



FIRE

Foundational Instruction for Reading Excellence (for all students)



Unit 2 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 reviews and builds upon the foundation established in grades K-2 to enhance students' understanding of how words work and how we can use what we know about words and syntax to deepen our understanding of the meaning of text.



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

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

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

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



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



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

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

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



LESSON 1

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: <i>and</i>, <i>but</i>, and <i>because</i>.</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.</p> <p>Students should know the purpose of these conjunctions for both their reading and their writing.</p>
Materials Needed	<ul style="list-style-type: none">• visual/anchor chart of the 3 conjunctions and their purposes (teacher)• whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT explain the function of conjunctions in a sentence.
Attention Getter (1 minute)	Have you ever baked a dessert? If so, you need to make sure you have all of the correct ingredients in order for your recipe to come out the right way. If you are missing an ingredient, no one will enjoy the dessert. It is the same with writing complete sentences. If you are missing words, or use the wrong word, no one will be able to understand what you are trying to say.
Explicit Instruction (3-5 minutes)	<p>“When you are writing a sentence, each word needs to make sense and fit with the next word so that the sentence makes sense to the reader. One important part of a sentence is a conjunction. Conjunctions are used to connect words or phrases within a sentence. They help the reader gain meaning from the sentence.”</p> <p>The teacher will review the previously learned meanings of the conjunctions <i>and</i>, <i>but</i>, and <i>because</i>. (Refer to anchor chart.)</p>



	<p>The conjunction “and” connects words or phrases 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.</p> <p>“Listen to this sentence, Joe works 40 hours a week, but this week he was sick and could only work 20 hours. The conjunction is the word but. The conjunction connects the two parts of the sentence. The function of the conjunction is to show a change in direction. It shows a change in Joe’s actions.”</p> <p>“It is important to understand the purpose of the conjunctions so that you can understand the sentence. Let’s do a quick check to see if we understand the purpose of the word <i>but</i> in this sentence.”</p> <p>The teacher will ask the following questions to link meaning to the conjunctions: How many hours does Joe work each week? What change occurred in this sentence?</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will write this sentence on the board: Henry finished the race first because he has been training every day.</p> <p>The teacher and students will identify the conjunction because.</p> <p>“Remember that conjunctions have a function or purpose in the sentence. What is the function of the word <i>because</i> in this sentence?”</p> <p>The teacher will refer students to the anchor chart and guide the students to determine the function.</p> <p>“Let’s do a quick check to see if we understand the purpose of the word because in this sentence.”</p> <p>The teacher will ask the following questions to link meaning to the conjunctions: What is the reason that Henry was able to win his race?</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn to identify the conjunctions in sentences and determine the purpose that they serve within a sentence. Read each sentence, circle the conjunction in each sentence and determine the function of the conjunction within the sentence.”</p>



Guidance for Diverse Learners

Be sure that students have access to the anchor chart that explains the meaning of each conjunction. Identify the conjunction for the students and use guiding questions to help them think about the meaning behind the sentence.



LESSON 2

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>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 Unit 1 posted (teacher)• whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT identify the various sounds of /sh/ and their position within words
Attention Getter (1 minute)	Try this tongue twister: Sally sells seashells by the seashore. Now try this one: I saw Suzie sitting in a shoe shine shop. What sound do we often hear? Today we will review the different ways to spell the /sh/ sound in words.
Explicit Instruction (3-5 minutes)	<p>Ask students the different spellings that say /sh/. Refer to the anchor chart from Unit 1.</p> <p>"Today we will review 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. Let's review these examples."</p> <p>The teacher will review the examples below and identify the part of the word that spells the /sh/ sound. The teacher will also point out the suffix that follows each sound. These should be charted for the students to see.</p> <p>motion</p> <p>musician</p>



	<p>spacious (drop the e to add ious)</p> <p>facial (drop the e to add ial)</p> <p>tension (if a word ends in /d/ you use -sion)</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s look at these words together. What do you notice about the suffix? What do you notice about the letters that spell the /sh/ sound?”</p> <p>The teacher will review the following list with students. Guide the students to notice which part of the word spells the /sh/ sound and to identify the suffix.</p> <p>direction</p> <p>special mission</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now you will practice spelling the /sh/ sound in words. It is sometimes helpful to think of the base word to help you decide which spelling to use. For example, the base word of direction is direct- because it ends with a t, /sh/ is spelled ‘ti.’ Read each clue on the Activity Page and use the clue to help complete the spelling for each word.”</p>
<p>Guidance for Diverse Learners</p>	<p>Students may be given 2-3 spelling choices to see the words spelled different ways.</p> <p>Teacher may write the base word for students if it helps with the spelling of the /sh/ sound.</p>



LESSON 3

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"> • dry erase marker and whiteboard (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “fore”
Attention Getter (1 minute)	If you were playing golf and you wanted to warn others of the ball coming towards them, what could you yell? (Students should be able to respond “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. When “fore” is added to the beginning of a word, it carries the meaning of before (in time), front, or superior (rank, position).”</p> <p>“Think about the word foresight. Listen to it in a sentence, Barry had the foresight to take home his charger before leaving school. The base word is sight, the prefix is fore. Foresight means to see something as a possibility or necessity before it happens. Barry was able to see the possibility of needing a charger for his device once he got home.”</p> <p>“When trying to figure out the meaning of unfamiliar words, it is helpful to break the word apart and identify the base word and the prefix in order to determine the meaning of the new word.”</p>
Guided Practice (2 minutes)	The teacher will post the word forewarn on the board. The teacher will ask the class the following questions about the word: What is the base word and what does it mean?



	<p>What is the prefix and what does it mean? (Students can refer to anchor chart from previous lessons)</p> <p>What does the word forewarn mean?</p> <p>Can someone use that word in a sentence?</p> <p>The teacher will solicit responses and give feedback on meaningful sentences.</p> <p>The teacher can repeat the same process with the word forehead.</p>
Student Application (3-5 minutes)	<p>“Now it is your turn to read a word used in a sentence, and determine the meaning of the word. Read each word and corresponding sentence on the Activity Page and write the meaning of each word in the blank box.”</p>
Guidance for Diverse Learners	<p>Students may be given multiple choice options of possible meanings of each word.</p>



LESSON 4

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: <i>and</i>, <i>but</i>, and <i>because</i>.</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>
Materials Needed	<ul style="list-style-type: none"> • dry erase marker and whiteboard (teacher)
SWBAT statement	SWBAT write sentences containing conjunctions.
Attention Getter (1 minute)	<p>If you are baking a dessert, what do you need to make sure that you have? (All of the correct ingredients)</p> <p>If you are doing a puzzle, what do you need to make sure that you have? (All of the pieces)</p> <p>If you are writing a sentence, what do you need to make sure that you have? (All of the correct words to make the sentence make sense)</p>
Explicit Instruction (3-5 minutes)	<p>“When you are writing a sentence, each word needs to make sense and fit with the next word so that the sentence makes sense to the reader. One important part of a sentence is a conjunction. Conjunctions are used to connect words or phrases within a sentence. They help the reader gain meaning from the sentence.”</p> <p>“Let’s review the functions of the conjunctions and, but, and because.” The teacher will ask the following questions: Which conjunction shows a change in direction in the sentence? Which conjunction connects two phrases in a sentence? Which conjunction tells a reason why?</p>



	<p>“Listen to this sentence starter: <i>Lauren dyed her hair red...</i> I will finish this sentence. First I will choose a conjunction- I will use the conjunction <i>but</i>. The conjunction <i>but</i> shows a change in direction in the sentence, so to complete the sentence I will be sure to include the change. <i>Lauren dyed her hair red, but her mom made her dye it back to her natural color.</i> The word <i>but</i> shows that there was a change from the original action in the sentence.”</p>
Guided Practice (2 minutes)	<p>“Let’s try one together, My mom bought several kinds of fruit at the grocery...”</p> <p>The teacher will guide the students to complete the sentence. First choose a conjunction, then complete the sentence.</p> <p>The teacher will then use the same starter and guide the students to use a different conjunction to complete the sentence..</p>
Student Application (3-5 minutes)	<p>“Now it is your turn to write some sentences using conjunctions. Read each sentence starter, write a conjunction in each box on the Activity Page and finish the sentence so that it makes sense with your conjunction. Remember to refer to the anchor chart if needed.”</p>
Guidance for Diverse Learners	<p>Finish the sentence for the students and have them only fill in the correct conjunction.</p>



LESSON 5

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>This lesson will go over a few rules that apply to the correct spelling of the words. Base words can often help to decide which spelling to use.</p>
Materials Needed	<ul style="list-style-type: none"> • Dry erase markers and whiteboard (or students can write on their desks) (students)
SWBAT statement	SWBAT correctly spell words containing the various Latin spellings for /sh/ 'ti,' 'ci,' and 'si.'
Attention Getter (1 minute)	"Let's see how many times we can say this: I saw Suzie sitting in a shoe shine shop.
Explicit Instruction (3-5 minutes)	<p>"Today we will practice spelling 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. Let's review these examples."</p> <p>"Watch me spell the word action. I hear the /sh/ sound in the middle of the word, so I will use ti,' 'ci,' or 'si.' to spell /sh/. I know that they base word is act, so I will try 'ti' first to see if that looks correct."</p> <p>The teacher will write the word action on the board. The teacher will circle the 'ti' spelling of /sh/ and underline the suffix added to the word.</p> <p>The teacher should remind students that the base word will not always work with the spellings, but it is a good strategy to try.</p>



Guided Practice (2 minutes)	<p>“Let’s try some together. As I say a word, you will write the word with your dry erase marker.” (Students can either use an individual white board, or write on their desks) The first word is direction. Write it how you think it should be spelled and circle the part that spells /sh/ and underline the suffix.”</p> <p>The teacher will discuss the spellings that students wrote. Address any errors and show the correct way to spell the word on the board. The teacher will follow the same process with the word reflection.</p>
Student Application (3-5 minutes)	<p>“Now you will practice spelling words as I call them out. Open to your Activity Page for this lesson.”</p> <p>The teacher will call out the following words to students and give them time to write the words on their Activity Page.</p> <p>percussion prediction special magician station discussion</p>
Guidance for Diverse Learners	<p>Students can be given a choice of different spelling to choose from, rather than spelling the word on their own.</p>



LESSON 6

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"> • dry erase marker and whiteboard (teacher) • red, blue, yellow, and green crayons (student)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the suffix “-ment.”
Attention Getter (1 minute)	<p>The teacher will write this list on the board: write, adjust, ing</p> <p>“Look at this list. Which one doesn’t belong?”</p> <p>The teacher will discuss with students that ‘ing’ does not belong because it cannot stand on its own as a word. It can only be added to a real/base word. Challenge students to make a word using the list: writing, adjusting.</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. Do you remember this example from Unit 1? Let’s review it.”</p> <p>adjust (verb): The principal had to adjust the schedule.</p> <p>adjustment (noun): The principal made an adjustment to the schedule. (An adjustment is the result of something being adjusted.)</p>
Guided Practice (2 minutes)	<p>“Let’s try another example.</p> <p>The definition is the result of feeling happy or glad about something. What could the word be: disappointment, excitement, or payment?”</p> <p>The teacher will guide students to identify the base word and their meanings. The teacher will guide students to determine that excitement is the result of feeling happy or glad about something.</p>



Student Application (3-5 minutes)	<p>“Now it is your turn to try to determine the meaning of words with the suffix -ment. Read each clue on the Activity Page. Color the corresponding word with the correct color.</p> <p>Note: 2 of the word choices will not be colored. Be sure to think about the meaning of each base word.”</p>
Guidance for Diverse Learners	<p>Cross out the two words on the Activity Page that will not be used (amusement, acknowledgement) to help students narrow down their choices.</p>



LESSON 7

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">• dry erase marker and whiteboard (teacher)
SWBAT statement	SWBAT read and determine the meaning of words using their knowledge of the suffix “-ment.”
Attention Getter (1 minute)	<p>“Let’s play a quick game! It is called Would You Rather? I will give you 2 choices and you have to choose one of them.”</p> <p>The teacher will ask the students the following question:</p> <p>Would you rather hop like a bunny all day long, or move as slow as a turtle all day long?</p> <p>Let students have fun calling out their choice.</p> <p>“When answering a question like this, you have to know each choice and think about each choice before choosing one. It is the same with the activity that we will do today. It is important to think about all of the choices before choosing one.”</p>
Explicit Instruction (3-5 minutes)	<p>“Today we complete sentences by choosing the word that makes the most sense. Each sentence will have a blank with 3 words that each contain the suffix -ment. Only one word will make sense to complete the sentence”</p> <p>“Watch as I try to determine the word that makes the most sense in this sentence.”</p> <p>The teacher will write this sentence on the board.</p> <p>The hotel has many fun activities. It is famous for its (disappointment, entertainment, adjustment).</p>



	<p>The teacher will model how to read all of the choices, think about the meaning of each, and determine the correct answer. Entertainment makes the most sense because the result of fun activities is to be entertained- the noun version that the word entertained is entertainment.</p>
Guided Practice (2 minutes)	<p>“Let’s try one together.”</p> <p>He finally received (improvement, excitement, acknowledgement) for all of his charity work.</p> <p>The teacher will work with students to read each choice, think about the meaning of each, and determine the correct answer.</p>
Student Application (3-5 minutes)	<p>“Now you will try this on your own. Read the story on the Activity Page. The first paragraph should be familiar from a previous lesson. The second paragraph is new. Each sentence in the second paragraph contains 3 word choices. Circle the word that best completes each sentence.”</p>
Guidance for Diverse Learners	<p>Narrow the 3 word choices down to 2. Have students work with a partner.</p>



LESSON 8

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 “yet” shows contrast. It is similar to the conjunction <i>but</i>. It is usually used to show surprising information.</p> <p>The conjunction “or” shows that there is a choice of more than one thing</p> <p>The conjunction “unless” means <i>except if</i>. There may be an exception that will change the situation.</p> <p>Students should know the purpose of these conjunctions for both their reading and their writing.</p>
Materials Needed	<ul style="list-style-type: none"> ● premade chart listing conjunctions and purposes (teacher) ● dry erase marker and white board (teacher) ● one crayon of any color (students)
SWBAT statement	SWBAT explain the function of conjunctions in a sentence.
Attention Getter (1 minute)	<p>“We are going to play ‘Would You Rather’. For this game you have to choose between 2 scenarios. I will use the word ‘or’ to separate the 2 choices that you have.</p> <p>Would you rather be able to be invisible or be able to fly?”</p> <p>Allow students to share their answers.</p>
Explicit Instruction (3-5 minutes)	<p>“Conjunctions are words used within a sentence to make the sentence complete and more clear. We have practiced using the conjunctions: <i>and</i>, <i>but</i>, and <i>because</i>. Today we will learn the conjunctions: <i>yet</i>, <i>unless</i>, and <i>or</i>.</p> <p>The teacher should prewrite the following information on chart paper.</p>



	<p>This could also be added to the previous anchor chart for <i>and</i>, <i>but</i> and <i>because</i>.</p> <p>The teacher will read the following to the students:</p> <p>The conjunction <i>yet</i> shows contrast. It is similar to the conjunction <i>but</i>. It is usually used to show surprising information.</p> <p>The conjunction “or” shows that there is a choice of more than one thing.</p> <p>The conjunction “unless” means <i>except if</i>. There may be an exception that will change the situation.</p> <p>The teacher will write the following sentences on the board.</p> <p>“Let’s look at these examples.”</p> <p>It is raining outside, <i>yet</i> it is bright and shiny. The conjunction <i>yet</i> shows contrast. It is also giving surprising information.</p> <p>We can either go on vacation to the beach, <i>or</i> to the mountains. The conjunction <i>or</i> shows that there is a choice of more than one thing.</p> <p>I am coming to the party, <i>unless</i> I am still not feeling well. The conjunction <i>unless</i> shows that there is an exception that will change the situation.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will read the following sentences with the students and discuss the best conjunction to complete the sentence.</p> <p>Barbara will either cook dinner for her son (<i>yet</i>, <i>unless</i>, <i>or</i>) she will order dinner from a restaurant.</p> <p>Thomas will order chicken from the restaurant, (<i>yet</i>, <i>unless</i>, <i>or</i>) his mom decides to cook dinner.</p> <p>My favorite sport has always been basketball, (<i>yet</i>, <i>unless</i>, <i>or</i>) I am starting to like football more.</p>



Student Application (3-5 minutes)	“You will now complete the activity page. Think about the purpose of each conjunction. Be sure to read all of the options before choosing your answer.”
Guidance for Diverse Learners	Allow students to work with partners or in a small group. Be sure that students have access to the visuals to remind them of the purposes of each conjunction.



LESSON 9

Lesson Type	Grammar
Overview of Skill/Concept	<p>An interjection is a word or phrase that mainly expresses feeling rather than meaning. Interjections can have a positive connotation or a negative connotation.</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"> red and blue crayon (students)
SWBAT statement	SWBAT explain the function of interjections in sentences.
Attention Getter (1 minute)	<p>“Hooray! We lost the game.” Ask: What is wrong with this sentence?</p> <p>The teacher will discuss that ‘Hooray’ has a positive connotation or meaning and it cannot be used with a sentence such as ‘we lost the game’. Losing a game is not a positive thing.</p>
Explicit Instruction (3-5 minutes)	<p>“Today we will review interjections. Interjections are words or phrases that express a feeling. They can be followed by an exclamation mark or by a comma.”</p> <p>“Let’s review this example. Hooray! We won the game. Hooray is the interjection in the sentence. It expresses the feeling of being happy or excited. This is a positive feeling. It is followed by an exclamation point because it shows a strong emotion.”</p> <p>“Now let’s review this example. <i>Uh-oh, this looks bad.</i> Uh-oh is the interjection in the sentence. It expresses the feeling of the realization of difficulty. This is a negative feeling. Notice that it is followed by a comma because it does not show a very strong emotion.”</p>



Guided Practice (2 minutes)	<p>"Let's try this one together. <i>Congrats! You finally got your own home.</i>"</p> <p>The teacher will ask the following questions:</p> <p>What is the interjection? What feeling is it expressing? Is this a positive feeling? or a negative feeling?</p> <p>The teacher will follow the same process for the following sentence:</p> <p><i>Oh no, I forgot my brother's birthday.</i></p>
Student Application (3-5 minutes)	<p>"Now it is time to try it on your own. Read each sentence on the Activity Page. Circle the interjection. Color each box to show if the interjection has a positive meaning, or a negative meaning. Color positive interjections blue. Color negative interjections red."</p>
Guidance for Diverse Learners	<p>Do a few of the sentences with students in small groups if needed. Prompt students' thinking with questions about the sentence and about how they would feel if these things happened to them.</p>



LESSON 10

Lesson Type	Grammar									
Overview of Skill/Concept	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the <i>past perfect tense</i>, the <i>present perfect tense</i>, and the <i>future perfect tense</i>. 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>									
Materials Needed	<ul style="list-style-type: none"> perfect verb chart from previous lesson (teacher) 									
SWBAT statement	SWBAT use the perfect verb tenses in a sentence.									
Attention Getter (1 minute)	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 something being 'complete'.									
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. These perfect verbs are made up of an auxiliary verb- had, has, have, will have + a past participle. Today, we will review these verb tenses."</p> <p>The teacher will refer to the chart below from previous lessons.</p> <table border="1"> <tr> <td>past</td> <td>had</td> <td>happened in the past, before another action</td> </tr> <tr> <td>present</td> <td>have, has</td> <td>began in the past and continues in the present</td> </tr> <tr> <td>future</td> <td>will have</td> <td>will happen</td> </tr> </table>	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
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>The teacher will review this sentence and model answering the question:</p> <p>The tiger has lived in Audubon Zoo all of his life.</p> <p>When did the tiger live in Audubon Zoo? <i>all of his life, and he continues to live there</i></p> <p>The correct verb to use is <i>has</i>. It shows present tense. It began in the past and continues to happen in the present.</p>
Guided Practice (2 minutes)	<p>“Let’s try one together.”</p> <p>The teacher (had, have, will have) baked cookies last night for her whole class.</p> <p>The teacher will review these questions with the students:</p> <p>When did the teacher bake the cookies? <i>last night</i> Refer to the chart- What verb is the correct choice to complete this sentence? <i>had</i></p>
Student Application (3-5 minutes)	<p>“Now try to determine the correct perfect tense on your own. Remember that it is important to think about when each action is happening in order to determine the correct verb. Use the chart as a reference.”</p>
Guidance for Diverse Learners	<p>Label the word bank: had- past, has- present, will have- future</p>



LESSON 11

Lesson Type	Grammar
Overview of Skill/Concept	Verb tenses are used to convey various times, sequences, states, and conditions. 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. The activity in this lesson will help students monitor verb tense in sentences to make sure that they are used correctly within a sentence. The ultimate goal is for them to use correct verb tenses when composing sentences.
Materials Needed	<ul style="list-style-type: none"> • dry erase marker and white board (teacher)
SWBAT statement	SWBAT use correct verb tense to convey various times, sequences, states, and conditions.
Attention Getter (1 minute)	“Remember these silly 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.”</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 review the following examples for the students:</p> <p><i>painted</i>- this verb ends with -ed, which means that it already happened; painted is the past tense of the verb paint.</p> <p><i>painting</i>- this verb ends with -ing, which means that it is currently</p>



	<p>happening; painting is the present tense of the verb paint.</p> <p><i>will paint</i>- this verb has <i>will</i> added to the front, which means that it has not happened yet, but it will happen; <i>will paint</i> is the future tense of the verb paint.</p> <p>“Listen as I read this example sentence: My husband will paint the front door this weekend. This is future tense because it has not happened yet, but it will happen in the future.”</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s do these together.”</p> <p>Lucie is eating lunch in the cafeteria.</p> <p>The teacher will discuss the following questions with the students. What tense is the verb 'eating'? How can you tell? (it ends with -ing, which shows that it is happening in the present.)</p> <p>Coby watched a new movie last night. What tense is the verb 'watched'? How can you tell? (it ends with -ed, which shows that it happened already; the clue last night also shows that it happened already.)</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now it is your turn, remember the rules. 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. This rule will help you with your Activity Page.”</p>
<p>Guidance for Diverse Learners</p>	<p>Give students choices for the second part of the Activity Page. For example- Number 2 choices could be writing, wrote, will write.</p>



LESSON 12

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>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"> • dry erase markers and whiteboard (teacher)
SWBAT statement	SWBAT use commas and semicolons to separate items in a series.
Attention Getter (1 minute)	<p>Read these sentences aloud, making sure to read them with proper expression based on the punctuation. Ask students to “visualize” these sentences as they are read aloud.</p> <p>Come meet Janet, a clown, and an acrobat.</p> <p>Come meet Janet: a clown and an acrobat</p> <p>Discuss the differences between these sentences..</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>“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.</p> <p>“Watch as I form a sentence using commas to separate a list. My 3</p>



	<p>items to separate are fiction non-fiction and biography.”</p> <p>The teacher will model forming the following sentence on the board using correct comma usage.</p> <p>My choices for summer reading are either fiction, non-fiction, or biography.</p> <p>“Commas are needed to separate the 3 book choices.”</p> <p>“Semicolons can also be used to link items in a list. When the items in a list already contain commas, the semicolon is used to avoid confusion. Watch as I form a sentence using semicolons and commas to separate a list.</p> <p>My 3 items to separate are: lemon pie, my mom’s favorite chocolate pie, my brother’s favorite chocolate chip cookies, my favorite</p> <p>The teacher will model forming the following sentence on the board using correct comma and semicolon usage. The teacher should note that a colon is being used to introduce this list. If needed, explain the difference between a semicolon and a colon.</p> <p>I will bake 3 desserts for the bake sale: lemon pie, my mom’s favorite; chocolate pie, my brother’s favorite; and chocolate chip cookies, my favorite.</p> <p>“Each item in this list already has a comma and each has a description of whose favorite it is. Semicolons are needed to separate the 3 desserts.”</p>
Guided Practice (2 minutes)	<p>“Let’s try to create a sentence together using a list of 3 items. The 3 items are chromebook, school bag, and pencil.</p> <p>The teacher will guide students to form a sentence using the 3 items on the list. This sentence should only need commas. (Example sentence: You will need to bring your chromebook, school bag, and a pencil for the field trip tomorrow.)</p>



	<p>“Let’s try another one: The 3 items are: cups for the punch plates for the cake balloons for decoration (Example sentence: We still need someone to bring these items for the party: cups for the punch; plates for the cake; and balloons for decoration.)</p> <p>The teacher will guide students to form a sentence using the 3 items in the list. This sentence should need semicolons to separate the items.</p>
Student Application (3-5 minutes)	<p>“Now you will write some sentences of your own. You will be given 3 items to use in each sentence. Separate the items in the list with either commas or semicolons. Remember that semicolons are used when the list already includes commas or has a description, and a colon is used to introduce the list.”</p>
Guidance for Diverse Learners	<p>Give students the <i>who</i> and <i>what</i> to include in sentences. For example: For number 1, you could tell students that this could be a list that a kid needs to bring to baseball practice. This will help them focus on the punctuation and not the other aspects of the sentence.</p>



LESSON 13

Lesson Type	Grammar
Overview of Skill/Concept	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the <i>past perfect tense</i>, the <i>present perfect tense</i>, and the <i>future perfect tense</i>. 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>
Materials Needed	<ul style="list-style-type: none"> • pre written sentences on flash cards (teacher) • pocket chart separated into 3 columns (past perfect, present perfect, future perfect) for flash cards (teacher) • purple, blue, and green crayon (students)
SWBAT statement	SWBAT use the perfect verb tenses in a sentence.
Attention Getter (1 minute)	<p>"Listen to these sets of words and see if you can tell which item does not belong."</p> <p>computer, phone, towel</p> <p>paper, pencil, pen</p> <p>blanket, pillow, basketball</p> <p>"When items are in categories, they belong together. Today we will sort sentences into categories. We will need to make sure that each sentence belongs in the category that we put it in.</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. These perfect verbs are made up of an auxiliary verb - <i>had, has, have, will have</i> + a past participle. Today, we will identify the tense of each perfect verb. We will choose either past perfect, present perfect, or future perfect."</p>



	<p>The teacher will review/refer to the chart from Lesson 10.</p> <p>The teacher will read the following sentence from a flash card:</p> <p>Mom has been baking sweets since she was 12 years old.</p> <p>The teacher will share that mom baked in the past, and that she continues to bake in the present. The teacher will place the flashcard under the present perfect column on the pocket chart.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try some together.”</p> <p>The teacher will read the following sentences from flashcards to the students and together they will discuss the perfect tense of the verb.</p> <p>Julia will have read all of the Harry Potter books by the end of the summer.</p> <p>David had read all of the Harry Potter books before he watched the movie.</p>
<p>Student Application (3-5 minutes)</p>	<p>Now you will try on your own. Read each sentence on the Activity Page and identify the perfect verb tense. Color each box to show its verb tense:</p> <p>purple for past perfect blue for present perfect green for future perfect</p>
<p>Guidance for Diverse Learners</p>	<p>Have students identify one tense at a time. For example, use only the purple crayon at first and look for all of the past perfect sentences. Then move to blue for the present perfect and so on.</p>



LESSON 14

Lesson Type	Grammar
Overview of Skill/Concept	Verb tenses are used to convey various times, sequences, states, and conditions. Past tense verbs usually end with <i>-ed</i> , present tense verbs usually end with <i>-ing</i> , and future tense verbs usually have the verb <i>will</i> added to the front of the verb. 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. The ultimate goal is for them to use correct verb tenses when composing sentences.
Materials Needed	<ul style="list-style-type: none"> • dry erase marker, pencil, or crayon to sketch (students) • crayon (students) • dry erase marker and white board (teacher)
SWBAT statement	SWBAT use correct verb tense to convey various times, sequences, states, and conditions
Attention Getter (1 minute)	<p>The teacher will ask students to “visualize” the following sentence as it is read aloud:</p> <p>The boy will pour a glass of milk.</p> <p>The teacher will check with student’s drawings and discuss if students drew the milk already poured in the glass, or if they drew a boy about to pour a glass of milk.</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. 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.”</p> <p>“Past tense verbs usually end with <i>-ed</i>, present tense verbs usually end with <i>-ing</i>, and future tense verbs usually have the verb <i>will</i> added to the front of the verb. Think about the example that we did about the boy pouring milk. The verb ‘will pour’ is future tense, so it tells the</p>



	<p>reader that it will happen, but it has not happened yet.”</p> <p>Watch me sketch a quick picture of these sentences. I will need to think about the tense of the verb that is used in order to sketch an accurate picture. (This is a quick sketch and should not include a lot of detail.)</p> <p>Josh kicked the soccer ball right into the goal. (Picture should show a ball already inside of the soccer goal.)</p> <p>Lee will clean her room tomorrow. (This picture could be of a messy room to show that it has not been cleaned yet.)</p> <p>*If you would prefer not to sketch, you can have pictures displayed instead.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try some together.”</p> <p>(Students can sketch on paper, or use a dry erase marker on their desks.)</p> <p>Lilly dropped her ice cream on the ground.</p> <p>The boy is cleaning his dad’s car.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now, you can try some on your own. Remember to identify the verb and think about what tense it is. This is a quick sketch and should not take a long time nor should it have a lot of detail.”</p>
<p>Guidance for Diverse Learners</p>	<p>Identify the verb for students and guide/remind them to use the visual reminder of past, present, and future verb tenses.</p>



LESSON 15

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>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"> ● dry erase markers and whiteboard (teacher) ● marker (teacher) ● pocket chart (teacher) ● prewritten and pre-cut (cut at the /) sentence strips (teacher) <ul style="list-style-type: none"> ○ The final exam will cover the following: / chapter 7 the life cycle / chapter 8 plants / and chapter 9 animals. ○ To be prepared for your exam, you will need a sharpened pencil / an extra eraser / scratch paper / and a water bottle. ○ Sandra has 4 pets: a fish named Pedro / a snake named Slimy / a turtle named Markle / and a lizard named Bud.
SWBAT statement	SWBAT use commas and semicolons to separate items in a series.
Attention Getter (1 minute)	<p>The teacher will write these sentences on the board:</p> <p>Come meet Janet, a clown, and an acrobat.</p> <p>Come meet Janet: a clown and an acrobat.</p> <p>“Remember these two sentences? What is the difference between the two sentences?”</p>



	<p>The teacher will discuss the importance of the commas and review that sentence one lists 3 people to meet. Sentence 2 lists one person to meet - who is a clown and an acrobat.</p>
<p>Explicit Instruction (3-5 minutes)</p>	<p>The teacher will display the first set of sentence strips in a pocket chart. Read the sentence without punctuation and then model how to separate the items in the sentence. The teacher can use a marker to add punctuation to the sentence.</p> <p>The final exam will cover the following: chapter 7, the life cycle; chapter 8, plants; and chapter 9, animals.</p> <p>The teacher can discuss that the punctuation helps the reader understand which 3 chapters are included and what the chapters are about.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try these sentences together.”</p> <p>The teacher will display the following sentences without punctuation added. Students and teachers will discuss where to put the punctuation and separate the items in the sentence.</p> <p>To be prepared for your exam, you will need a sharpened pencil, an extra eraser, scratch paper, and a water bottle.</p> <p>Sandra has 4 pets: a fish, named Pedro; a snake, named Slimy; a turtle, named Markle; and a lizard, named Bud.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now you will practice on your own. Read the story on the Activity Page and separate the items in a series. You will use either commas or semicolons to separate items. Remember that when a comma is needed to add extra information about the item, you will need a semicolon to separate the items in the series.”</p>
<p>Guidance for Diverse Learners</p>	<p>Highlight or underline the items in the series to help students focus on where in the sentence the punctuation marks are needed.</p>



LESSON 16

Lesson Type	Grammar
Overview of Skill/Concept	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. If you take out the introductory clause, the sentence will still make sense.
Materials Needed	<ul style="list-style-type: none">● Interjection poster from Unit 1 lesson (teacher)● dry erase marker and white board (teacher)● 3 crayons (students)
SWBAT statement	SWBAT use a comma to separate an introductory element from the rest of the sentence.
Attention Getter (1 minute)	Think about a cheeseburger. It has meat, cheese, and a bun. It is perfectly complete with meat, cheese, and a bun. But...think about when you add things to a cheeseburger, like, mayo, lettuce, or pickles. It adds something extra to the taste of the cheeseburger. It is similar when writing sentences. When you add words to your sentence, it adds extra meaning and interest to your writing.
Explicit Instruction (3-5 minutes)	<p>“Today, we will review how commas are used to separate an introductory element in a sentence. An introductory element is a word, phrase, or clause that comes at the beginning of a sentence. They serve as transitions to a main sentence and they give more information to the reader. When you read introductory elements, you can change your voice a little, which helps you understand the element and also helps with your reading fluency.”</p> <p>The teacher will refer to the poster from the Unit 1 lesson and review the sentences below.</p>



	<p>Introductory word: Luckily, I was able to catch my phone before it fell into the water. Luckily is a single word used to give more information about the sentence. It tells how the person felt about being able to catch his/her phone.</p> <p>Introductory phrase: To beat my time, I ran 3 miles a day. To beat my time is a group of words used at the beginning of the sentence to give more information- it 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 a group of words used to give more information- it can stand alone.</p>
<p>Guided Practice (2 minutes)</p>	<p>“Let’s try some together.” The teacher will read each of the following sentences and discuss the following questions with the students:</p> <p>Sadly, my best friend will have to miss my birthday party. After the test, our teacher is giving us extra recess. For the best results, you should use fresh fruit for the recipe.</p> <p>What is the introductory element? Where does the comma belong? Reread with students to practice prosody in voice. If appropriate, ask students what extra information the introductory element gives.</p>
<p>Student Application (3-5 minutes)</p>	<p>“Now, for the first part of the Activity Page, you will read some sentences with introductory elements. You need to identify the introductory element and put the comma where it belongs. For the second part, you will need 3 crayons. You will need to match the introductory element to the rest of the sentence. Color the 2 matching boxes the same color to show that they go together.”</p>
<p>Guidance for Diverse Learners</p>	<p>Read sentences to students so that they can hear the change in your voice. This will help them to see the break between the introductory element and the rest of the sentence.</p>



LESSON 17

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">• one crayon (students)• dry erase marker and whiteboard (teacher)
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>“What is the difference between these two sentences?”</p> <p>Today we will learn how to cut and paste, kids. Today we will learn how to cut and paste kids.</p> <p>The teacher should exaggerate the change in voice at the comma to help students gain meaning of the sentence.</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. Today we will review ways that commas are used to separate parts of a sentence.”</p> <p>The teacher will review the following 3 ways that commas can be used. These sentences can be written on the board prior to the start of the lesson.</p> <p>“One reason to use a comma is when answering a question using yes or no.</p>



	<p>Here is an example: Yes, you are invited to my party.</p> <p>The word <i>yes</i> is set apart from the rest of the sentence. Notice how I pause and change my voice at the comma.</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.</p> <p>Here is an example: You are coming to my party, aren't you?</p> <p>The words 'aren't you' are set apart from the rest of the sentence. Notice how I pause and change my voice at the comma.</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.</p> <p>Here is an example: Ryan, you are playing center field.</p> <p>"The name <i>Ryan</i> is set apart from the rest of the sentence. Notice how I pause and change my voice at the comma."</p> <p>The teacher will model thinking about the following sentence to determine if the comma is used correctly.</p> <p>Mom, I do not want to go to school today.</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will write the following sentences on the board and discuss if the comma is used correctly.</p> <p>It's true I got a 100 A on my test. (The comma should go after <i>It's true</i>)</p> <p>Do you want to come to my house for dinner, Jamere?</p>
<p>Student Application (3-5 minutes)</p>	<p>"Now it is your turn to try some. Read each sentence on the Activity Page, if the comma is used correctly, color the box with any color crayon. If the comma is not used correctly, leave the box white. You will then write either a sentence or a question using the word or words that are given."</p>



Guidance for Diverse Learners

Read the sentences with students and exaggerate the change in voice at the comma. This may help students tell whether the comma makes sense in the sentence. For the second part of the Activity Page, give students a topic to write about to help them generate a sentence or a question.



LESSON 18

Lesson Type	Grammar
Overview of Skill/Concept	A shift in verb tense is a change in the time frame within a text. For example, if a writer uses a present tense verb in the beginning of a writing and then switches to a past tense verb. Verb tense should be consistent throughout writing. You should not shift from one tense to another if the time frame for each action or state is the same.
Materials Needed	<ul style="list-style-type: none"> • dry erase marker and whiteboard (teacher)
SWBAT statement	SWBAT recognize and correct inappropriate shifts in verb tense.
Attention Getter (1 minute)	<p>“Today we will play an acting game. I will read a sentence and you will act out each sentence.”</p> <p>The teacher will read each sentence. Briefly discuss appropriate responses after students act out each sentence.</p> <p>I will eat a piece of cake. I am eating a piece of cake. I ate a piece of cake.</p>
Explicit Instruction (3-5 minutes)	<p>When you write a sentence or a story, the verb tense that you use should be consistent. It should be easy for the reader to tell if the story happened in the past, present, or future.</p> <p>“Listen as I read this story: (The teacher should write each verb on the board as she reads them.)</p> <p>Jarad wrapped his mom’s gift. (wrapped= past tense) He used special birthday wrap for the gift. (used= past tense) He will buy the gift from the mall. (will buy= future tense, so it does not match with the rest of the story.)</p> <p>The sentence should be: He bought the gift from the mall. (bought= past tense)</p> <p>The verbs in a story should be the same tense.</p>
Guided Practice (2 minutes)	“Listen to this story. Let’s identify the verbs as we read and think about the tense of each verb.”



	<p>My family will go to my grandparents house on Sunday. (will go= future tense) Grandma will cook spaghetti and grandpa will make a salad. (will cook and will make= future tense) My mom will bring dessert. (will bring= future tense) My aunt brought garlic bread. (brought= past tense) What verb should be used instead of brought? (will bring)</p>
Student Application (3-5 minutes)	<p>“Now you will read some stories on your own. Think about the verb tense of each verb. Determine which verb is incorrect and write the correct verb on top of the incorrect verb. There will be one incorrect verb in each story.”</p>
Guidance for Diverse Learners	<p>Identify the verbs for students so that they can focus on the tense of the verb. Students may need a visual reminder of past, present, and future verbs to help them think through each tense.</p>



LESSON 19

Lesson Type	Grammar
Overview of Skill/Concept	A shift in verb tense is a change in the time frame within a text. For example, if a writer uses a present tense verb in the beginning of a writing and then switches to a past tense verb. Verb tense should be consistent throughout writing. You should not shift from one tense to another if the time frame for each action or state is the same.
Materials Needed	<ul style="list-style-type: none"> • dry erase marker and whiteboard (teacher)
SWBAT statement	SWBAT recognize and correct inappropriate shifts in verb tense.
Attention Getter (1 minute)	<p>“Today we will play an acting game. I will read a sentence and you will act out each sentence.”</p> <p>The teacher will read each sentence. Briefly discuss appropriate responses after students act out each sentence.</p> <p>I will do my homework. I am doing my homework. I did my homework.</p>
Explicit Instruction (3-5 minutes)	<p>When you write a sentence or a story, the verb tense that you use should be consistent. It should be easy for the reader to tell if the story happened in the past, present, or future.</p> <p>“Listen as I read this story: (The teacher should write each verb on the board as she reads them.)</p> <p>Tina washed her dad’s car yesterday. (washed= past tense) She scrubbed the dirt to get it clean. (scrubbed= past tense) She will rinse the car with clean water. (will rinse= future tense, so it does not match with the rest of the story.)</p> <p>The sentence should be: She rinsed that car with clean water.</p> <p>The verbs in a story should be the same tense.</p>
Guided Practice (2 minutes)	“Listen to this story. Let’s identify the verbs as we read and think about the tense of each verb.”



	<p>My family will go to the football game on Saturday. (will go= future tense) Dad will cook hamburgers, and mom will make dessert. (will cook and will make=future tense) My aunt brought juice boxes. (brought= past tense) What verb should be used instead of brought? (will bring)</p>
Student Application (3-5 minutes)	<p>“Now you will read a story on your own. Think about the verb tense of each verb. Determine which verb is incorrect and write the correct verb on top of the incorrect verb. There will be one incorrect verb in each story.”</p>
Guidance for Diverse Learners	<p>Identify the verbs for students so that they can focus on the tense of the verb. Students may need a visual reminder of past, present, and future verbs to help them think through each tense.</p>



LESSON 20

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 “yet” shows contrast. It is similar to the conjunction <i>but</i>. It is usually used to show surprising information.</p> <p>The conjunction “or” shows that there is a choice of more than one thing.</p> <p>The conjunction “unless” means <i>except if</i>. There may be an exception that will change the situation.</p> <p>Students should know the purpose of these conjunctions for both their reading and their writing.</p>
Materials Needed	<ul style="list-style-type: none">• dry erase marker and whiteboard (teacher)• display anchor chart from previous lesson on conjunctions (teacher)
SWBAT statement	SWBAT explain the function of conjunctions in a sentence and write sentences containing conjunctions.
Attention Getter (1 minute)	<p>“We are going to play ‘Would You Rather’. For this game you have to choose between 2 scenarios. I will use the word ‘or’ to separate the 2 choices that you have.</p> <p>Would you rather pet one dog 100 times or pet 100 dogs one time?”</p> <p>Allow students to share their answers.</p>
Explicit Instruction (3-5 minutes)	<p>“Conjunctions are words used within a sentence to make the sentence complete and more clear. Today we will practice using the conjunctions: <i>yet</i>, <i>unless</i>, and <i>or</i>.</p> <p>The teacher will review the purpose of these conjunctions:</p>



	<p>The conjunction “yet” shows contrast. It is similar to the conjunction <i>but</i>. It is usually used to show surprising information.</p> <p>The conjunction “or” shows that there is a choice of more than one thing.</p> <p>The conjunction “unless” means <i>except if</i>. There may be an exception that will change the situation.”</p> <p>The teacher will model completing the following sentence starter:</p> <p>I slept for 10 hours, (example response: yet I am still tired)</p>
Guided Practice (2 minutes)	<p>“Let’s try some together.”</p> <p>The teacher and students will complete the following sentence starters:</p> <p>You can buy a new jersey at the mall this weekend, (example response: unless you bring home a bad grade on your report card.)</p> <p>Please bring a cake (example response: or brownies to the party.)</p>
Student Application (3-5 minutes)	<p>“Now you can practice using conjunctions on your own. For the first section of the Activity Page, read each sentence and choose the correct conjunction. For the second part, read each sentence starter, write the conjunction or, yet, or unless in each box and finish the sentence so that it makes sense with your conjunction.”</p>
Guidance for Diverse Learners	<p>Finish the sentence for the students and have them only fill in the correct conjunction.</p>



MID-UNIT 2 CHECKLIST

This activity is a review of the skills taught in Unit 2 (Lessons 1-20).

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 reads 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>direction</u>.</p> <p>Who has the word delicious?</p>	<p>I have the word <u>delicious</u>.</p> <p>Who has a word that means before anything else in rank, importance, or position.</p>
--	---



I have the word **foremost.**

Who has a word that means the result of something being changed or adjusted.

I have the word **adjustment.**

Who has a conjunction that shows that there is a choice of more than one thing?

I have the word **or.**

Who has an interjection that has a positive meaning?

I have

“Really! That is great news.”

Who has a past tense verb?

I have the word **studied.**

Who has a sentence with an introductory element?

I have the sentence **Luckily, it stopped raining before the party.**

Who has the word disruption?



I have the word **disruption.**

Who has a conjunction that means "except if"

I have the conjunction **unless.**

Who has the present tense of the word study?

I have the word **studying.**

Who has an interjection that has a negative meaning?

I have **Ouch, that really hurt.**

Who has a sentence that needs commas?

I have the sentence:

My family has visited Florida Colorado and Atlanta.

Who has a conjunction that shows contrast?

I have the conjunction **yet.**

Who has the word that means the result of something being developed?



I have the word **development.**

Who has a sentence with a direct address?

I have

Billy, your research paper is due tomorrow.

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

Cal (blank 4 books before the end of the summer.

I have the words

will have read.

Who has a sentence that needs semicolons and commas?

I have

You will need to pack the following items: pencils to draw markers to color and a notebook to sketch in.

The End



LESSON 21

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 sentences (teacher) • 2 different colors (student)
SWBAT statement	SWBAT use a comma to separate an introductory element from the rest of the sentence.
Attention Getter (1 minute)	<p>Project the following sentence on the board: “When I bake my friends and family sample the tasty treats.” Read the sentence as is without pausing.</p> <p>Ask students, “What is hard to understand about this sentence?” Allow students to turn and talk or share-out whole class.</p> <p>Project the following sentence on the board: “When I bake, my friends and family sample the tasty treats.” Read the sentence making sure to pause when coming across the comma.</p> <p>Ask students, “Why is this sentence easier to understand?” Allow students to turn and talk or share-out whole class.</p>
Explicit Instruction (3-5 minutes)	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.”

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:

- Word: Unfortunately, it rained the day we were supposed to go to the zoo.
- Phrase: If they want to win, the soccer team must practice twice a week.
- Clause: Because her alarm clock was broken, she was late for class.

**Guided Practice
(2 minutes)**

Say to students, “Now we will practice using a comma to separate an introductory element from the rest of the sentence. On the board, there will be a sentence that has an introductory element, a comma, and a main clause. Your job is to determine if the comma is in the correct place. If you think the comma is in the correct place, walk to the right side of the room. If you think the comma is in the wrong place, walk to the left side of the room. While on your side of the room, discuss with your peers why the comma is in the correct or incorrect place. Be ready to share.”

Provide students with the following sentences:

- After the President signed the bill, Juneteenth is now a federally recognized holiday. (Comma is in the correct place.)
- If you want to be on time we need, to leave now. (Comma is in the wrong place. It should be between *time* and *we*.)
- Well I don't think, he needs to go to after school tutoring. (Comma is in the wrong place. It should be between *well* and *I*.)
- Because he enjoys helping people, he decided that he was going to be a nurse when he gets older. (Comma is in the correct place.)

After each sentence, have the students share their thinking. If the sentence has the comma in the wrong place, have the students share where the correct comma placement should be.



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

Have students get two different colors.

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. Use one color to color the boxes with the sentences that are written correctly. You will use the other color to color the boxes with the sentences that are written incorrectly. Rewrite the incorrect sentences correctly in the space provided at the bottom of the page.”

Students will complete the activity page.

<p>Well, you could do your reading assignment as soon as you get off the bus so that you still have time to play outside.</p>	<p>Before I begin painting, my picture I sketch it in pencil to prevent myself from making some mistakes.</p>	<p>By tomorrow morning the rain should, stop.</p>
<p>During the month of September, we can celebrate Hispanic Heritage Month by reading books by Hispanic authors, exploring Hispanic music, and analyzing Hispanic art.</p>	<p>If we don't leave now you will, be late to school.</p>	<p>On Wednesday afternoon, we went to the aquarium to view the penguin exhibit.</p>

Anticipated Responses:

1. Correct
2. Before I begin painting my picture, I sketch it in pencil to prevent myself from making some mistakes.
3. By tomorrow morning, the rain should stop.
4. Correct
5. If we don't leave now, you will be late to school.
6. Correct



Guidance for Diverse Learners

- 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 22

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 sentence strips for each student pair - 3 different colors (teacher)
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)	Display the following sentence: “Is it time to eat Randy?”



	<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: “Is it time to eat, Randy?”</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>
<p>Explicit Instruction (3-5 minutes)</p>	<p>Tell students, “Today we will continue working with commas. 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 sentence.” - Example: No, I will not be assigning you any math problems to complete tonight for homework. - 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: Learning about commas is so fun, isn’t it? - Direct Address: <ul style="list-style-type: none"> - Tell students, “When the person talking in a sentence says the name 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: I find it incredible, Matthew, that you can do a backflip after only a week of practice!
<p>Guided Practice (2 minutes)</p>	<p>Distribute one sentence strip (either blue or yellow) to each student. Have the punctuation marks on white sentence strips (commas, question marks, periods, exclamation marks) in a central location.</p> <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</p>



question tag, and to indicate direct address. Each of you has a part of a sentence. The part of the sentence written on the blue sentence strip is the question tag, yes or no, or the direct address. The part of the sentence written on the yellow sentence strip is the remainder of the sentence. We also have commas, periods, question marks, and exclamation points written on the white sentence strip. Your job is to find your match, put together your sentence and place the comma and the end mark in the correct place.”

don't you	you have a pet dog
isn't it	following the rules is an expectation in our classroom
yes	you should read for at least 20 minutes every day
no	you can't swim in the pool when it is lightning outside
can't you	you can put your shoes where they belong
isn't it	the garden is growing cucumbers and tomatoes
Callie	hand me that hammer
Denim	did you see that movie about the superheroes
Shane	can you pick up everyone's texts
yes	I will do the dishes right now
no	I did not get a chance to ride my bike yesterday

**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 sentences with missing commas. Read



	<p>each sentence and place the comma in the appropriate place.”</p> <p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none">1. Yes, you can put away your devices now.2. Excuse me, Mr. Wilson, where should I put my backpack?3. Folktales is a genre of fiction, isn't it?4. Eat your fruit, Melissa, before leaving the table.5. The dishwasher needs to be unloaded, doesn't it?6. No, I can't do that today because I am having dinner with my grandfather.7. Make sure you drink your milk at lunch, Jackson.8. Zane, do you know where the dog is?
Guidance for Diverse Learners	<ul style="list-style-type: none">• Read the sentences aloud to students. Tell students to listen while you read aloud for a pause. Have students put the comma where they hear the pause as it is read to them.



LESSON 23

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"> ● Anchor chart created during Unit 1 Lesson 25 (teacher) ● Prepared blank t-chart with headings - 1 per group (student) ● Prepared flashcards with titles - 1 set per group (student) ● Colors - yellow, black, red, and blue (student)
SWBAT statement	SWBAT use underlining, quotation marks, or italics to indicate titles of works.
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: <i>cake</i> “slice”</p> <p>Here are a few more examples that you can use to support students:</p>



	<ul style="list-style-type: none"> - <i>flower</i> “petal” - <i>cookie</i> “chocolate chip” - <i>Louisiana</i> “Baton Rouge” - <i>book</i> “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>Display the anchor chart on punctuating titles that students generated in Unit 1 Lesson 25.</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.”</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.”</p> <p>As you are reviewing the anchor chart, add more examples as needed.</p> <p>Example of anchor chart provided in Unit 1 Lesson 25:</p> <table border="1" data-bbox="479 1312 1494 1764"> <thead> <tr> <th data-bbox="479 1312 982 1417">Large Works (underline/italics):</th> <th data-bbox="982 1312 1494 1417">Small Works (quotation marks):</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1417 982 1764"> <p><u>Holes</u> (a book) <i>Encanto</i> (a movie) <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> </td> <td data-bbox="982 1417 1494 1764"> <p>“Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song) “The Making of a Scientist” (an article) “The Boy Who Cried Wolf” (a short story)</p> </td> </tr> </tbody> </table> <p>Note: Your anchor chart may look different depending upon works that your students may have generated during that lesson.</p>	Large Works (underline/italics):	Small Works (quotation marks):	<p><u>Holes</u> (a book) <i>Encanto</i> (a movie) <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>“Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song) “The Making of a Scientist” (an article) “The Boy Who Cried Wolf” (a short story)</p>
Large Works (underline/italics):	Small Works (quotation marks):				
<p><u>Holes</u> (a book) <i>Encanto</i> (a movie) <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>“Paul Revere’s Ride” (a poem) “Can’t Stop the Feeling” (a song) “The Making of a Scientist” (an article) “The Boy Who Cried Wolf” (a short story)</p>				



**Guided Practice
(2 minutes)**

Tell students, “We will now determine whether we should use underlines/italics or quotation marks for titles. With your group, you will sort the works into the correct category.”

Provide students with a t-chart labeled with underline/italics on one side and quotation marks on the other side. Additionally, provide them with flashcards with titles written on them with the type of work written in parentheses underneath. Students will work with their group to sort the titles into the appropriate category.

Possible work titles to write on the flashcards:

- Esperanza Rising (a book)
- Despicable Me (a movie)
- Wicked (a play)
- Fuller House (a TV show)
- Ladybug (a magazine)
- New York Times (a newspaper)
- The Crocodile (a poem)
- Better When I’m Dancin’ (a song)
- America the Melting Pot (an article)
- Thank You, Ma’am (a short story)

Anticipated Responses:

Underline/Italics	Quotation Marks
<ul style="list-style-type: none"> - Esperanza Rising (a book) - Despicable Me (a movie) - Wicked (a play) - Fuller House (a TV show) - Ladybug (a magazine) - New York Times (a newspaper) 	<ul style="list-style-type: none"> - The Crocodile (a poem) - Better When I’m Dancin’ (a song) - America the Melting Pot (an article) - Thank You, Ma’am (a short story)

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

Say to students, “Now it’s your turn to practice. On your activity page, there is a chart. You will circle the choice that shows the correct punctuation of the title provided. After you have finished answering all of the questions, you will color the picture on the next page using



	<p>the corresponding color choice that you selected when answering the questions.”</p> <p>Anticipated Response:</p> <ol style="list-style-type: none">1. blue2. red3. yellow4. blue5. black6. yellow
Guidance for Diverse Learners	<ul style="list-style-type: none">• 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 24

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)
SWBAT statement	SWBAT expand sentences to provide details in order to help the reader visualize sentences.
Attention Getter (1 minute)	<p>Ask students to visualize two sentences: one simple and one expanded.</p> <p>Ask students to visualize the following sentence: "My lion roared."</p> <p>Ask students, "What did you picture?" Elicit responses from students.</p> <p>Ask students to visualize the following sentence: "After being approached by the zookeeper, the ferocious lion roared loud enough for the entire zoo to hear."</p> <p>Ask students, "What did you picture?" Elicit responses from students.</p> <p>Ask students, "How did you picture the second sentence differently?"</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.”

Tell students, “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 boy yawned.

Ask the following questions and elicit responses from students:

- Who/What? The sentence does tell us that the boy yawned, but we can still add an additional detail about the boy to better describe him.
 - The exhausted boy yawned.
- When? The sentence tells us that the exhausted boy yawned. Let's think about when someone who is exhausted would yawn.
 - In the middle of his teacher giving directions, the exhausted boy yawned.
- How? The sentence tells us that in the middle of his teacher giving directions, the exhausted boy yawned. How would someone who is exhausted yawn?
 - In the middle of his teacher giving directions, the exhausted boy loudly yawned.

Tell students, “Let’s compare the two sentences.” Project the original sentence and the expanded sentence for students to compare:

- The boy yawned.
- In the middle of his teacher giving directions, the exhausted boy loudly yawned.

**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 on a sentence strip. Have them work together to expand the sentence. Students should rewrite the sentence on a whiteboard.

- He shopped.
- The river winds.
- The children skip.



	<ul style="list-style-type: none">- The team huddled.- The stars shine.- The leaves fall.- The frog leaps.- The mom bakes. <p>The teacher should circulate as students are working to monitor and assist as necessary. Where needed, provide pairs with the exact question words to use to expand the sentence.</p> <p>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. Remember that you do not have to use every question word to expand a sentence."</p> <p>Students will complete the activity page.</p> <ol style="list-style-type: none">1. The soccer team runs.2. The ballerina twirls.3. The lights twinkle.4. The boy laughs.
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 25

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)
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: Clara Barton was a Civil War nurse. Clara Barton was also an educator. She was intelligent. She excelled in school. She became a teacher at the age of 17. The Civil War began. Clara Barton started collecting supplies for the soldiers. She also collected clothing for the soldiers. She collected food for the soldiers. More help was needed. She was allowed to work in the hospitals on the front lines.</p> <p>Ask students, "What do you notice about the flow of 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, "To combine sentences 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:



- Susan B. Anthony worked to achieve voting rights for women.
- Elizabeth Cady Stanton worked to achieve voting rights for women.
- Tell students, "Both of these sentences are about someone working to achieve voting rights for women, 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 "Susan B. Anthony" and "Elizabeth Cady Stanton."
- Rewrite the new sentence: Susan B. Anthony and Elizabeth Cady Stanton worked to achieve voting rights for women.
- 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 go to the bowling alley.
 - Another idea is that we could go to the park to play.
 - 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 "go to the bowling alley" and "go to the park to play."
 - Rewrite the new sentence: We could go to the bowling alley or go to the park to play.
- 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 take dance lessons.
 - I had already signed up for piano lessons on the same day.
 - 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



	<p>combine these two sentences?" Elicit responses from students.</p> <ul style="list-style-type: none">- Rewrite the new sentence: I wanted to take dance lessons, but I had already signed up for piano lessons on the same day.- 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">- I do my classwork.- I get to practice typing on my Chromebook.- 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: After I do my classwork, I get to practice typing on my Chromebook.
<p>Guided Practice (2 minutes)</p>	<p>Tell students, "We will now practice combining sentences in a paragraph to make the paragraph clearer and less redundant. Let's revisit the paragraph from the beginning of the lesson and combine some of the sentences."</p> <p>Read the following paragraph as is: Clara Barton was a Civil War nurse. Clara Barton was also an educator. She was intelligent. She excelled in school. She became a teacher at the age of 17. The Civil War began. Clara Barton started collecting supplies for the soldiers. She also collected clothing for the soldiers. She collected food for the soldiers. More help was needed. She was allowed to work in the hospitals on the front lines.</p> <p>Tell students, "Let's underline sentences we should combine. Then, we will rewrite the paragraph."</p> <p>Anticipated Response: Clara Barton was a Civil War nurse and an educator. She was intelligent and excelled in school, so she became a teacher at the age of 17. After the Civil War began, Clara Barton started collecting</p>



	<p>supplies, clothing, and food for the soldiers. More help was needed, so she was allowed to work in the hospitals on the front lines.</p>
Student Application (3-5 minutes)	<p>Tell students, “Now it is your turn to practice on your own. On your activity page, you will find two simple sentences. Combine those two sentences to make one, new sentence. Rewrite the new sentence on the lines provided. Remember that you can combine subjects or predicates or you can use coordinating or subordinating conjunctions to combine your sentences.”</p> <p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none">1. Mr. Turner and Mrs. Henry are my teachers.2. My dad told me I had to fold my clothes and wash the car.3. I wanted to buy nachos at the concession stand, but I didn’t have enough money.4. Since the bus didn’t pick me up, I was late to school.
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 26

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 excerpts/sentences (teacher)
SWBAT statement	SWBAT identify different dialects and registers used in stories.
Attention Getter (1 minute)	<p>Tell students, "Some words or phrases are clues to where you're from."</p> <p>Ask students, "What do you call the shoes that you wear on your feet when you want to play outside?" Elicit responses from students.</p> <ul style="list-style-type: none"> Tell students, "If you hear someone call them tennis shoes, they are likely from the southern region, middle region, or western region of the US. If you hear someone call them sneakers, they are likely from the northeast region of the US." <p>Ask students, "What do you call the bugs that light up at night?" Elicit responses from students.</p> <ul style="list-style-type: none"> Tell students, "If you hear someone call them lightning bugs, they are likely from the right half of the US. If you hear someone call them fireflies, they are likely from the left half of the US." <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>



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

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 register."

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."

Provide students with examples from texts. After reading each excerpt aloud, ask students how they know what time period and/or region the characters are from based on what was read. Use the following examples:

- Southern Dialect: "Daniel Watson! What are we gonna do? What do y'all do when this happens he-uh?" (*The Watsons Go to Birmingham - 1963*)
- Olden Times: "Today Papa gave Thomas and me new copy-books, black-walnut ink, and quills. I shall use mine for a diary, as well as for schoolwork. The house is still. I write in the loft by candle-light while Thomas and Eliza sleep near me." (*Standing in the Light: The Captive Diary of Catharine Carey Logan*)

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).

Provide students with examples. After reading each sentence aloud, ask students how they know whether the register used was formal or informal. After reading both sentences, ask students to compare the two sentences and determine when and with whom they would use each sentence. Use the following examples:



	<ul style="list-style-type: none"> - Informal: I'm goin' to the store. Whatcha need? - Formal: I am going to the store. Is there anything you would like me to pick up for you?
<p>Guided Practice (2 minutes)</p>	<p>Tell students, "We will now practice identifying elements of dialect. We will look at an excerpt from a text. We will think about and identify the parts of the excerpt that let us know the region and/or time period this book may be set."</p> <p>Project the following excerpt: "'Hey, y'all,' Mama called through the open window. 'Look what I got.' She waved a giant bag of M&M's at us." (<i>How to Steal a Dog</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 may be set in the south because it says "y'all" and "Mama." <p>Tell students, "We will now practice identifying if sentences are written in a formal or informal register. We will look at excerpts from some texts. We will think about and identify the parts of the excerpt that let us know if it is informal or formal register."</p> <p>Project the following excerpts:</p> <ul style="list-style-type: none"> - "I am not afraid of storms, for I am learning how to sail my ship." (<i>Little Women</i>) <p>Anticipated Responses:</p> <ul style="list-style-type: none"> - Formal: no contractions, serious tone
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is your turn to try it on your own. On your activity page, you will have two parts to complete. In the first section, you will read the excerpt from the text and determine what dialect (region and/or time period) the excerpt may portray. Then, underline the parts of the excerpt that helped you identify the elements of dialect. In the second section, you will read the sentence and identify if the sentence is written using a formal or informal register. Then, you will underline the parts of the sentence that helped you to identify if the sentence was written using a formal or informal register."</p>



	<p>Students should work to complete the activity page independently.</p> <p>Dialect - Anticipated Response:</p> <ol style="list-style-type: none">1. Southern: “<u>Ain’t</u> he played me tricks enough like that for me to be looking out for him by this time? But old fools is the biggest fools <u>there is</u>. Can’t learn an old dog new tricks, as the saying is. But my goodness, he never plays them alike, <u>two days</u>, and how is a body to know what’s coming? He <u>’pears</u> to know just how long he can torment me before I get my dander up, and he knows if he can make out to put me off for a minute or make me laugh, it’s all down again and I can’t hit him a lick.” (<i>The Adventures of Tom Sawyer</i>)2. Olden: “Now,” said Gerald, ‘you mark my words. In the middle of this maze <u>we shall find the secret enchantment</u>. Draw your <u>swords</u>, my merry men all, and hark forward tallyho in the utmost silence.” (<i>The Enchanted Castle</i>) <p>Register - Anticipated Responses:</p> <ol style="list-style-type: none">1. Informal: Hold on for one <u>sec</u>.2. Informal: Are you <u>gonna</u> be able to come over, or what?3. Formal: I <u>apologize</u>, but I <u>will not</u> be able to attend the <u>function</u> after work.
Guidance for Diverse Learners	<ul style="list-style-type: none">● Consider using quotes from texts that are being read in the classroom. This will allow the students to make connections between what they’re learning about dialect and register to the text they are reading in class.● Extension: Students can rewrite informal register sentences in a formal register.● Extension: Students can locate examples of different dialects in texts within the classroom.



LESSON 27

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"> ● Root word anchor chart created in Unit 1 (teacher) ● Whiteboard (teacher and students) ● Dry erase marker (teacher and students)
SWBAT statement	SWBAT use common Greek and Latin root words as clues to the meanings of words.
Attention Getter (1 minute)	<p>Provide students with the following word: geomorphologist</p> <p>Ask students to try to determine the meaning of the word. Students may recognize “geo” as meaning earth. The word “geomorphologist” is someone who studies geomorphology, which is the study of how landforms have evolved and changed over time.</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: overeat</p> <p>Tell students, “We know the prefix over- means too much, and we know the word eat means to consume food. If we put those parts</p>



together and add the meanings together, we know the word 'overeat' means to consume too much food."

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 the completed anchor chart from Unit 1 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, script	to write	describe	bene	good, well	beneficial
pod, ped	foot	pedicure	an, en	year, Yearly	annual
cycl	circle, wheel	bicycle	tract	to pull	tractor



	<ul style="list-style-type: none"> - 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
<p>Guided Practice (2 minutes)</p>	<p>Tell students, "I am going to provide you with a word that has one of our root words in it. Your job is to locate the root word and underline it. Once you have located the root word, your job is to determine what that word is going to be used for. Remember to use our anchor chart to help you. Let's do an example together."</p> <p>Provide students with the following word: hydrosphere. Ask students, "What part of this word is a root word?" Elicit responses from students and underline hydr. Ask students, "Now that I know hydr is the root word, in what context would I use the word hydrosphere?" Elicit responses from students. Students should respond that the word hydrosphere would be used when talking about water.</p> <p>Tell students, "Now you will try some on your own."</p> <p>Provide students with the following words:</p> <ul style="list-style-type: none"> - inscribe - thermos - anniversary - benefactor
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is your turn to try it on your own. On your activity page, there are sentences written with blank lines. The blank lines</p>



	<p>represent a missing root word. Determine which root word from the box makes the sentence true. Then, underline the clue in the sentence that helped you select the missing root word. Be sure to reread the sentence with the completed root word to make sure that the sentence makes sense. Use the anchor chart in our classroom to help you select the correct root word.”</p> <p>Have students independently complete the activity page.</p> <p>Anticipated responses:</p> <ol style="list-style-type: none">1. hydr2. rupt3. struct4. fract5. tract6. astr
Guidance for Diverse Learners	<ul style="list-style-type: none">● Provide students with just the meaning of the root words on the activity page (hdry, rupt, struct, fract, tract, and astr) so that students can easily identify which root word goes with which blank line.● On the activity page, underline the clue word for students (water, break, building, broken, pulling, stars) to more easily select which root word belongs on the blank line.



LESSON 28

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 “live” and “tear” (teacher)● Access to a print or digital dictionary (student)
SWBAT statement	SWBAT use reference materials to pronounce and define words in order to clarify the meaning of key words.
Attention Getter (1 minute)	<p>Project the following word for students to see: “live”</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 i sound and the short i sound.</p> <p>Ask students, “How do you know when to say /liv/ or /līve/?”</p>
Explicit Instruction (3-5 minutes)	<p>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.”</p> <p>Project an example of an entry from a dictionary:</p>



live

/liv/

noun

1. remain alive
2. make one's home in a particular place or with a particular person

lives

lived

live

/līv/

adjective

3. not dead; living
4. relating to a performance given in person, not on a recording
5. (of a wire or device) connected to a source of electric current

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 components 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 there are 5 separate definitions for the word live.
- A print dictionary is organized in alphabetical order and can help 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. (The teacher should pronounce the word 'live' 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 live or live in these sentences. When I read the sentence aloud, I'm going to say the word both ways. We are going to analyze the context in which the word is being used, identify the meaning, and determine which pronunciation should be



	<p>used. Then, we will reread the sentence with the correct pronunciation of the word 'live.'"</p> <p>Provide students with the following sentences:</p> <ul style="list-style-type: none"> - An African bush elephant will live between 60-70 years. - Once a week at the seafood restaurant, there is live music playing. - There is a live current running through the electricity poles. - I live in the second to last house on the street. - The insectarium has a lot of live insects and butterflies to help you learn all about the world of bugs! <p>Read each sentence, saying the word "live" 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 "live."</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"> - /hä-stīl/ (hostile) - /dämə-nāt/ (dominate) - /səmə-rīz/ (summarize) - /eks-pek't-ā-SH(ə)n/ (expectation) <p>Provide students with a dictionary entry example.</p> <table border="1" data-bbox="477 1419 1495 1843"> <tr> <td data-bbox="477 1419 987 1843"> <p>tear</p> <p>/ter/</p> <p>verb</p> <ol style="list-style-type: none"> 1. pull or rip (something) apart or to pieces with force 2. move very quickly in a reckless or excited manner </td> <td data-bbox="987 1419 1495 1843"> <p>tear</p> <p>/tir/</p> <p>noun</p> <ol style="list-style-type: none"> 4. a drop of clear salty liquid secreted from glands in a person's eye when they cry or when the eye is irritated. 5. the state or action of </td> </tr> </table>	<p>tear</p> <p>/ter/</p> <p>verb</p> <ol style="list-style-type: none"> 1. pull or rip (something) apart or to pieces with force 2. move very quickly in a reckless or excited manner 	<p>tear</p> <p>/tir/</p> <p>noun</p> <ol style="list-style-type: none"> 4. a drop of clear salty liquid secreted from glands in a person's eye when they cry or when the eye is irritated. 5. the state or action of
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	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>noun</p> <p>3. a hole or split in something caused by it having been pulled apart forcefully</p> </td> <td style="width: 50%; vertical-align: top;"> <p>crying</p> <p>verb</p> <p>6. produce tears</p> </td> </tr> </table> <p>Ask students, “Which of these 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"> - He was so hurt by her unkind words, he was nearly in <i>tears</i>. - When I redo my living room, I will <i>tear</i> up the old carpet and replace it with wood floors. - There was a <i>tear</i> in her shorts after they got caught on a fence post. - A <i>tear</i> fell down her cheek as she waved goodbye to her grandmother. 	<p>noun</p> <p>3. a hole or split in something caused by it having been pulled apart forcefully</p>	<p>crying</p> <p>verb</p> <p>6. produce tears</p>
<p>noun</p> <p>3. a hole or split in something caused by it having been pulled apart forcefully</p>	<p>crying</p> <p>verb</p> <p>6. produce tears</p>		
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now you will practice your dictionary skills on your own. You will go on a dictionary scavenger hunt.”</p> <p>Students will use either a print or digital dictionary to answer the following questions.</p> <ol style="list-style-type: none"> 1. What part of speech (noun, verb, etc.) is the word publish? _____ 2. When the word answer is used as a noun, its definition is _____. 3. Show the pronunciation of the word course. _____ 4. How many definitions are there for the word advance? _____ 5. What is the first meaning of the word obsolete? _____ 6. Write a sentence using the second meaning of the word reliable. _____ 		
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Provide students with the dictionary excerpts for the scavenger hunt so that students do not have to look up the words in the dictionary. ● Modify dictionary excerpts to eliminate any information students may not need. 		



LESSON 29

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 what is being compared. For example, “Time is money.”</p>
Materials Needed	<ul style="list-style-type: none"> • Prepared sentences with similes and metaphors (teacher) • Prepared simile and metaphor matching cards (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 song with an example of figurative language. As we listen to the song, I want you to think about what we learn about the characters through this song.”</p> <p>Play part of a song that includes an example of a simile or metaphor. Access a video that includes several examples. Pause the video and discuss the simile or metaphor in the song.</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 ‘like’ or ‘as.’”</p> <p>Provide students with an example of a simile. Underline the simile</p>



	<p>used in the sentence:</p> <ul style="list-style-type: none"> - We have to be <u>as quiet as a mouse</u> when we go to the library. <p>Guide students to determine what this simile means. You can use the following questions to guide the discussion.</p> <p>What do you know about a mouse? What do you know about how you should be in a library? What does “as quiet as a mouse” mean? Why would a writer use this simile?</p> <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 of a metaphor. Underline the metaphor used in the sentence:</p> <ul style="list-style-type: none"> - Going on vacation was a <u>breath of fresh air</u>. <p>Guide students to determine what this metaphor means. You can use the following questions to guide the discussion.</p> <p>What is the author comparing “vacation” to? Why would the author compare a vacation to a breath of fresh air? What does it mean for something to be a breath of fresh air? Why would a writer use this metaphor?</p>						
<p>Guided Practice (2 minutes)</p>	<p>Tell students, “Each of you has a card that has either a sentence with a simile or metaphor on it or the meaning of a simile or metaphor. Your job is to find your match. If you have the card with the sentence, you want to find the matching card that has the meaning. If you have the card with the meaning, you want to find the matching card that has the sentence.”</p> <table border="1" data-bbox="477 1493 1495 1829"> <tr> <td data-bbox="477 1493 987 1591">My new baby brother is as cute as a button.</td> <td data-bbox="987 1493 1495 1591">pretty or attractive in a dainty way</td> </tr> <tr> <td data-bbox="477 1591 987 1766">Mrs. Guillot said she was going to be as busy as a bee this weekend grading all of our essays.</td> <td data-bbox="987 1591 1495 1766">when someone has a lot of work to do</td> </tr> <tr> <td data-bbox="477 1766 987 1829">After going to school and soccer</td> <td data-bbox="987 1766 1495 1829">to sleep very soundly</td> </tr> </table>	My new baby brother is as cute as a button.	pretty or attractive in a dainty way	Mrs. Guillot said she was going to be as busy as a bee this weekend grading all of our essays.	when someone has a lot of work to do	After going to school and soccer	to sleep very soundly
My new baby brother is as cute as a button.	pretty or attractive in a dainty way						
Mrs. Guillot said she was going to be as busy as a bee this weekend grading all of our essays.	when someone has a lot of work to do						
After going to school and soccer	to sleep very soundly						



	<p>practice, I'm going to sleep like a log!</p>	
	<p>My grandfather is as wise as an owl.</p>	<p>very smart and intelligent</p>
	<p>Thomas was a big baby when he struck out during the baseball game.</p>	<p>someone whose behavior is immature</p>
	<p>The day before our holiday break, our classroom was a zoo.</p>	<p>a place that's wild and crazy</p>
	<p>She's a big chicken when it comes to riding upside down rollercoasters.</p>	<p>someone who is fearful; not brave</p>
	<p>I'll give you a hand bringing in the heavy boxes!</p>	<p>I can help you out</p>
	<p>Have students participate in the matching activity.</p>	
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is time to practice on your own. On your activity page are some sentences. You will read those sentences, underline the simile or metaphor, and then write the meaning of the simile or metaphor on the lines provided."</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> 1. The stars twinkled <u>like diamonds</u> in the night sky. 2. Mrs. Guidry's essay that she assigned to us was <u>as easy as ABC</u>. 3. After skipping lunch, Jason ate <u>like a pig</u> when he finally sat down for dinner. 4. Hearing that we didn't have homework was <u>music to my ears</u>. 5. Her nose was <u>an icicle</u> after playing outside for recess. 6. The bed was <u>a soft cloud</u> under my body after a long, tiring day. 	
<p>Guidance for Diverse Learners</p>	<p>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.</p>	



LESSON 30

Lesson Type	Grammar
Overview of Skill/Concept	<p>Idioms 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>Proverbs 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>Adages 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) ● Colors - green, brown, black, and red (student)
SWBAT statement	SWBAT explain the meaning of common idioms, proverbs, and adages.
Attention Getter (1 minute)	<p>Present students with the following phrase: "Time flies when you're having fun."</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 time was actually flying." Students should draw a picture that includes a clock with wings.</p> <p>Tell students, "On the right side of the paper, I want you to draw a picture of what it means when someone says time flies."</p> <p>Ask students, "Which picture would you show someone to explain the meaning of this phrase?"</p>



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

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."

Provide students with an example of an idiom. Underline the idiom used in the sentence.

- Right before her dance recital, Rebecca got cold feet and did not want to go on stage.

Guide students to determine the meaning of this idiom. You can use the following questions to guide the discussion:

- When someone is about to perform on stage in front of people, how may that person feel?
- So if someone may feel nervous, what could potentially happen?
- What does "get cold feet" mean?

Tell students, "Another type of figurative language that you may come across while reading texts is proverbs. Proverbs are short sayings that give advice."

Provide students with an example of a proverb. Underline the proverb used in the sentence.

- Even though I was late turning in my science project, I figured it was better late than never.

Guide students to determine the meaning of this proverb. You can use the following questions to guide the discussion:

- What happens if you are turning in an assignment late rather than never turning it in at all?
- What is the tone of the sentence?
- What could "better late than never" mean?

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 behave."

Provide students with an example of an adage. Underline the adage used in the sentence.



	<ul style="list-style-type: none">- When Elizabeth and Heather had the same idea, their teacher told them that great minds think alike. <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 two people have the same idea?- Why would it be considered a great idea if two people think about it?- Why would someone say great minds think alike?
Guided Practice (2 minutes)	<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. Please <u>draw the curtains</u> so it will be easier to see the movie.<ol style="list-style-type: none">a. make a picture of the curtainsb. push the curtains asidec. open the curtainsd. close the curtains2. Can you please <u>keep an eye out</u> for my missing phone? I can't seem to find it.<ol style="list-style-type: none">a. be aware that it's missingb. buy another one just like itc. remember what it looks liked. help look for it3. Don't worry about our end of year project just yet. We'll <u>cross that bridge when we come to it</u>.<ol style="list-style-type: none">a. start working on the project nowb. work on the project when it's timec. walk across the bridged. find a bridge and cross it
Student Application (3-5 minutes)	<p>Say to students, "Now it's your turn to practice. On your activity page, there is a chart. You will circle the choice that shows the correct meaning of the idiom, proverb, or adage. After you have finished answering all of the questions, you will color the picture on the next</p>



page using the corresponding color choice that you selected when answering the questions.”

Anticipated Responses:

Question	Choice A	Choice B
1. raining cats and dogs	raining heavily (brown)	drizzling (yellow)
2. at the drop of a hat	instantly (green)	drop a hat on the ground before starting a task (pink)
3. Two wrongs don't make a right.	When someone does something bad, you should do something bad to them in return. (orange)	It is not okay to do something bad just because something bad was done to you. (red)
4. Actions speak louder than words.	What people do says more about them than what they say. (white)	What people say matters more than what they do. (brown)
5. Don't cry over spilt milk!	Clean up messes quickly. (pink)	Don't complain about a loss from the past. (green)
6. give me a hand	take your hand off of your arm and give it to someone (yellow)	help out with something (black)
7. to go back to the drawing board	to start over (red)	walk back to board and draw another picture (orange)
8. Break a leg!	Good luck! (white)	Congratulations! (brown)

Guidance for Diverse Learners




- Provide students with a sentence with the phrase in it to provide some context for students struggling to determine the meaning.
- The Amelia Bedelia series could help students who struggle with idioms. The main character in these books understands



	<p>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.</p>
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LESSON 31

Lesson Type	Grammar
Overview of Skill/Concept	<p>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) ● Crayon (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 this comparison statement."</p> <div style="text-align: center;">  is to  as  is to _____ </div> <p>Ask students, "How did you know an umbrella went in the blank?"</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 'difficult.' What are some words that have the same meaning as difficult?" Elicit responses from students. Possible answers: challenging, hard, tough, demanding.</p> <p>Tell students, "Antonyms are two words that have opposite meanings. Let's think about the word 'tough.' What are some words that have</p>



the opposite meaning as tough?" Elicit responses from students. Possible answers: soft, weak, fragile.

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:
previously is to after as decline is to _____.

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

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

Project the following example:
Close is to shut as depart is to _____.

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

- What is the relationship between close and shut? (They are synonyms, so they have similar meanings.)
- Now think about the word depart. We need to think about what words have the same meaning as depart.
- What words can we use as a synonym for the word depart? (leave)

**Guided Practice
(2 minutes)**

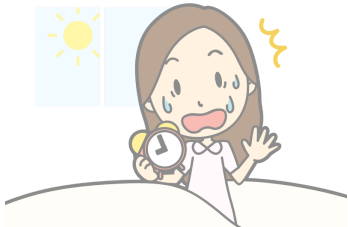
Present three columns to students. Start in the middle column. Draw a line to match each word to its synonym in the first column. Then, draw a line to match each word to its antonym in the third column.



	Synonym	Word	Antonym
	friendly	unique	ordinary
	special	compliment	shy
	destroy	destruct	insult
	praise	outgoing	repair
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 the analogies." Start at the box in the top left corner. Answer the analogy by choosing one of the branches that correctly completes the analogy. Using a crayon, color in the correct box to finish the maze.</p>		
Guidance for Diverse Learners	<ul style="list-style-type: none"> 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 32

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 someone who has overslept (teacher) • Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “over.”
Attention Getter (1 minute)	<p>Display the following picture for students and allow them a few moments to analyze the picture:</p>  <p>Ask students, “What do you think the girl in this picture did?”</p> <p>Guide students through a discussion about the girl oversleeping.</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: overproduce</p>




	<p>Tell students, “Look at the word overproduce. The base word is ‘produce,’ which means to make a good from materials. 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 overproduce means that there were too many goods made.”</p> <p>Project and read the following sentence with the word overproduce in it: We overproduced the number of chairs, so now we have too many that we can’t sell.</p> <p>Ask students, “Does the word ‘overproduce’ match our definition of there were too many goods made? How so?”</p> <p>Project the following word: overcoat</p> <p>“Now look at the word overcoat. The base word is ‘coat,’ which means a garment of clothing worn to protect from the cold weather. The prefix is ‘over,’ which means outer. If we use our knowledge of the prefix “over”, we can determine that the word overcoat means a garment of clothing worn on the outer part of the body to protect from the cold.”</p> <p>Project and read the following sentence with the word overcoat in it: On a frigid January morning, I must wear my overcoat when waiting at the bus stop.</p> <p>Ask students, “Does the word ‘overcoat’ match our definition of a garment of clothing worn on the outer part of the body to protect from the cold? How so?”</p>
Guided Practice (2 minutes)	<p>The teacher will continue practicing with students using the following words: overload, overoptimistic, and overconfident.</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. Students could also be asked to use the word in a sentence.</p>



	<ul style="list-style-type: none"> - overload: <ul style="list-style-type: none"> - over: too much or extra - load: put a large amount of something on or in something else - meaning: put too many things in something - Sentence: We overloaded our shopping cart with groceries, so things kept falling out of it! - overoptimistic: <ul style="list-style-type: none"> - over: too much or extra - optimistic: hopeful and confident about the future - meaning: having too much confidence about the future - Sentence: We were overoptimistic when planning for the party and planned too much that we weren't able to complete all of our plans. - overconfident: <ul style="list-style-type: none"> - over: too much or extra - confident: feeling sure of oneself; self-assurance - meaning: to have too much self-assurance
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is your turn to practice using the prefix over-. There are 3 parts to your activity page. In the first part, you should use your knowledge of the meaning of over- to define the word provided. Write the meaning on the line. In the second part, you should replace the underline words with a single word that has the prefix over-. Rewrite the sentence with the new word on the lines provided. On the third part, answer the question about a word that uses the prefix over-."</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Define base words for students who struggle with coming up with meaning. ● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-. ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.



LESSON 33

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"> ● Picture of something transforming (teacher) ● Prepared sentences with words that have the prefix trans- (teacher) ● Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “trans.”
Attention Getter (1 minute)	<p>Display the following picture for students and allow them a few moments to analyze the picture:</p>  <p>Ask students, “What is happening to this candle?”</p> <p>Guide students through a discussion about how the candle/wax is melting which is transforming the candle.</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.”



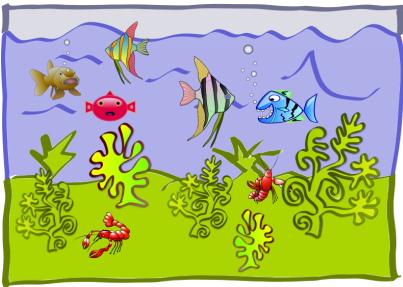
	<p>Tell students, "The prefix 'trans' has three different meanings:</p> <ul style="list-style-type: none">- across or over,- through, or- change." <p>Project the following word: transcontinental</p> <p>Tell students, "Look at the word transcontinental. The base word is 'continental', which means belonging to a continent. The prefix is 'trans', which means across or over. If we use our knowledge of the prefix 'trans', we can determine that the word 'transcontinental' means to go across or over a continent"</p> <p>Project and read the following sentence with the word transcontinental in it: The transcontinental railroad goes from New York in the east to California in the west.</p> <p>Ask students, "Does the word 'transcontinental' match our definition of going across or over a continent? How so?"</p> <p>Project the following word: transparent</p> <p>"Now look at the word transparent. The base word is 'parent', which comes from the Latin word for appear, which means to see. The prefix is 'trans', which means through. If we use our knowledge of the prefix 'trans,' we can determine that the word 'transparent' means to be able to see through something."</p> <p>Project and read the following sentence with the word transparent in it: We could see our legs and feet in the transparent blue lake water.</p> <p>Ask students, "Does the word 'transparent' match our definition of being able to see through something? How so?"</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will continue practicing with students using the following words: transfer and transfusion.</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</p>



	<p>meaning of the base word, and the meaning of the whole word.</p> <ul style="list-style-type: none"> - transfer: <ul style="list-style-type: none"> - When Eleanor and her family moved to a new city, they had to transfer all of their belongings from their old apartment to their new house. - trans: across or over - fer: carry - meaning: to carry 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 is your turn to practice using the prefix trans-. There are 3 parts to your activity page. In the first part, you should use your knowledge of the meaning of trans- to define the word provided. Write the meaning on the line. In the second part, you should replace the underline words with a single word that has the prefix trans-. Rewrite the sentence with the new word on the lines provided. On the third part, answer the question about a word that uses the prefix trans-."</p> <p>Students should complete the activity page.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Define base words for students who struggle with coming up with meaning. ● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-. ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.



LESSON 34

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 underwater (teacher) ● Prepared sentences with words that have the prefix under- (teacher) ● Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “under.”
Attention Getter (1 minute)	<p>Display the following picture for students and allow them a few moments to analyze the picture:</p>  <p>Ask students, “What do the fish and plants have in common in this picture?”</p> <p>Guide students through a discussion about how both the fish and the plants are underwater.</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>



Tell students, “The prefix “under” can have two different meanings:

- too little or not enough
- below something”

Project the following word: underwater

Tell students, “Look at the word underwater. The base word is ‘water’, which we know is a liquid that is in rivers, lakes, oceans, etc. The prefix is ‘under’, which means below something. If we use our knowledge of the prefix ‘under’, we can determine that the word ‘underwater’ means below the surface of the water.”

Project and read the following sentence with the word underline in it: After the levees broke during Hurricane Katrina, many houses in New Orleans were **underwater** for several weeks.

Ask students, “Does the word ‘underwater’ match our definition of being below the surface of water? How so?”

Project the following word: undervalue

“Now look at the word undervalue. The base word is ‘value’, which means how much something is worth. 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 ‘undervalue’ is used to describe something that is not worth enough.”

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

You shouldn’t **undervalue** your talent -- you are a very gifted artist.

Ask students, “Does the word ‘undervalue’ match our definition of describing something as not worth enough? How so?”

**Guided Practice
(2 minutes)**

The teacher will continue practicing with students using the following words: undershirt and undercook.

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 meaning of the base word, and the meaning of the whole word.



	<p>undershirt: He wears an undershirt under his dress shirt to prevent the dress shirt from being too itchy.</p> <p>under: below</p> <p>shirt: an article of clothing worn on the upper part of your body</p> <p>meaning: a shirt you wear below another shirt</p> <p>undercook: Our chicken was undercooked; it still was pink on the inside when we bit into it.</p> <p>under: too little or not enough</p> <p>cook: prepare food for eating</p> <p>meaning: did not prepare the food enough; did not cook the food long enough</p>										
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it is your turn to practice using the prefix under-. On your activity page, you will have some definitions of words that have the prefix under-. Your job is to complete the crossword puzzle using those words.”</p> <p>Have students complete the activity page.</p> <p>Anticipated Responses:</p> <table border="1" data-bbox="479 1276 1494 1642"> <thead> <tr> <th data-bbox="479 1276 987 1344">Across</th> <th data-bbox="987 1276 1494 1344">Down</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1344 987 1444">2. Not having enough people to work</td> <td data-bbox="987 1344 1494 1444">1. underweight</td> </tr> <tr> <td data-bbox="479 1444 987 1512">4. underserve</td> <td data-bbox="987 1444 1494 1512">3. underage</td> </tr> <tr> <td data-bbox="479 1512 987 1579">6. undercurrent</td> <td data-bbox="987 1512 1494 1579">4. underarm</td> </tr> <tr> <td data-bbox="479 1579 987 1642">7. underground</td> <td data-bbox="987 1579 1494 1642">5. underline</td> </tr> </tbody> </table>	Across	Down	2. Not having enough people to work	1. underweight	4. underserve	3. underage	6. undercurrent	4. underarm	7. underground	5. underline
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6. undercurrent	4. underarm										
7. underground	5. underline										
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Provide students with a word bank for the activity page. ● Define base words for students who struggle with coming up with meaning. ● Provide students with pictures of the words. This could help to 										

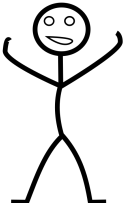



provide context for students to be able to define the meaning of words with the prefix over-.

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



LESSON 35

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"> • Picture of a person compared to a superhero (teacher) • Prepared sentences with words that have the prefix super- (teacher) • Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “super.”
Attention Getter (1 minute)	<p>Display the following pictures for students and allow them a few moments to analyze and compare the two pictures:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Ask students, “What is the difference between the person on the left and the person on the right? How do you know?”</p> <p>Guide students through a discussion about the image on the right depicting a superhero.</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.”



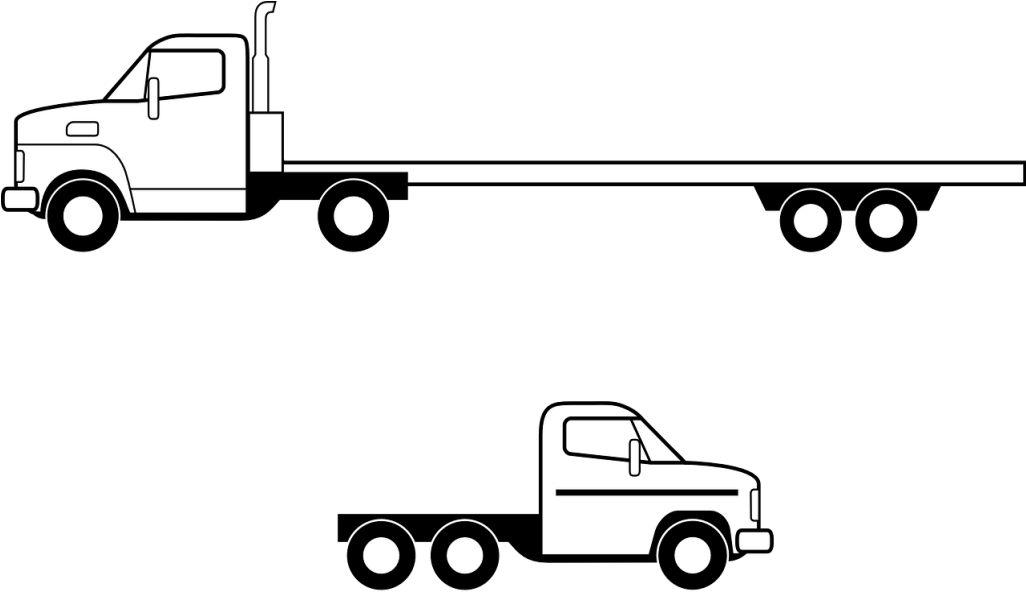
	<p>Tell students, “The prefix “super” means above, over, or beyond something.”</p> <p>Project the following word: superb</p> <p>Tell students, “Look at the word superb. The base word is ‘b,’ which comes from the root -bus meaning to be. The prefix is ‘super’, which means above, over, or beyond something. If we use our knowledge of the prefix ‘super’, we can determine that the word ‘superb’ means to be beyond something.”</p> <p>Project and read the following sentence with the word superb in it: The cast of the musical received a standing ovation because of their superb performance.</p> <p>Ask students, “Does the word ‘superb’ match our definition of being beyond something? How so?”</p> <p>Project the following word: superintendent</p> <p>“Now look at the word superintendent. The base word is ‘intend’, which means to direct attention to. 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 ‘superintendent’ means someone who others direct their attention over to.”</p> <p>Project and read the following sentence with the word superintendent in it: The superintendent must keep track of what everyone under her is doing.</p> <p>Ask students, “Does the word ‘superintendent’ match our definition of someone who others direct their attention over to? How so?”</p>
<p>Guided Practice (2 minutes)</p>	<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>



	<p>superior:</p> <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 <p>superstar:</p> <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
<p>Student Application (3-5 minutes)</p>	<p>Tell students, "Now it is your turn to practice using the prefix super-. There are 3 parts to your activity page. In the first part, you should use your knowledge of the meaning of super- to define the word provided. Write the meaning on the line. In the second part, you should replace the underlined words with a single word that has the prefix super-. Rewrite the sentence with the new word on the lines provided. On the third part, answer the question about a word that uses the prefix super-."</p> <p>Students should complete the activity page.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Define base words for students who struggle with coming up with meaning. ● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-. ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.



LESSON 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 “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">• Picture of a truck compared to a semi truck (teacher)• Prepared sentences with words that have the prefix semi- (teacher)• Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “semi.”
Attention Getter (1 minute)	<p>Display the following pictures for students and allow them a few moments to analyze and compare the two pictures:</p>  <p>Ask students, “What is the difference between the picture on the top</p>



	<p>and the picture on the bottom? How do you know?"</p> <p>Guide students through a discussion about the image on the bottom depicting a semi truck.</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: semiprecious</p> <p>Tell students, "Look at the word semiprecious, which is a word used to describe stones/minerals. The base word is 'precious,' which means valuable or of great worth. The prefix is 'semi,' which means partly or somewhat. If we use our knowledge of the prefix 'semi,' we can determine that the word 'semiprecious' means stones or minerals that are only somewhat valuable; less valuable than a precious stone."</p> <p>Project and read the following sentence with the word semiprecious in it: The necklace that has a semiprecious stone as the pendant is much more reasonably priced than the necklace that has a diamond in it.</p> <p>Ask students, "Does the word 'semiprecious' match our definition of partly, somewhat, or less than fully? How so?"</p> <p>Project the following word: semisolid</p> <p>"Now look at the word semisolid. The base word is 'solid,' which is a state of matter. 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 'semisolid' means something that is only partly solid."</p>



	<p>Project and read the following sentence with the word semisolid in it: Our dinner included a semisolid food: mashed potatoes!</p> <p>Ask students, “Does the word ‘semisolid’ match our definition of something that is only partly solid? How so?”</p>				
<p>Guided Practice (2 minutes)</p>	<p>The teacher will continue practicing with students using the following words: semi-detached and semiannual.</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> <p>semiannual My mother insists that we deep clean our house semiannually - once in December and once in June. semi: half annual: occurring once a year meaning: occurring each half of a year</p> <p>semi-detached All of the houses on the block are attached, except the ones on the corners, which are semi-detached. semi: partly, somewhat, or less than fully detached: separate or disconnected meaning: partly disconnected</p>				
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it is your turn to practice using the prefix semi-. On your activity page, you will have some definitions of words that have the prefix semi-. Your job is to complete the crossword puzzle using those words.”</p> <p>Have students complete the activity page.</p> <p>Anticipated Responses:</p> <table border="1" data-bbox="477 1696 1497 1829"> <thead> <tr> <th data-bbox="477 1696 987 1766">Across</th> <th data-bbox="987 1696 1497 1766">Down</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 1766 987 1829">2. semicircle</td> <td data-bbox="987 1766 1497 1829">1. semipublic</td> </tr> </tbody> </table>	Across	Down	2. semicircle	1. semipublic
Across	Down				
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	<table border="1"><tbody><tr><td>3. semisweet</td><td>3. semiweekly</td></tr><tr><td>4. semiconscious</td><td>5. semifinal</td></tr><tr><td>7. semiautomatic</td><td>6. semiformal</td></tr></tbody></table>	3. semisweet	3. semiweekly	4. semiconscious	5. semifinal	7. semiautomatic	6. semiformal
3. semisweet	3. semiweekly						
4. semiconscious	5. semifinal						
7. semiautomatic	6. semiformal						
Guidance for Diverse Learners	<ul style="list-style-type: none">● Provide students with a word bank for the activity page.● Define base words for students who struggle with coming up with meaning.● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-.● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.						



LESSON 37

Lesson Type	Spelling
Overview of Skill/Concept	<p>Most commonly, /sh/ is spelled sh as in shop or ch 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"> ● Whiteboard and dry erase markers (teacher and students) ● Prepared sentences with words that have ci, ti, and si spellings (teacher)
SWBAT statement	SWBAT correctly spell the /sh/ sound with ti, ci, si.
Attention Getter (1 minute)	<p>Tell students, “We have learned 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 in the air.”</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 up in the air. 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"> - obligation - shade - brush - crash



	<ul style="list-style-type: none">- negotiate- shadow- social
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> <p>Project the following sentences and engage in the line of questioning that follows:</p> <ul style="list-style-type: none">● The magician pulled a rabbit out of a hat.<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, "Magician."○ Ask students, "What's the base word in the word 'magician?'"○ Students respond, "Magic."○ Tell students, "Because the base word ends in c, we will use the ci spelling of /sh/."○ Instruct students to write the word "magician" on their white boards. While writing the word, have students spell it aloud and then say the word one final time.● Some plants grow best in partial sun.<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, "partial."○ Ask students, "What's the base word in the word 'partial?'"○ Students respond, "Part."○ Tell students, "Because the base word ends in t, we will use the ti spelling of /sh/."○ Instruct students to write the word "partial" on their white boards. While writing the word, have students spell it aloud and then say the word one final time.



**Guided Practice
(2 minutes)**

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."

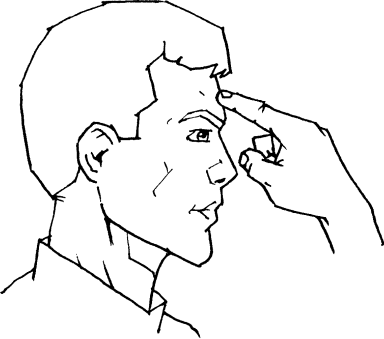
- Quotient
 - Read the word aloud to students. Then, have the students repeat the word aloud.
 - Present the following to students: quote + ient
 - Tell students, "Spell the word quotient on your whiteboard."
 - As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound. Here, students will need to drop the e in quote before adding the ient.
 - 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.
- Facial
 - Read the word aloud to students. Then, have the students repeat the word aloud.
 - Present the following to students: face + ial
 - Tell students, "Spell the word facial on your whiteboard."
 - As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound. Again here, students will have to drop the e before adding the ial.
 - 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.
- Discussion
 - Read the word aloud to students. Then, have the students repeat the word aloud.
 - Present the following to students: discuss + ion
 - Tell students, "Spell the word discussion on your whiteboard."
 - As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound. Here, students do not need to drop any letters before adding



	<p>the ending.</p> <ul style="list-style-type: none">○ 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.
Student Application (3-5 minutes)	<p>Tell students, “Now it is your turn to practice spelling words that have the /sh/ sound in the middle. On your activity page, you will use the clues given to you to write the new word. Make sure that you are using the correct letters to spell the middle /sh/ sound in the word.”</p> <p>Students will complete the activity page.</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 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 “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"> ● Picture of someone pointing to a forehead (teacher) ● Prepared sentences with words that have the prefix fore- (teacher) ● Whiteboard and dry erase marker (teacher)
SWBAT statement	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “fore.”
Attention Getter (1 minute)	<p>Display the following picture for students and allow them a few moments to analyze the picture:</p>  <p>Ask students, “What is the man pointing to? How do you know it is his forehead?”</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



	<p>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, - or superior (rank, position).” <p>Project the following word: forehead</p> <p>Tell students, “Look at the word forehead. The base word is ‘head,’ which is the upper part of your body. The prefix is ‘fore’, which means front. If we use our knowledge of the prefix ‘fore’, we can determine that the word ‘forehead’ means the front part of the head.”</p> <p>Project and read the following sentence with the word forehead in it: My mom gives me a kiss on my forehead every morning when she drops me off at school.</p> <p>Ask students, “Does the word ‘forehead’ match our definition of the front part of the head? How so?”</p> <p>Project the following word: foreword</p> <p>“Now look at the word ‘foreword.’ The base word is ‘word’, which we know are the meaningful parts of speech or writing. The prefix is ‘fore’, which means before. If we use our knowledge of the prefix ‘fore,’ we can determine that the word ‘foreword’ means the words that are spoken or written before something.”</p> <p>Project and read the following sentence with the word foreword in it: Prior to reading chapter 1 of the autobiography, we should read the foreword to gain some understanding of why the author wrote this book.</p> <p>Ask students, “Does the word ‘foreword’ match our definition of the words that are spoken or written before something? How so?”</p>
<p>Guided Practice (2 minutes)</p>	<p>The teacher will continue practicing with students using the following words: foresight and forefinger.</p> <p>The teacher will write the sentences on the board and ask students</p>



	<p>which word has the prefix “fore” in it, the meaning of the prefix, the meaning of the base word, and the meaning of the whole word.</p> <p>foresight:</p> <ul style="list-style-type: none"> - Beverly had the foresight to bring an umbrella when she went to the grocery store. - fore: before, front, or superior (rank or position) - sight: to see something - meaning: to see something before it happens <p>forefinger:</p> <ul style="list-style-type: none"> - Mr. Henry shushed us at the assembly by putting his forefinger on his lips to tell us to be quiet. - fore: before, front, or superior (rank or position) - finger: an appendage on the hand - meaning: the finger that comes before all of the other ones on the hand (first finger next to the thumb)
<p>Student Application (3-5 minutes)</p>	<p>Tell students, “Now it is your turn to practice using the prefix fore-. There are 3 parts to your activity page. In the first part, you should use your knowledge of the meaning of fore- to define the word provided. Write the meaning on the line. In the second part, you should replace the underlined words with a single word that has the prefix fore-. Rewrite the sentence with the new word on the lines provided. On the third part, answer the question about a word that uses the prefix fore-.”</p> <p>Students should complete the activity page.</p>
<p>Guidance for Diverse Learners</p>	<ul style="list-style-type: none"> ● Define base words for students who struggle with coming up with meaning. ● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-. ● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.



LESSON 39

Lesson Type	Grammar
Overview of Skill/Concept	<p>A conjunction is a part of speech. Its function is to serve as a connector between two sentences, clauses, phrases, or words. Conjunctions are important in writing because they are often used to extend a sentence rather than starting a new sentence.</p> <p>There are different types of conjunctions that can be used when writing sentences. Today's lesson will focus on explaining the function of coordinating conjunctions. Coordinating conjunctions connect two or more items of equal syntactic importance. Each coordinating conjunction has its own function when used in a sentence:</p> <ul style="list-style-type: none"> - for - explains reason or purpose - and - adds one thing to another - nor - used to present an alternative negative idea to an existing stated negative idea - but - shows contrast - or - presents an alternative or a choice - yet - introduces a contrasting idea that follows the preceding idea logically - so - indicates effect, result, or consequence <p>These conjunctions are often known as FANBOYS.</p>
Materials Needed	<ul style="list-style-type: none"> ● Premade conjunctions anchor chart with functions and sentences (teacher) ● Prepared sentences with a blank line to represent a missing conjunction (teacher)
SWBAT statement	SWBAT explain the function of conjunctions in sentences.
Attention Getter (1 minute)	<p>Ask students to complete the following sentence frame by sharing with a partner:</p> <ul style="list-style-type: none"> - I like to _____ and _____. <p>Then ask them to complete the following sentence frame by sharing with a partner:</p> <ul style="list-style-type: none"> - I eat _____ but I _____. <p>Ask students, "How did you know what to say to complete the sentence?"</p>



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

Tell students, "Conjunctions are words that are used as connectors between two sentences, clauses, phrases, or words. When you come across these conjunctions as you are reading, knowing the function of these conjunctions can help you make meaning of a sentence. Let's look at 7 conjunctions and their functions in sentences."

Display each of the 7 conjunctions' functions and sentences on a premade anchor chart. Review each one aloud with students. In addition, present students with a sentence that contains the conjunction and discuss with students its function. Following the line of questioning listed below.

- for
 - Tell students, "The conjunction 'for' explains reason or purpose."
 - Show students the following sentence: We need to pack an umbrella in your school bag today, for it is supposed to rain this afternoon.
 - Ask students, "What is the function of 'for' in this sentence?"
 - Elicit responses from students: For shows that the reason we need an umbrella is because it's going to rain.
- and
 - Tell students, "The conjunction 'and' adds one thing to another or connects two similar ideas."
 - Show students the following sentence: The two planets before Earth in our solar system are Mercury and Venus.
 - Ask students, "What is the function of 'and' in this sentence?"
 - Elicit responses from students: And connects the two planets Mercury and Venus because they are similar in that they come before Earth.
- nor
 - Tell students, "The conjunction 'nor' is used to present an alternative negative idea to an existing stated negative idea."
 - Show students the following sentence: James doesn't like hamburgers, nor does he like hot dogs.
 - Ask students, "What is the function of 'nor' in this sentence?"
 - Elicit responses from students: Nor shows two negative ideas here. He doesn't like two foods.



- but
 - Tell students, "The conjunction 'but' shows contrast."
 - Show students the following sentence: The biosphere contains all of the living things on Earth, but the hydrosphere contains all of the water on Earth.
 - Ask students, "What is the function of 'but' in this sentence?"
 - Elicit responses from students: But shows the difference between two of Earth's spheres.
- or
 - Tell students, "The conjunction 'or' presents an alternative or a choice."
 - Show students the following sentence: Would you rather watch Netflix or Disney+?
 - Ask students, "What is the function of 'or' in this sentence?"
 - Elicit responses from students: Or is showing that I have two options to choose from.
- yet
 - Tell students, "The conjunction 'yet' introduces a contrasting idea that follows the preceding idea logically."
 - Show students the following sentence: I'm really good at solving math problems, yet my favorite subject is social studies.
 - Ask students, "What is the function of 'yet' in this sentence?"
 - Elicit responses from students: Yet shows an opposite idea. I'm good at math. However, it isn't my favorite subject.
- so
 - Tell students, "The conjunction 'so' indicates effect, result, or consequence."
 - Show students the following sentence: We finished reading our novel, so now it is time to write a book report on it.
 - Ask students, "What is the function of 'so' in this sentence?"
 - Elicit responses from students: So shows that because we finished reading the book, we now have an assignment to complete.



**Guided Practice
(2 minutes)**

Tell students, "Let's practice choosing the appropriate conjunction and then explain the function of that conjunction."

The teacher will show students a sentence with a blank line for the conjunction. The class will determine what conjunction fits best in the blank line by analyzing what function the blank line is serving.

Use the following two examples:

- A turtle moves slow, _____ a slug moves slower.
 - Ask students, "What function do we need the conjunction to serve in this sentence?"
 - Elicit responses from students.
 - Tell students, "This sentence is showing two opposite, contrasting ideas - the way a turtle moves compared to the way a slug moves."
 - Ask students, "What conjunction should we use to show two opposite, contrasting ideas?"
 - Students should use the conjunction 'but' in the blank line.
- I was hungry, _____ I ate a snack!
 - Ask students, "What function do we need the conjunction to serve in this sentence?"
 - Elicit responses from students.
 - Tell students, "This sentence is showing that something happens as a result of something else - I ate a snack as a result of being hungry."
 - Ask students, "What conjunction should we use to show as a result?"
 - Students should use the conjunction 'so' in the blank line.

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

Tell students, "Now it is your turn to practice using conjunctions correctly by thinking about its function in a sentence. You will read the sentences provided and determine the relationship between the words, phrases, or clauses. You will then add the conjunction on the blank line and then explain the function of the conjunction. Let's review the first one together. The sentence says, 'There are pencils, pens, _____ highlighters in my pencil pouch.' I know that I need to choose the conjunction that shows how these items are connected together. I know that the conjunction is 'and.' I will complete the next



	<p>part of the question by saying, ‘The conjunction and functions by connecting pencils, pens, and highlighters together in one group.’”</p> <p>Students will complete the activity page.</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none">2. or3. but4. and5. so <p>Some sentences can have more than one answer.</p>
Guidance for Diverse Learners	<ul style="list-style-type: none">● Provide students with choices for the activity page to make it less overwhelming for students.● Provide students with the conjunction already in the sentence. Students can then just focus on explaining the function of the conjunction used.



LESSON 40

Lesson Type	Spelling
Overview of Skill/Concept	<p>Most commonly, /sh/ is spelled sh as in shop or ch 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"> ● List of words for students to read that are spelled with ti, ci, or si (teacher) ● Whiteboard and dry erase markers (teacher and students)
SWBAT statement	SWBAT correctly spell the /sh/ sound with ti, ci, si.
Attention Getter (1 minute)	<p>Tell students, “We’re going to practice reading a few words that have the /sh/ sound spelled with ti, ci, or si.”</p> <p>Present students with the following list and have students read the words aloud. As they read the words, underline the /sh/ sound in the middle of the word.</p> <ul style="list-style-type: none"> - effici<u>en</u>t - stati<u>o</u>n - pati<u>en</u>t - pot<u>io</u>n - conf<u>ess</u>ion - defici<u>en</u>t - appreh<u>en</u>sion



	<p>Ask students, "What do you notice about the way /sh/ is spelled in these words?"</p>
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. These are the rules:</p> <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." <p>Tell students, "Let's see what each of these rules looks like in action."</p> <p>Tell students:</p> <ul style="list-style-type: none">- "Say the word permission. The root word is permiss. Since it ends with s, I will use si for the /sh/ sound. Let's spell the word together."- As students spell the word aloud, write it on the board: p-e-r-m-i-s-s-i-o-n. Underline the si for the /sh/ sound.- "Say the word migration. The root word is migrate. Since it ends with te, I will drop the e and use ti for the /sh/ sound. Let's spell the word together."- As students spell the word aloud, write it on the board: m-i-g-r-a-t-i-o-n. Underline the ti for the /sh/ sound.
Guided Practice (2 minutes)	<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">● Infection<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: infect + ion○ Tell students, "Spell the word infection 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">● Gracious<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: grace + ious○ Tell students, "Spell the word gracious on your whiteboard."○ As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound. Again here, students will have to drop the e before adding the ious.○ 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.● Obsession<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: obsess + ion○ Tell students, "Spell the word obsession on your whiteboard."○ As needed, guide students to notice the ending of the root word to determine how to spell the /sh/ sound. Here, students do not need to drop any letters before adding the ending.○ 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.
Student Application (3-5 minutes)	Tell students, "Now it's your turn to practice spelling words that have the /sh/ sound using ti, ci, or si. I will say a word, and you will spell it on your activity page."



	<p>Call out the following words for students to spell:</p> <ol style="list-style-type: none">1. expression2. fiction3. social4. special5. frustration6. discussion7. Write a sentence using the word commercial. <p>Collect students' activity pages to check for mistakes.</p>
Guidance for Diverse Learners	<ul style="list-style-type: none">● Provide students who are still struggling to spell with ti, si, or ci with the base word. This will help them determine whether to use ti, si, or ci when spelling. For example, if students are struggling to spell frustration, tell them that the base word is frustrate.● 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.



END OF UNIT 2 CHECKPOINT

LESSONS 21-40 Knowledge Activity

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: morphology

- 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:

- If you could have any superpower in the world, what would it be, and why? Describe a day in your life with a superpower or an adventure you would go on if you had a superpower.
- Imagine you were only 6 inches tall. What would you do for a day?

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

- 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.