tell students, "We will practice interpreting similes and metaphors with partners. Each pair of you has a sheet with 11 sentences that have either a simile or metaphor. Each of those sentences has a number next to it. I will roll a die twice, and we will add the two numbers



together. The answer will be the sentence that you and your partner work on. You and your partner will turn and talk to determine the meaning of either the simile or metaphor. Then, I will call on one student pair to share their thoughts.”

1	It was music to the student’s ears when their teacher told them they had no homework.
2	The computer in our classroom is a dinosaur.
3	After school, my sister and I are couch potatoes.
4	When I slept on the hotel bed, it was like sleeping on a cloud.
5	If we wake him too early, our dad is a grumpy bear.
6	My mom’s coffee was as hot as the sun!
7	The thunderous sky was as black as coal.
8	When Mr. Washington announced that Ethan was the star of the play, his eyes were shining like diamonds.
9	Even in a stressful situation, my dad is as cool as a cucumber.
10	Her tears were raindrops falling down her face.
11	The white clouds were as fluffy as marshmallows against the blue sky.

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

Tell students, “Now it is time to practice on your own. On your activity page are some quotes from different texts. You will read those quotes, underline the simile or metaphor, and then write what the simile or metaphor means.”

Read each sentence. Underline the simile in the sentence. On the line provided, write what the simile means.



	<ol style="list-style-type: none">1. “The transformation of the garden from its winter hibernation to springtime blossoming is attributed to magic, and each day that goes by seems <u>as if Magicians were passing through it drawing loveliness out of the earth and the boughs with wands.</u>” (<i>The Secret Garden</i> by Frances Hodgson Burnett, 1910) The transformation in the garden is attributed to magic. The author is saying that the garden is so lovely, it must be something as magnificent and special as magic.2. “Livesey, he covers <u>like a beaten dog.</u>” (<i>Treasure Island</i>) A beaten dog is one who has experienced trauma, and he is saying the character is cowering in the corner like he has been beaten. It makes us visualize that he probably has his head down and might even be shaking, he is so scared. <p>Read each sentence. Underline the metaphor in the sentence. On the line provided, write what metaphor means.</p> <ol style="list-style-type: none">3. “The fact was that the fresh wind from the moor had begun to <u>blow the cobwebs out of her young brain</u> and to waken her up a little.” (<i>The Secret Garden</i> by Frances Hodgson Burnett, 1910) The author is comparing the fresh wind from the moor blowing the cobwebs from her brain to having a clear mind.4. “He had good schooling in his young days and <u>can speak like a book when so minded</u>; and brave—a lion’s nothing alongside of Long John!” (<i>Treasure Island</i>) The author is comparing his speech and mind to a book. He is saying that he is knowledgeable.
Guidance for Diverse Learners	<ul style="list-style-type: none">• Provide students with the simile and metaphors already underlined on the activity page/roll and answer activity. This allows students to focus strictly on interpreting the meaning.



LESSON 32

Lesson Type	Grammar
Overview of /Skill/Concept	<p><i>Idioms</i> are phrases with a nonliteral meaning. They are widely used sayings that contain a figurative meaning that is different from the phrase’s literal meaning.</p> <p><i>Proverbs</i> are short, simple sayings that give advice. They reflect common sense and have a practical aspect. Proverbs often express some truth and give advice to the listener.</p> <p><i>Adages</i> are well-known proverbs that have been used for a long time. They are old, familiar sayings that express wisdom. An adage states something that is believed to be true by most people.</p> <p>Proverbs and adages are usually used interchangeably. Note that students, according to the standard, are never asked to determine the difference between a proverb and adage. Students should focus on explaining the meaning of proverbs and adages.</p>
Materials Needed	<ul style="list-style-type: none"> ● Prepared sentences with idioms, proverbs, and adages (teacher) ● Labeled 4 corners in the classroom (teacher) ● Prepared multiple choice questions (teacher) ● Activity page (student) ● Scissors and glue (student)
SWBAT statement	SWBAT explain the meaning of common idioms, proverbs, and adages.
Attention Getter (1 minute)	<p>Present students with the following phrase: “It’s raining cats and dogs.”</p> <p>Tell students, “Fold your paper in half. On the left side of the paper, I want you to draw a picture of what it would look like if it was actually raining cats and dogs.” Students should draw a picture that includes cats and dogs falling from the sky.</p> <p>Tell students, “On the right side of the paper, I want you to draw a</p>



	<p>picture of what it means when someone says it's raining cats and dogs." Students should draw a picture that shows it is heavily raining.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, "In our previous lesson, we learned about two types of figurative language: similes and metaphors. Today, we will learn about another type of figurative language - idioms. An idiom is a common saying with a meaning completely different from its literal meaning."</p> <p>Provide students with an example of an idiom. Underline the idiom used in the sentence.</p> <ul style="list-style-type: none">- After telling me a big secret, my aunt warned me not to <u>let the cat out of the bag</u>. <p>Guide students to determine the meaning of this idiom. You can use the following questions to guide the discussion:</p> <ul style="list-style-type: none">- When someone tells you a secret, what should you do?- So if you are not supposed to tell anyone the secret, what would her aunt be warning her about?- What does "let the cat out of the bag" mean? <p>Tell students, "Another type of figurative language that you may come across while reading texts is proverbs. Proverbs are short sayings that give advice."</p> <p>Provide students with an example of a proverb. Underline the proverb used in the sentence.</p> <ul style="list-style-type: none">- How dare Jordan tell me that I'm being bossy?! People who live in glass houses shouldn't throw stones. <p>Guide students to determine the meaning of this proverb. You can use the following questions to guide the discussion:</p> <ul style="list-style-type: none">- What would a glass house look like?- Why shouldn't you throw stones in a glass house?- What is the tone of the sentence?- What could it mean that people who live in glass houses shouldn't throw stones? <p>Tell students, "Another type of figurative language that you may come across while reading texts is adages. Adages are short sayings that express a general truth about human nature or the way people</p>




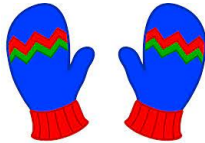

	<p>behave.”</p> <p>Provide students with an example of an adage. Underline the adage used in the sentence.</p> <ul style="list-style-type: none">- I like going on vacation, but for me, <u>home is where the heart is.</u> <p>Guide students to determine the meaning of this adage. You can use the following questions to guide the discussion:</p> <ul style="list-style-type: none">- What happens when you go on vacation?- What does the word “but” mean?- Why would someone say home is where the heart is?
<p>Guided Practice (2 minutes)</p>	<p>Use the 4 corners strategy to have students answer multiple choice questions about idioms, proverbs, and adages.</p> <p>Label each corner in the room A, B, C, or D. Present the multiple choice question on the board. Have students move to the corner of the room for the answer. Have the students standing in the correct corner explain why that is the correct answer. Continue doing this for all multiple choice questions.</p> <ol style="list-style-type: none">1. When I arrived at the party, I felt like a <u>fish out of water.</u><ol style="list-style-type: none">a. having a great timeb. was thirstyc. felt out of placed. wanted to go for a swim2. My father told me there was no sense in staring at the clock because <u>a watched pot never boils.</u><ol style="list-style-type: none">a. Things you look forward to seem to take a long time to happen.b. Waiting for something to happen will cause it to happen sooner.c. Staring at a clock will cause time to freeze.d. Water does not boil if you watch it.3. Delia was <u>feeling under the weather</u> and could not go to school on Tuesday.<ol style="list-style-type: none">a. in the rainb. feeling sickc. feeling thunder rumbled. under a cloud



	<p>4. She keeps promising me that she will finish her part of the science fair project. But, it's been two days and <u>actions speak louder than words</u>.</p> <ol style="list-style-type: none">what you do is more important than what you saydo something without planninglook for solutions in the wrong placetake up a task that you cannot finish <p>Anticipated Response:</p> <ol style="list-style-type: none">caba
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is your turn to practice interpreting the meaning of common idioms, proverbs, and adages."</p> <p>In each column are two examples of either an idiom, proverb, or adage. At the bottom of the page are the meanings of those idioms, proverbs, and adages. Cut out the meanings and glue them underneath the correct idiom, proverb, or adage.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none">To narrow down choices for students on the activity page, the teacher could write I (for idiom), P (for proverb), or A (for adage) on the meaning boxes that students cut out. This would help students know which column the meaning would go under and narrow the 6 possible choices to only 2 choices for that particular column.The <i>Amelia Bedelia</i> series could help students who struggle with idioms. The main character in these books understands everything literally and misunderstands what's being said. The teacher could read aloud part of one of these books and ask students to think about what Amelia Bedelia misunderstood and why.



LESSON 33

Lesson Type	Grammar
Overview of Skill/Concept	<p>In fifth grade, students should be able to use the relationship between words to better understand each of the words. One common way to use the relationship between words is to think about synonyms and antonyms.</p> <p>Synonyms are words that have the same, or similar, meaning compared to another word.</p> <p>Antonyms are words that have the opposite meaning compared to another word.</p>
Materials Needed	<ul style="list-style-type: none"> • Picture cards (teacher) • Prepared analogy statements (teacher) • Prepared columns with synonyms and antonyms (teacher) • Activity page (student)
SWBAT statement	SWBAT use analogies with synonyms and antonyms to understand the relationship between words.
Attention Getter (1 minute)	<p>Tell students, “Let’s complete these comparison statements.”</p> <div style="text-align: center;">  are to  just like  are to _____ </div> <p>Have students draw a picture of a comparison statement if time allows.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “Synonyms are two words that have the same, or nearly the same, meaning. Let’s think about the word ‘scared.’ What are some words that have the same meaning as scared?” Elicit responses from students. Possible answers: afraid, frightened, fearful, terrified.</p>



Tell students, “Antonyms are two words that have opposite meanings. Let’s think about the word ‘fearful.’ What are some words that have the opposite meaning as timid?” Elicit responses from students. Possible answers: outgoing, fearless, brave, bold.

Tell students, “We can use analogies to understand the relationship between words. An analogy is a comparison of two words; sometimes the two words being compared are similar and sometimes they are different. Let’s look at two examples of analogies.”

Project the following example:

- Big is to small as loud is to _____.

Guide students to complete the analogy using the following questions/statements:

- What is the relationship between big and small? (They are antonyms, so they have opposite meanings.)
- Now think about the word loud. We need to think about what words have the opposite meaning of loud.
- What words can we use as an antonym for the word loud? (quiet)

Project the following example:

- Smart is to intelligent as hard is to _____.

Guide students to complete the analogy using the following questions/statements:

- What is the relationship between smart and intelligent? (They are synonyms, so they have similar meanings.)
- Now think about the word hard. We need to think about what words have the same meaning as hard.
- What words can we use as a synonym for the word hard? (difficult or soft)

**Guided Practice
(2 minutes)**


Present three columns to students. Start in the middle column. Draw a line to match each word to its synonym in the first column. Then, draw a line to match each word to its antonym in the third column.



	synonym	word	antonym
	controlling	build	unafraid
	assemble	terrified	frigid
	scorching	hot	peaceful
	scared	bossy	demolish
Student Application (3-5 minutes)	<p>Tell students, “Now it is time for you to practice. You will put your knowledge of synonyms and antonyms to the test to complete analogies.”</p> <p>Determine whether the first two underlined words in each statement are synonyms or antonyms. Write “S” or “A” in the box below each pair. Then, complete the analogy by writing a synonym or antonym for the third word listed.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none"> 1. afraid (S) 2. destroy (A) 3. wide (A) 4. teach (S) 5. shuffle (S) 		
Guidance for Diverse Learners	<ul style="list-style-type: none"> ● On the activity page, provide students with options to choose from in order to complete the blank lines ● Allow students to use a dictionary or thesaurus to help them determine if two words are synonyms or antonyms or to find an appropriate synonym or antonym 		



LESSON 34

Lesson Type	Morphology
Overview of Skill/Concept	A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “over” means too much, more than enough; upper, outer, extra; or over, above.
Materials Needed	<ul style="list-style-type: none"> ● Picture of an overpacked suitcase (teacher) ● White board and dry erase markers (teacher) ● Flashcards (optional for diverse learners) ● Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “over.”
Attention Getter (1 minute)	<p>Display this picture for students and give them a few moments to analyze the picture.</p>  <p>Ask students, “What do you notice about this picture?”</p> <p>Guide students through a discussion about the suitcase being overpacked.</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”</p> <p>Tell students, “The prefix ‘over’ means too much, more than enough; upper, outer, extra; or over, above.”</p>



	<p>Project the following word: overestimate</p> <p>Tell students, "Look at the word overestimate. The base word is "estimate", which means to find a value that is close to the right answer. The prefix is "over", which means too much or more than. If we use our knowledge of the prefix "over", we can determine that the word overestimate means that the value selected for the right answer is more than the actual answer."</p> <p>Project the following word: overpack</p> <p>"Now look at the word overpack. The base word is "pack, which means to gather items together, often in a bag or suitcase. The prefix is "over", which means too much or more than enough. If we use our knowledge of the prefix "over", we can determine that the word overpack means that too many things were packed in a bag.</p>
Guided Practice (2 minutes)	<p>The teacher will continue practicing with students using the following words: overbite and overdo.</p> <p>The teacher will write the words on the board and ask students the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none">- overbite:<ul style="list-style-type: none">- over: upper; too much- bite: to put the teeth together- meaning: when your upper teeth are over the bottom teeth too much- overdo:<ul style="list-style-type: none">- over: too much or extra- do: accomplish or complete- meaning: to accomplish too much
Student Application (3-5 minutes)	<p>Tell students, "Now it's your turn to practice. You will complete the missing information in the chart."</p> <p>The teacher will review the completed sample on the activity page. (overpack)</p>



	<ul style="list-style-type: none">- overtime:<ul style="list-style-type: none">- over: too much; extra- time: how long it takes to complete a task- overtime: to get extra time to complete something- overconfident:<ul style="list-style-type: none">- over: too much; extra- confident: feeling sure of yourself and your abilities- overconfident: feeling extra sure of yourself and your abilities- overslept:<ul style="list-style-type: none">- over: extra- slept: to rest- overslept: to get extra rest
Guidance for Diverse Learners	<ul style="list-style-type: none">● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.● Define all of the base words on the activity page





LESSON 35

Lesson Type	Morphology
Overview of Skill/Concept	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “trans” can have three different meanings:</p> <ul style="list-style-type: none"> - across or over, - through, or - change
Materials Needed	<ul style="list-style-type: none"> ● Set of pictures of different types of transportation (teacher) ● White board and dry erase markers (teacher) ● Prepared sentences (teacher) ● Flashcards (optional for diverse learners) ● Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “trans.”
Attention Getter (1 minute)	<p>Display this set of pictures for students. Give them a few moments to analyze the set.</p> <div style="text-align: center;"> </div>



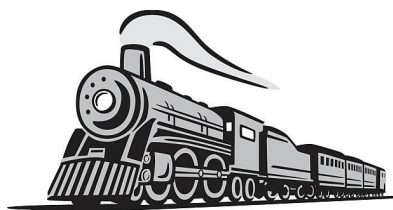
	<p>Ask students, "What do all of these pictures have in common?"</p> <p>Guide students through a discussion about the pictures being modes of transportation.</p>
<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, "A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word."</p> <p>Tell students, "The prefix 'trans' have three different meanings:</p> <ul style="list-style-type: none">- across or over,- through, or- change." <p>Project the following word: transport</p> <p>Tell students, "Look at the word transport. The base word is 'port', which means to carry. The prefix is 'trans', which means across or over. If we use our knowledge of the prefix 'trans', we can determine that the word 'transport' means to carry across or over."</p> <p>Project and read the following sentence with the word transport in it: We use the Mississippi River to transport goods from one area of the country to another.</p> <p>Ask students, "Does the word 'transport' match our definition of carrying across or over? How so?"</p> <p>Project the following word: transform</p> <p>"Now look at the word transform. The base word is 'form', which means shape. The prefix is 'trans', which means to change. If we use our knowledge of the prefix 'trans,' we can determine that the word 'transform' means that the shape of something changes."</p> <p>Project and read the following sentence with the word transform in it: Caterpillars will transform into butterflies after going through the process of metamorphosis.</p>



	<p>Ask students, “Does the word ‘transform’ match our definition of changing the shape of something? How so?”</p>																
<p>Guided Practice (2 minutes)</p>	<p>The teacher will continue practicing with students using the following words: transit and transplant.</p> <p>The teacher will write the sentences on the board and ask students which word has the prefix “trans” in it, the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none"> - transit: <ul style="list-style-type: none"> - The toy, which was on the delivery truck, was damaged in transit. - trans: across - it: go - meaning: to go from one place to another - transplant: <ul style="list-style-type: none"> - We transplanted the bird’s nest from the roof of our house to the tree in the backyard. - trans: change - plant: to set up - meaning: to change where something is located or set up 																
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it’s your turn to practice. You will complete the missing information in the chart. Then, you will use the information in the chart to fill in the blanks with words that have ‘trans’ as a prefix.”</p> <table border="1" data-bbox="477 1457 1495 1829"> <thead> <tr> <th data-bbox="477 1457 756 1558">Word</th> <th data-bbox="756 1457 987 1558">Meaning of Prefix</th> <th data-bbox="987 1457 1242 1558">Meaning of Base/Root</th> <th data-bbox="1242 1457 1495 1558">Meaning of Word</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 1558 756 1661">transmit</td> <td data-bbox="756 1558 987 1661"></td> <td data-bbox="987 1558 1242 1661"><i>mit</i> = send, pass on</td> <td data-bbox="1242 1558 1495 1661"></td> </tr> <tr> <td data-bbox="477 1661 756 1764">transparent</td> <td data-bbox="756 1661 987 1764"></td> <td data-bbox="987 1661 1242 1764"><i>par</i> = appear, show</td> <td data-bbox="1242 1661 1495 1764"></td> </tr> <tr> <td data-bbox="477 1764 756 1829">translate</td> <td data-bbox="756 1764 987 1829"></td> <td data-bbox="987 1764 1242 1829"><i>lat</i> = carry</td> <td data-bbox="1242 1764 1495 1829"></td> </tr> </tbody> </table>	Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word	transmit		<i>mit</i> = send, pass on		transparent		<i>par</i> = appear, show		translate		<i>lat</i> = carry	
Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word														
transmit		<i>mit</i> = send, pass on															
transparent		<i>par</i> = appear, show															
translate		<i>lat</i> = carry															




	transcontinental		<i>continental</i> = of a continent	
<p>Guidance for Diverse Learners</p>	<ol style="list-style-type: none"> 1. The school had to _____ the Back to School Night flyer into another language so that the Spanish speaking families would know the details of the school event. 2. The first _____ Railroad was 1,911 miles long and connected Nebraska, in the middle of the United States, to California, at the western coast of the United States. 3. When you sneeze, you can _____ germs to another person. 4. The Mississippi River water is not _____ - that's why it's called the Muddy Mississippi! <ul style="list-style-type: none"> • Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts. 			





LESSON 36

Lesson Type	Morphology
Overview of Skill/Concept	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “under” can have two different meanings:</p> <ul style="list-style-type: none"> - too little or not enough - below something
Materials Needed	<ul style="list-style-type: none"> ● Picture of something underground (teacher) ● White board and dry erase markers (teacher) ● Prepared sentences (teacher) ● Flashcards (optional for diverse learners) ● Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “under.”
Attention Getter (1 minute)	<p>Display this picture for students and give them a few moments to analyze the picture.</p>  <p>Ask students, “What do you notice about this picture?”</p> <p>Guide students through a discussion about the roots of the plant being underground.</p>
Explicit Instruction (3-5 minutes)	Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”



Tell students, "The prefix 'under' can have two different meanings:

- too little or not enough
- below something"

Project the following word: underline

Tell students, "Look at the word underline. The base word is 'line,' which is a drawn length. (Draw a line if necessary.) The prefix is 'under', which means below something. If we use our knowledge of the prefix 'under', we can determine that the word 'underline' means to draw a line below something."

Project and read the following sentence with the word underline in it: Please **underline** the key details in the passage by using your pencil to mark a line under the words on the page.

Ask students, "Does the word 'underline' match our definition of drawing a line under something? How so?"

Project the following word: underweight

"Now look at the word underweight. The base word is 'weight', which means how heavy something is. The prefix is 'under', which means too little or not enough. If we use our knowledge of the prefix 'under,' we can determine that the word 'underweight' is used to describe something that is not heavy enough or has too little weight."

Project and read the following sentence with the word underweight in it:

The puppies were **underweight** when they were born, so they were provided with additional nutrients to help them grow.

Ask students, "Does the word 'underweight' match our definition of not heavy enough? How so?"

**Guided Practice
(2 minutes)**

The teacher will continue practicing with students using the following words: underarm and underage.

The teacher will write the sentences on the board and ask students which word has the prefix "under" in it, the meaning of the prefix, the



	<p>meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none"> - underarm: <ul style="list-style-type: none"> - To prevent body odor from happening, you can wear deodorant on your underarm. - under: below - arm: upper limb on your body - meaning: underneath your arm (your armpit) - underage: <ul style="list-style-type: none"> - We could not go to the movies this weekend without our parents because we are underage; you have to be 16, but we are only 11. - under: too little or not enough - age: how old someone is - meaning: not old enough to do something
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it’s your turn to practice. You will complete the missing information in the chart.”</p> <p>The teacher will review the completed sample on the activity page. (underarm)</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts. ● Define all of the base words on the activity page





LESSON 37

Lesson Type	Morphology
Overview of Skill/Concept	A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “super” means above, over, or beyond something.
Materials Needed	<ul style="list-style-type: none"> • White board and dry erase markers (teacher) • Prepared sentences (teacher) • Flashcards (optional for diverse learners) • Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “super.”
Attention Getter (1 minute)	<p>Ask students, “What does it mean if my mom makes the tastiest spaghetti?”</p> <p>Elicit responses from students. Students should deduce that if it is the tastiest, it is the most tasty of any other spaghettis. It is the best tasting spaghetti!</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”</p> <p>Tell students, “The prefix “super” means above, over, or beyond something.”</p> <p>Project the following word: supervise</p> <p>Tell students, “Look at the word supervise. The base word is ‘vis,’ which means to see or watch. The prefix is ‘super’, which means above, over, or beyond something. If we use our knowledge of the prefix ‘super’,</p>



	<p>we can determine that the word 'supervise' means to watch over someone else."</p> <p>Project and read the following sentence with the word supervise in it: The teacher was responsible for supervising the students at recess to make sure that they followed the rules.</p> <p>Ask students, "Does the word 'supervise' match our definition of watching over someone else? How so?"</p> <p>Project the following word: superfan</p> <p>"Now look at the word transform. The base word is 'fan', which means someone who adores someone else. The prefix is 'super', which means above, over, or beyond. If we use our knowledge of the prefix 'super,' we can determine that the word 'superfan' means someone who has an extreme amount of adoration for someone else."</p> <p>Project and read the following sentence with the word superfan in it: My sister is a superfan of the New Orleans Saints; she insists on going to every game, both home games and away games.</p> <p>Ask students, "Does the word 'superfan' match our definition of someone who has an extreme amount of adoration for someone else? How so?"</p>
Guided Practice (2 minutes)	<p>The teacher will continue practicing with students using the following words: superior and superstar.</p> <p>The teacher will write the sentences on the board and ask students which word has the prefix "super" in it, the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none">- superior:<ul style="list-style-type: none">- In the Army, it is important to listen to your superior's orders.- super: above, over, or beyond something- ior: to compare- meaning: compared to someone else, higher than someone else, over someone else



	<ul style="list-style-type: none"> - superstar: <ul style="list-style-type: none"> - LeBron James, who has won 4 MVP awards, is considered a superstar in the NBA. - super: above, over, or beyond something - star: a famous person - meaning: an extremely successful famous person 																				
Student Application (3-5 minutes)	<p>Tell students, "Now it's your turn to practice. You will complete the missing information in the chart. Then, you will use the information in the chart to fill in the blanks with words that have 'super' as a prefix."</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 25%;">Word</th> <th style="width: 25%;">Meaning of Prefix</th> <th style="width: 25%;">Meaning of Base/Root</th> <th style="width: 25%;">Meaning of Word</th> </tr> </thead> <tbody> <tr> <td>superhero</td> <td></td> <td><i>hero = protector, defender</i></td> <td></td> </tr> <tr> <td>superb</td> <td></td> <td><i>b (comes from -bus) = to be</i></td> <td></td> </tr> <tr> <td>supermarket</td> <td></td> <td><i>market = a place to purchase goods</i></td> <td></td> </tr> <tr> <td>supersonic</td> <td></td> <td><i>sonic = sound</i></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. The aircraft flies at _____ speed, which is why you may see it before you hear it! 2. Clara Barton is considered a _____ because she risked her life to bring supplies and support to soldiers in the field during the Civil War. 3. The band's performance was _____, and they received a standing ovation from the crowd. 4. We have to go to the _____ to buy groceries, cleaning supplies, and items to restock the bathroom. 	Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word	superhero		<i>hero = protector, defender</i>		superb		<i>b (comes from -bus) = to be</i>		supermarket		<i>market = a place to purchase goods</i>		supersonic		<i>sonic = sound</i>	
Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word																		
superhero		<i>hero = protector, defender</i>																			
superb		<i>b (comes from -bus) = to be</i>																			
supermarket		<i>market = a place to purchase goods</i>																			
supersonic		<i>sonic = sound</i>																			

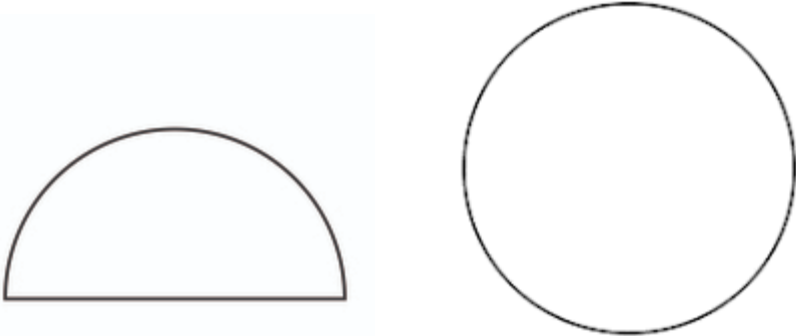


Guidance for Diverse Learners

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



LESSON 38

Lesson Type	Morphology
Overview of Skill/Concept	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “semi” can have two meanings:</p> <ul style="list-style-type: none">- half- or partly, somewhat, or less than fully.
Materials Needed	<ul style="list-style-type: none">● White board and dry erase markers (teacher)● Pictures for spot the difference activity for attention getter (teacher)● Prepared sentences (teacher)● Flashcards (optional for diverse learners)● Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “semi.”
Attention Getter (1 minute)	<p>Ask students, “Can you spot the difference between these two pictures?”</p> <p>Present to students the following pictures:</p> 



	<p>Elicit responses from students. Students should deduce that a semicircle is only part of a circle.</p>
<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, "A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word."</p> <p>Tell students, "The prefix "semi" can have two meanings:</p> <ul style="list-style-type: none">- half- or partly, somewhat, or less than fully." <p>Project the following word: semiannual</p> <p>Tell students, "Look at the word semiannual. The base word is 'annual,' which means occurring once a year. The prefix is 'semi,' which means half. If we use our knowledge of the prefix 'semi,' we can determine that the word 'semiannual' means occurring each half of a year."</p> <p>Project and read the following sentence with the word semiannual in it: The principal meets with each teacher semiannually, once in January and once in July.</p> <p>Ask students, "Does the word 'semiannual' match our definition of occurring each half of a year? How so?"</p> <p>Project the following word: semi-detached</p> <p>"Now look at the word semi-detached. The base word is 'detached,' which means separate or disconnected. The prefix is 'semi,' which means partly, somewhat, or less than fully. If we use our knowledge of the prefix 'semi,' we can determine that the word 'semi-detached' means something that is only partly separated or disconnected from something else."</p> <p>Project and read the following sentence with the word semi-detached in it:</p>



	<p>All of the houses on the block are attached, except the ones on the corners, which are semi-detached.</p> <p>Ask students, “Does the word ‘semi-detached’ match our definition of something that is only partly separated or disconnected from something else? How so?”</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will continue practicing with students using the following words: semiconscious and semicolon.</p> <p>The teacher will write the sentence on the board and ask students which word has the prefix “semi” in it, the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none"> - semiconscious: <ul style="list-style-type: none"> - In the morning, as you wake up, you are in a semiconscious state. - semi: partly, somewhat, less than fully - conscious: aware of and responding to your surroundings; awake - meaning: only somewhat aware of your surroundings; partly awake <p>The teacher will show a picture of a semicolon and a colon on the board. The teacher will discuss the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <p>semicolon:</p> <ul style="list-style-type: none"> - Pictures: ; and : - semi: half - colon: : - meaning: half of a colon
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it’s your turn to practice. You will complete the missing information in the chart.”</p> <p>The teacher will review the completed sample on the activity page. (semiconscious)</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts. ● Define all of the base words on the activity page.



LESSON 39

Lesson Type	Spelling
Overview of Skill/Concept	<p>Most commonly, /sh/ is spelled <u>sh</u> as in shop or <u>ch</u> as in chef. /sh/ can also be spelled ti, ci, or si. The following rules have been explicitly taught up until this point:</p> <ul style="list-style-type: none"> - If the /sh/ sound is found in the middle of a word, it is typically spelled with a ti, ci, or si and is followed by the suffixes -ion, -ian, -ious, or -ial. - Deciding whether to use ti, si, or ci is determined by the root word: <ul style="list-style-type: none"> - If the root word ends in t or te, the spelling ti is used. If the root word ends in te, the e will be dropped before adding the ti. - If the root word ends in a c or ce, the spelling ci is used. If the root word ends in ce, the e will be dropped before adding the ci. - If the root word ends in a s or se, the spelling si is used. If the root word ends in se, the e will be dropped before adding the si.
Materials Needed	<ul style="list-style-type: none"> ● White board and dry erase markers (teacher and students) ● Activity page (student)
SWBAT statement	SWBAT correctly spell the /sh/ sound with ti, ci, si.
Attention Getter (1 minute)	<p>Tell students, “We have been practicing how to spell the /sh/ sound. We are going to play a quick listening game. I will say some words. If you hear the /sh/ sound in the MIDDLE of the word, you will jump up.”</p> <p>Have students stand up. Read the list of words. If students hear the /sh/ sound in the middle of the word, they should jump. If the /sh/ sound is not in the middle of the word, they should remain standing but make no motion.</p> <ul style="list-style-type: none"> - ship - permission - prediction - shop - expression



	<ul style="list-style-type: none">- hush- chef- television- commercial- musician- shell- exclamation
Explicit Instruction (3-5 minutes)	<p>Tell students, "We have been learning all of the different ways to spell the /sh/ sound when we hear it in the middle of a word. Let's review the different rules we've learned with some examples."</p> <ul style="list-style-type: none">● My band teacher is a musician in a jazz band.<ul style="list-style-type: none">○ Project the sentence on the board for students to see.○ Read the sentence to students. Then, have students read the sentence aloud as a class.○ Ask students, "What word in this sentence has the /sh/ sound?"○ Students respond, "Musician."○ Ask students, "What's the base word in the word 'musician?'"○ Students respond, "Music."○ Tell students, "Because the base word ends in c, we will use the ci spelling of /sh/."○ Instruct students to write the word "musician" on their white boards. While writing the word, have students spell it aloud and then say the word one final time.● The weatherman makes a prediction about when it may rain.<ul style="list-style-type: none">○ Project the sentence on the board for students to see.○ Read the sentence to students. Then, have students read the sentence aloud as a class.○ Ask students, "What word in this sentence has the /sh/ sound?"○ Students respond, "Prediction."○ Ask students, "What's the base word in the word 'prediction?'"○ Students respond, "Predict."○ Tell students, "Because the base word ends in t, we will use the ti spelling of /sh/."○ Instruct students to write the word "prediction" on their



	<p>white boards. While writing the word, have students spell it aloud and then say the word one final time.</p> <ul style="list-style-type: none">● My grandfather loves to watch movies on his big screen television.<ul style="list-style-type: none">○ Project the sentence on the board for students to see.○ Read the sentence to students. Then, have students read the sentence aloud as a class.○ Ask students, “What word in this sentence has the /sh/ sound?”○ Students respond, “Television.”○ Ask students, “What’s the base word in the word ‘television?’”○ Students respond, “Televise.”○ Tell students, “Because the base word ends in se, we will use the si spelling of /sh/. Remember, we need to drop the e and add the i.”○ Instruct students to write the word “television” on their white boards. While writing the word, have students spell it aloud and then say the word one final time.
<p>Guided Practice (2 minutes)</p>	<p>Tell students, “We are going to continue practicing how to spell words that have the /sh/ sound in the middle of a sentence. I am going to read a word to you. You are going to look at the base word to determine whether or not we should use ti, si, or ci when spelling the word. You will write the word on your white board. We will then check to make sure you are spelling the word correctly together.”</p> <ul style="list-style-type: none">● Pollution<ul style="list-style-type: none">○ Read the word aloud to students. Then, have the students repeat the word aloud.○ Present the following to students: pollute + ion○ Tell students, “Spell the word pollution on your whiteboard.”○ As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound.○ After a few moments, ask students to spell the word aloud. The teacher should write the correctly spelled word on the board as students spell it aloud.● Electrician<ul style="list-style-type: none">○ Read the word aloud to students. Then, have the



	<p>students repeat the word aloud.</p> <ul style="list-style-type: none">○ Present the following to students: electric + ian○ Tell students, “Spell the word electrician on your whiteboard.”○ As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound.○ After a few moments, ask students to spell the word aloud. The teacher should write the correctly spelled word on the board as students spell it aloud. <ul style="list-style-type: none">● Profession<ul style="list-style-type: none">○ Read the word aloud to students. Then, have the students repeat the word aloud.○ Present the following to students: profess + ion○ Tell students, “Spell the word profession on your whiteboard.”○ As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound.○ After a few moments, ask students to spell the word aloud. The teacher should write the correctly spelled word on the board as students spell it aloud.
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it is your turn to practice spelling words that have the /sh/ sound.”</p> <p>Directions: Using the base word and ending clue to write the word spelled correctly on the line.</p> <ol style="list-style-type: none">1. (permiss + ion) _____2. (direct + ion) _____3. (frustrate + ion) _____4. (suspense + ion) _____ <p>Directions: The paragraph below has missing words that will include the /sh/ sound in the middle spelled with ti, si, or ci. When you come to a blank line, read the clue in parentheses behind the blank line. The clue will provide the base word and the ending. You must decide, based on the root word, whether to use ti, si, or ci. Write the correctly spelled word on the blank line.</p>



	<p>Lately, Cristina has started thinking about what _____ (profess + ion) she would like to have when she grows up. First, she thought about becoming a _____ (music + ian) because she enjoys playing the guitar and singing. She also likes to write songs; her song lyrics are a true _____ (express + ion) of her creativity. Next, she thought about being a _____ (televise + ion) star. She thought it would be really cool to start off by making a _____ (commerce + ial) about her favorite snack - chocolate chip cookies. Cristina also thought about being a meteorologist, or someone who makes a _____ (predict + ion) about the weather. She also thought about how she could inform people about the dangers of _____ (pollute + ion) on weather patterns.</p>
Guidance for Diverse Learners	<ul style="list-style-type: none">• Write the words on flashcards and cut them up keeping the ti, ci, and si together on one piece of the card. Students can build the words using the flashcards and isolate the /sh/ sound in each word.



LESSON 40

Lesson Type	Morphology
Overview of Skill/Concept	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “fore” can have three meanings:</p> <ul style="list-style-type: none"> - before, - front, - or superior (rank, position).
Materials Needed	<ul style="list-style-type: none"> ● White board and dry erase markers (teacher) ● Prepared sentences (teacher) ● I Have/Who Has cards cut out (teacher) ● Activity page (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “fore.”
Attention Getter (1 minute)	<p>Tell students, “Point to your forehead.”</p> <p>Ask students, “How did you know that I wanted you to point to the front of your head?”</p> <p>Tell students, “Point to your forearm.”</p> <p>Ask students, “How did you know that I wanted you to point to the front of your arm?”</p>
Explicit Instruction (3-5 minutes)	<p>Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”</p> <p>Tell students, “The prefix ‘fore’ can have three meanings:</p> <ul style="list-style-type: none"> - before, - front, - superior (rank, position).”



	<p>Project the following word: forearm</p> <p>Tell students, “Look at the word forearm. The base word is ‘arm,’ which is a limb on your body. The prefix is ‘fore’, which means front. If we use our knowledge of the prefix ‘fore’, we can determine that the word ‘forearm’ means front part of the arm.”</p> <p>Project and read the following sentence with the word forearm in it: The baseball pitcher will miss two to six weeks of games due to a broken right forearm.</p> <p>Ask students, “Does the word ‘forearm’ match our definition of the front part of the arm? How so?”</p> <p>Project the following word: forethought</p> <p>“Now look at the word ‘forethought.’ The base word is ‘thought’, which means to consider or think about. The prefix is ‘fore’, which means before. If we use our knowledge of the prefix ‘fore,’ we can determine that the word ‘forethought’ means to consider or think about something before taking action.”</p> <p>Project and read the following sentence with the word forethought in it: Playing chess requires a lot of forethought before making your next move.</p> <p>Ask students, “Does the word ‘forethought’ match our definition of considering or thinking about something before taking action? How so?”</p>
<p>Guided Practice (2 minutes)</p>	<p>I Have/Who Has</p> <p>Hand each student a card. Certain students can have two cards if you have more words than students or certain students can share a card if there are not enough cards.</p> <p>Prior to beginning the game, have students think about the meaning of their word by using the meaning of the prefix -fore and the meaning of the root word.</p>



	<p>The student with the first card reads their card to begin the game. The students must listen to see who has the “I have” card that corresponds to the “Who has” card that was just read.</p>						
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it’s your turn to practice. You will use your knowledge of the prefix -fore to complete the blanks for each sentence.”</p> <table border="0" data-bbox="462 714 1510 850"> <tr> <td>foresee</td> <td>forehead</td> <td>forefathers</td> </tr> <tr> <td>forecast</td> <td>foremost</td> <td>foreword</td> </tr> </table> <ol style="list-style-type: none"> 1. First and _____, you must complete your math homework before going to play outside. 2. John Adams, Benjamin Franklin, and Thomas Jefferson were just some of our country’s _____ who helped to write the Declaration of Independence. 3. I watch the weather _____ every morning to determine whether or not I need to pack my umbrella in my bag before leaving for school. 4. Before beginning their science fair project, Julia and Aaliyah tried to _____ any potential problems they may run into so that they could try to avoid making too many mistakes. 5. Jordan’s teacher always tells his students that it is important to read the _____ of a book because it may give good information to the reader before beginning. 6. Isaiah woke up not feeling well, so his grandma felt his _____ to see if he might have a fever. <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. foremost 2. forefather 3. forecast 4. foresee 5. foreword 6. forehead 	foresee	forehead	forefathers	forecast	foremost	foreword
foresee	forehead	forefathers					
forecast	foremost	foreword					



Guidance for Diverse Learners

- Work with students to define the words on the activity page before having them complete the sentences on the activity page.



I have
forearm

Who has
to prevent something from
happening ahead of time

I have
forego

Who has
to predict a future, event, especially
as it relates to weather

I have
forefather

Who has
the front part of a picture

I have
forethought

Who has
to go before

I have
foremost

Who has
the front part of the head

I have
forecast

Who has
a worker who supervises or directs
other workers



I have
forewarn

Who has
the front part of the arm

I have
foreground

Who has
the first finger (next to the thumb)

I have
forestall

Who has
the most important rank or position

I have
foreword

Who has
careful thinking about what may
happen in the future

I have
foreman

Who has
to tell about a future event

I have
forefinger

This is the last card!



END-UNIT CHECKPOINT

Morphology Review

Students will participate in a quiz, quiz, trade activity to review different prefixes and their meanings. Each student will need a card that has a word with the prefix fore-, semi-, super-, under-, trans-, or over- written on the front. On the back of the card, write the meaning of the word. Students should begin the activity with a partner. Partner 1 asks Partner 2, "What is the meaning of the word _____?" (word listed on the card). Partner 2 answers the question (or says she doesn't know). Partner 1 states if Partner 2's answer was correct or gives the correct answer if needed. The roles switch and Partner 2 asks Partner 1 the question. After both questions have been asked, the partners switch cards, find a new partner, and begin the process again.

Possible words to select from are listed below:

- over-: overpack, overtime, overconfident, overslept
- trans-: transmit, transparent, translate, transcontinental
- under-: underarm, underground, undertone, undercook
- super-: superhero, superb, supermarket, supersonic
- semi-: semiconscious, semicircle, semiautomatic, semisweet
- fore-: foresee, forehead, forefathers, forecast, foremost, foreword

Grammar Review

Students will participate in a writing activity to respond to one of the following prompts:

- Imagine you are building a home on Mars. Write a diary entry about your day of hard work in constructing your new home.
- Imagine you wake up as a video game character. Write a journal entry about the day you have in a new world.
- Write a paragraph describing what you would do with one million dollars.

In the written response, students must choose 4 of the following grammar elements to include.

- listing items in a series
- using correlative conjunctions
- using introductory elements
- punctuating titles
- expanding sentences
- combining sentences
- using a dialect or register
- using a simile or metaphor
- using an idiom, proverb, or adage

Once students have completed their writing assignment, have them highlight the 4 required elements used.